

# Action Plan for Learning



**School Name: Montgomery Middle**

**School Goal: Other**

**School Year: 2019-2020**

**Goal / Inquiry**  
Student learning

**To improve students' critical thinking skills.**

We will develop students' critical thinking skills in numeracy by using two common school wide weekly math routines (Would You Rather and Which One Doesn't Belong?)

We will focus specifically on the development of students' capacity to analyze, critique, question, investigate and design by;

1. identifying a number in a given math set that does not belong and provide detailed rational for their selection.
2. selecting one of two options to solve a mathematical problem and provide detailed rational for their selection.

**Rationale**  
1-3 reasons for choosing goal

To align our instructional practices with the revised curriculum and core competencies.

To develop a common language and understanding with our staff, students, and parents around critical thinking.

To improve students' ability think critically.

To improve students' mathematical reasoning skills.

**References** and sources to support actions

Ministry of Education – Critical Thinking Competency Profiles  
[https://curriculum.gov.bc.ca/competencies/critical\\_thinking](https://curriculum.gov.bc.ca/competencies/critical_thinking)



Making Thinking Visible by Ron Ritchhart  
Critical Thinking Consortium <https://tc2.ca/>

Learning through classification: What makes this number (or shape or graph) different from the others?

[http://www.collectedny.org/2015/06/learning\\_through\\_classification/](http://www.collectedny.org/2015/06/learning_through_classification/)




Would You Rather Resources <http://www.wouldyourathermath.com/>

Numeracy Lab  
<http://numeracylab.edublogs.org/2018/11/17/online-resources/>

Backup Documentation	 Critical thinking WODB Rubric.pdf  CriticalThinkingCo mpetencyProfiles.pd

