


Action Plan for Learning

	School Name: Montgomery Middle
	School Goal: Other
	School Year: 2018-2019

Goal / Inquiry Student learning	<p>To improve critical thinking skills in our students, through mathematics by using a common school wide weekly math routine (Which One Doesn't Belong).</p> <p>Student will focus specifically on the development of judgment, objectivity, and problem solving by identifying a number in a given math set that does not belong and provide a rational for their selection.</p>
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Rationale 1-3 reasons for choosing goal	<p>To align our instructional practices with the revised curriculum and core competencies.</p> <p>To develop a common language and understanding with our staff and students around critical thinking.</p> <p>To improve students' ability to apply their mathematical thinking and think critically.</p>
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References and sources to support actions	<p>Ministry of Education – Critical Thinking & Creative Thinking Competency Profiles https://curriculum.gov.bc.ca/competencies/creative_thinking https://curriculum.gov.bc.ca/competencies/critical_thinking</p> <p>Making Thinking Visible by Ron Ritchhart Critical Thinking Consortium https://tc2.ca/</p> <p>Learning through classification: What makes this number (or shape or graph) different from the others? http://www.collectedny.org/2015/06/learning_through_classification/</p>
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Backup Documentation	  CriticalThinkingCo mpetyencyProfiles.pd CreativeThinkingCo mpetyencyProfiles.pd
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Planned Actions Continuing practices working well (1-3) • What will we do differently? (1-3)	<p>Continue</p> <ul style="list-style-type: none"> • To continue with our APL committee of one representative from each team to direct, lead and implement our school APL goal. • Continue the focus on the development of student critical thinking • Continue to meet regularly as a committee and share out with staff.
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- How will we provide for staff development and collaboration?
- How will we involve parents?
- How will we involve students?
- How will we monitor progress and adjust actions?

Differently

- Use one curriculum area (math) to develop one new instructional routine that will be used in all math classes at least once weekly to develop critical thinking.
- Start the 2018 school year with three consecutive days of using the new math routine.
- Join the staff pro d committee and APL committees so that our pro d focus aligns with the school goals.
- Make the goals of the new math routine (development of critical thinking and using mathematical thinking) explicit to students.

Staff involvement/ collaboration

- The staff was directly involved in the identification of the school goal (critical thinking) through two staff meetings and school based pro d
- APL committee (6 staff) met three time in May/ June to develop and refine the goal and met with Michelle Ciolfitto (Learning Services)
- Staff meeting and pro d time in the 18-19 school year will be set aside to discuss implementation and collect feedback.

Parent involvement






- Monthly reporting out at PAC meeting and discussion
- Monthly newsletter with information about the school goal
- School web site (and links in school newsletter)

Student involvement


- Include a student representative on the APL committee
- Collect feedback from students through student survey process
- Have students develop sample math sets to be used in the weekly math routine (4 numbers or equations in a set, students select one number that does not belong, discuss in groups and justify their answer using mathematical reasoning).

Monitor progress


- Teachers will have students complete a math journal that will document the development of their mathematical reasoning throughout the year (minimum once per month).
- Collect student samples in Sept/ Jan and June to provide feedback and adjust our math sample set and critical thinking skills as needed.
- Continue to support four APL meetings, of a combination of 2 half day coverage and 2 after school meetings, for teacher to discuss, plan, and reflect on ways to enhance the deeper questioning skills of students in their inquiries and projects.
- Work in partnership with the Pro D committee to systematically support the development of the new math routine and explicit critical thinking skills.
- The APL team reported out at every staff meeting

Backup Documentation	 Self Assessment - Term 1.pdf  Core Competency Thinking Skills Brain  APL - Critical Thinking Activity.pdf  Final Year End Self-Assessment.pdf  Informal Midterm Report April 2017.pc
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<p>Documentation of learning</p> <p>Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<p>Our APL committee realized very quickly that our second goal continued to be too large and required us to narrow our field of focus. We also needed to identify one small step we could collectively take as a staff to develop a common language and experience for all students.</p> <p>Of the two core competencies we started with, we decided to focus on critical thinking and specifically the three skills of judgments, objectivity and problem solving. Through our staff meeting professional development sessions we focused on modelling sample lessons that helped show ways to use student questioning – concept attainment, barometer sharing, autonomy of object, compare and contrast writing.</p> <p>Teachers were asked to share and present lessons that focused on developing analytical questioning and forming judgements based upon data interpretation and forming objectivity through discrimination of and drawing conclusions from information.</p>
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Backup Documentation	 Critical & Creative Thinking Rubrics.pdf
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<p>The engagement with teachers was all year long as we used 6 committee meeting days to work with our APL Committee. We also used our monthly staff meetings with a 20-30 minute professional development focus on our APL goal.</p> <p>Parents were invited to join us for a New Curriculum Design evening in the fall of 2017 showcasing some of the changes they will see in students working with the core and curricular competencies of which our focus is on the critical thinking.</p> <p>Our PAC meetings had a dedicated section towards the APL goal and how staff were engaged in embedding critical thinking skills into their lesson planning. Students were part of the planning for our three levels of self-assessment that were attached to the three reporting sessions. Students with their teachers designed the self-assessment page and highlighted the specific competencies of assessment for each term.</p>
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Backup Documentation	 APL Committee - Agenda 3- 6 Feb- Jun
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Reflection Highlights <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>Our focus has been on creating a shared understanding of the core and curricular competencies and developing assessment tools that accurately reflect our classroom practices and the revised curriculum. Upon reflection and despite considerable effort, the objectives of the APL committee have not been easily understood by the student or parent communities.</p> <p>We are looking forward to finding ways to continue to embed critical thinking skills into our daily practices in the subject area of Mathematics. For September 2018 our staff have committed to using a new weekly Math routine (Which one doesn't belong?), to embed the development of critical thinking skills and to ensure that both the student and parent communities are aware and partake in this school focus.</p> <p>On the self-assessment of the core competencies we our dedicating our time to the phrasing of the language to help students articulate their academic stretches and strengths. Ex. What efforts have you made to move a stretch to a strength?</p> <p>Our observations from our three types of self-assessments is that many students were found it difficult to show some clear examples of their growth in core and curricular competencies and need help in understanding what growth looks like. We believe that by focusing our instruction on one subject area, across the entire community all year students will be better able to see their growth (or lack of it) documented in the monthly math journal.</p>
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Backup Documentation	 APL Committee - Thinking Skills Ques	 Critical Thinking - How the Strategic Te
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Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	 Montgomery - CBA for APL 2017.pdf	 Montgomery Middle FSA 2017.pdf
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