

Action Plan for Learning

	School Name: Montgomery Middle
	School Goal: Other
	School Year: 2017-2018

Goal / Inquiry Student learning	To develop critical thinking skills in our students, focusing specifically on the components of judgment, objectivity, and problem solving.
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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 and the many skill sets it involves.</p> <p>To develop the students ability to move from fact questions, through imagine questions to interpretive questions when using the Inquiry Based Learning approach.</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>
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Backup Documentation	 CriticalThinkingCo mpetencyProfiles.pd  CreativeThinkingCo mpetencyProfiles.pd
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Planned Actions Continuing practices working well (1-3)	<p>To continue with our APL committee of one representative from each team to direct and lead our school through our implementation and planning for building curricular connections to critical thinking competencies.</p> <ul style="list-style-type: none"> We had six meetings this past year with efforts focused on classroom instruction and communicating of student learning around the core competencies for each of our three formal report sessions. We developed three key documents of student self-assessment and in each one we enhanced our efforts on student accountability and documenting supporting evidence. Continue to support four 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. The APL team reported out at every staff meeting and provided several opportunities for staff to participate in critical thinking challenges and
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- 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?

	<p>discussions around our understanding of specific critical thinking terminology.</p> <p>We will continue to embed critical thinking learning opportunities and activities into our staff and team leader meetings to provide opportunities for staff to share ideas, and collaborate.</p> <p>Parents have had opportunities to share, engage and provide input at previous PAC meetings and through our weekly newsletter. We organized with our neighbourhood South Hub of schools a Communication of New Curriculum evening for this past Sept. 28th 2016 and we had over 100 parents from the community. We plan to engage our next year's PAC in the Communicating of Student Learning and we have a new template evening planned for Tuesday Oct. 3rd.</p> <p>Ideally we will be able to monitor progress through the use of our ongoing student self-assessment of the core-competencies, however we do imagine that accurate self –assessment will take some time as students learn and understand the varying levels of critical thinking. Explicit instruction of the critical thinking profiles will be important for students and staff.</p>
Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Self Assessment - Term 1.pdf </div> <div style="text-align: center;">  Core Competency Thinking Skills Brain </div> <div style="text-align: center;">  APL - Critical Thinking Activity.pdf </div> <div style="text-align: center;">  Final Year End Self-Assessment.pdf </div> <div style="text-align: center;">  Informal Midterm Report April 2017.pc </div> </div>

<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 original goal was too large and required us to narrow our field of focus. 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>
Backup Documentation	<div style="text-align: center;">  Critical & Creative Thinking Rubrics.pdf </div>

<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.</p> <p>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 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 always had a dedicated section towards the APL goal and how staff were engaged in embedding critical thinking skills into their lesson planning.</p> <p>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>
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  APL Committee - Agenda .pdf </div> <div style="text-align: center;">  APL Committee - Agenda #2 -Oct 201 </div> <div style="text-align: center;">  APL Committee - Agenda #3 - Nov. 29 </div> <div style="text-align: center;">  APL Committee - Agenda #4 - Jan 31 </div> <div style="text-align: center;">  APL Committee - Agenda #5 - April 4 </div> </div> <div style="margin-top: 10px; text-align: center;">  APL Committee - Agenda #6.pdf </div>

<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? 	<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. We are looking forward to finding ways to continue to embed critical thinking skills into our daily practices.</p> <p>For September 2017 our staff will be asked to identify opportunities in the curricular competencies to embed critical thinking skills and develop lessons and units that continue to foster our three focus skills of: judgement, objectivity and problem solving</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 the .</p>
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  APL Committee - Thinking Skills Ques </div> <div style="text-align: center;">  Critical Thinking - How the Strategic Te </div> </div>

<p>Literacy Data</p> <p>Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Montgomery - CBA for APL 2017.pdf </div> <div style="text-align: center;">  FSA Gr. 7 Full Student List Report </div> </div>
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Signatures

School Name: Montgomery Middle	School Goal: Literacy	School Year: 2017-2018
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Title	Name	Signature
Principal	Rob McFaul	
Assistant Superintendent	Carey Chute	

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