

Action Plan for Learning

	School Name: Montgomery Middle
	School Context Link:
	School Goal: Literacy
	School Year: 2016-2017

Goal / Inquiry Student learning	To develop thinking skills in our students through the use of the two types of creative and critical thinking core competencies of: analysis and critique, questions and investigate, develop and design in using our Inquiry Based Learning approach.
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Rationale 1-3 reasons for choosing goal	To develop the students ability to move from fact questions, through imagine questions to interpretive questions when using the Inquiry Based Learning approach. To develop growth in the students ability to ask questions that focus on themselves and that focus on the world through the use of the key elements in the critical thinking profiles.
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References and sources to support actions	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 Making Thinking Visible by Ron Ritchhart Critical Thinking Consortium
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Backup Documentation	  CriticalThinkingCo CreativeThinkingCo mpetencyProfiles.pdmpetencyProfiles.pdf
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • What will we do differently? (1-3) • 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? 	To develop a committee of one representative from each team to direct and lead our school through implementing an effective planning for building curricular connections to critical thinking competencies. <ul style="list-style-type: none"> • Six meetings of a combination of 3 half day coverage and 3 after school meetings to plan, reflect and create on enhancing the deeper questioning skills of students in their inquiries and projects • Use of our EF allocation for sharing curricular supports • Develop assessment and evaluation of student progress through specific highlighted self and teacher assessments in our term report cards. To embed at our team level curricular planning the three core competencies of critical thinking for our Inquiry Based Learning activities. Parents have had opportunities to share, engage and provide input at previous PAC meetings and through our weekly newsletter. Engaging our next year’s School Planning Council (SPC) to be involved in the curricular connections. Parents attending our regular community fairs and theme based conferences.
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	Students are involved through the feedback shared in Community Circles and through our Student Government representatives.
Backup Documentation	Student Self Reflection




<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. 	
Backup Documentation	

<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 started with teachers as we decided to change our focus from a social-emotional learning goal to an academic goal focusing in critical thinking and developing the questioning profiles of our students.</p> <p>Parents were informed through newsletter communications and at the past two PAC meetings in regards to the reasons why and how we would focus on critical thinking and profile student questioning skills.</p> <p>Student engagement was through our Community Circles; whereby, each small group has an opportunity to discuss the transition from our previous S.E.L. goal to one with a focus on developing inquiry questioning skills of our students.</p> <p>Support staff are an integral part of our staff meetings and provided opportunities in which many partake and become active members of the planning and dialogue for change.</p>
Backup Documentation	

<p>Reflection Highlights</p> <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? 	
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Backup Documentation	

(Delete this section if Literacy is your main goal)

<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	 Montgomery - CBA for APL 2016.doc	 FSA Results - Writers.pdf	 FSA Results - All Students.pdf
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Signatures

School Name: Montgomery Middle	School Goal: Other	School Year: 2016-2017
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Title	Name	Signature
Principal	Rob McFaul	
Assistant Superintendent	Carey Chute	

<p>Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here</p>	
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