<p><b>Planned Actions</b></p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>Continue</p> <ul style="list-style-type: none"> <li>• To continue with our APL committee of one representative from each team to direct, lead and implement our school APL goal.</li> <li>• Continue the focus on the development of student critical thinking</li> <li>• Continue to meet monthly as a committee and share out with staff.</li> <li>• 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.</li> <li>• Start the 2019 school year with three consecutive days of using the new math routine (staff meeting, team wide activity and two day in class).</li> <li>• Join the staff pro d committee and APL committees so that our pro d focus aligns with the school goals.</li> </ul> <p><b>Differently</b></p> <ul style="list-style-type: none"> <li>• Whole staff participation in two full day professional development days with Carol Fullerton.</li> <li>• Make the goals of the new math routine (development of critical thinking and using mathematical thinking) more explicit to students.</li> <li>• Include a student representative on the APL committee</li> </ul> <p><b>Staff involvement/ collaboration</b></p> <ul style="list-style-type: none"> <li>• The staff was directly involved in the identification of a the school goal (critical thinking) through two staff meetings and school based Pro D.</li> <li>• APL committee (6 staff) met three times in May/ June to develop and refine the goal and met with Michelle Ciolfitto (Learning Services) as well as Jennifer Whiffin, from Learning Services to help recommend a second school wide routine.</li> <li>• As a staff on the June 3<sup>rd</sup> professional day, we selected: “Would You Rather?”, as the second school wide critical thinking/ numeracy routine.</li> <li>• Staff meeting and Pro D time in the 19-20 school year will again be set aside to facilitate implementation and collect feedback.</li> </ul> <p><b>Parent involvement</b></p> <ul style="list-style-type: none"> <li>• Monthly reporting out at PAC meeting and discussion</li> <li>• Monthly newsletter with information about the school goal</li> <li>• School web site (and links in school newsletter)</li> </ul> <p><b>Student involvement</b></p> <ul style="list-style-type: none"> <li>• Include a student representative on the APL committee</li> <li>• Collect feedback from students through student survey process</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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).</li> </ul> <p><b>Monitor progress</b></p> <ul style="list-style-type: none"> <li>• Teachers will have students complete a math journal that will document the development of their mathematical reasoning throughout the year (minimum once per month).</li> <li>• Collect student samples in Sept/ Jan and June to provide feedback and adjust our math sample set and critical thinking skills as needed.</li> <li>• Continue to support APL/ Pro D meetings, through a combination of 1 half day coverage and monthly after school meetings. Teachers can discuss, plan, and reflect on ways to enhance the deeper questioning skills of students.</li> <li>• Work in partnership with the Pro D committee to systematically support the development of the new math routine and explicit critical thinking skills.</li> <li>• The APL team reports out at every staff meeting</li> </ul>
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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;">         APL - Critical Thinking Activity.pdf     </div> <div style="text-align: center;">         Final Year End Self-Assessment.pdf     </div> </div>
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<p><b>Documentation of learning</b></p> <p>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p>The goal was known to both parents and students throughout the school community. Schools visitors (ie. Carey Chute etc..) were asked to interview a selection of students from a variety of classes (7 in total) about the school goal and its purpose. All students from all classes were able to articulate the goal and its purpose.</p> <ol style="list-style-type: none"> <li>1. Teachers created and used a common rubric to assess students’ application of critical thinking on a weekly basis while using the routine, “Which One Doesn’t Belong?”.</li> <li>2. Teachers collaboratively assessed student work during a pro d session as well as a staff meeting.</li> <li>3. A culminating activity in June, required students to construct their own WODB using mathematical content. Students came together as an entire team in the gym in a wheel house format (inner and outer circle). Students rotated through about 7 student samples. Teacher assessed students’ use of evidence (rational) for their selection and their use of mathematical terminology.</li> </ol>
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Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         WODB wrap-up        activity worksheet.pdf     </div> <div style="text-align: center;">         Critical &amp; Creative        Thinking Rubrics.pdf     </div> </div>
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<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<p>The engagement with teachers began through the APL/ Pro D Committee. A group of 8 staff were fully committed to the plans that they constructed with the help of Michelle Cioffitto from Learning Services. This group got the rest of the staff to commit to the routine through a staff meeting and Pro D session.</p> <p>Parents were engaged through newsletters, the web site and through activities displayed and promoted at the open house in September. The monthly PAC meeting was also a source of engagement as it was part of the admin report every month. This gave parents an opportunity for input and clarification.</p> <p>Students were engaged in the same way as parents and were initially brought into the routine through accessible non mathematical samples. This allowed students to use content they were familiar with (ie food) to develop their skills before moving into mathematical content.</p> <p>Our PAC meetings had the APL as a regular agenda item. PAC were informed about how staff were engaged in monthly team leader meetings. The whole staff participated in 2 Pro Days (developing the rubric and marking) and 5 staff meetings (check ins and shared marking).</p>
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Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         June 3 Pro D        Agenda.pdf     </div> <div style="text-align: center;">         2019 Questionnaire        and Responses.pdf     </div> </div>
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<p>We have had a year of success, defined by the entire school community knowing the goal, its purpose and collectively working towards it. Patterns that are emerging are that students' deficits in their numeracy skills hinders their capacity to show a depth of reasoning when providing a rationale for their answer.</p> <p>What was surprising was how easy it was to get the entire school community on board. What it required was starting small, being very explicit and providing staff with a lot of support and engagement and selecting a routine that was accessible to all learners.</p> <p>Our conclusions are as follows;</p> <ol style="list-style-type: none"> <li>1. We need to maintain our school focus on the development of critical thinking.</li> <li>2. We need to develop/ improve students' mathematical thinking.</li> <li>3. We need to link the weekly activity to current math content to front load numeracy terminology specific to the WODS and Would You Rather tasks.</li> <li>4. We need to have a common assessment to gather evidence student by student.</li> </ol> <p>In September the staff have committed to introducing a second common math routine, Would You Rather, to use in partnership with WODB. We will continue to work with the Learning Services Team to support its successful implementation.</p>
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	<p>On the self-assessment of the core competencies we are dedicating our time to the phrasing of the language to help students articulate their academic stretches and strengths. Eg. 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>
Backup Documentation	 Action Plan for Learning Staff Questic

<b>Literacy Data</b> Attach the following: <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	 2019 Gr 7 Reading FSA.pdf  2019 Gr 7 Writing FSA.pdf  Montgomery Middle FSA 2017.pdf Classroom assessment data to be added once available
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# Signatures

School Name: <b>Montgomery Middle</b>	School Goal: <b>Literacy</b>	School Year: <b>2019-2020</b>
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Title	Name	Signature
Principal	<b>Sarah Husband</b>	
Assistant Superintendent	<b>Carey Chute</b>	

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