


Action Plan for Learning

	School Name: École Moody Middle School of the Arts
	School Goal: Other
	School Year: 2015-2016

Goal / Inquiry Student learning	To develop and enhance all students' learning through inquiry based learning (IBL) and project based learning (PBL) skills and strategies.
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Rationale 1-3 reasons for choosing goal	<p>Since 2014-15 was our first year as École Moody Middle School of the Arts, we have only been engaged with this current goal for one year. An important background piece is that before becoming EMMSOTA, inquiry had been a school goal at Moody Middle in 2013-14. The decision to remain focused on inquiry in 2014-15 was to build on the inquiry foundation that had shifted learning in our previous school. Inquiry was also identified as a natural way to integrate and innovate learning through the arts.</p> <p>After spending the past two years focusing on two large objectives (questioning skills and research skills) within the area of inquiry, staff felt it was important to deepen the focus for 2015-16 in one key area (research skills). In this way, specific skills can be identified, taught, and practiced in order to develop the overall skills and strategies of IBL/PBL. Qualitative data from 2014-15 also supported that research skills were a greater area of need.</p> <p>The development of research strategies is foundational to students strengthening their inquiry skills. Research skills will include selecting, evaluating and citing resources from print and digital resources, taking notes using keywords and phrases; using graphic organizers to record and sort information and analyzing the information that is being collected and used.</p>
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References and sources to support actions	Points of Inquiry Model Spirals of Inquiry
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Backup Documentation	 2015 One Pager-MoodyMiddleSc
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Planned Actions	The 2014-15 school year was the first official year of EMMOSOTA. The inquiry goal was focused on while the school vision and mission were being consolidated
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<p>Continuing practices working well (1-3)</p> <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? 	<p>to help sharpen our direction as a new school of the arts. The integration and innovation of the arts was paramount in all facets of school life and the inquiry focus became an effective structure to engage students in their learning.</p> <p>The following practices were effective throughout this past school year and will continue to be enduring as we move forward with our inquiry focus:</p> <ul style="list-style-type: none"> • Continue to develop our understanding and knowledge of IBL and PBL practices • Planning, participation and assessment of a school wide inquiry • Integration/focus of learning through the arts. <p>Moving forward, some of the practices that we will do differently include:</p> <ul style="list-style-type: none"> • A clear timeline for each term will be developed to support the building and use of research skills. During term one, classes will focus on the building of these skills through direct teaching, modeling and practice. During term two, all students will complete an individual inquiry project. • Students will share their learning at Student Led Conferences (term one) and through formal Presentations of Learning (term two). • Use of all staff (non-enrolling teachers, EAs) to support ALL students <p>The continued support and development of staff will be key to meeting our inquiry goal. Staff development and collaboration ideas will include:</p> <ul style="list-style-type: none"> • Use of professional development days to plan, collaborate and learn • Use of team leader meetings and POD collaboration time to ensure that staff is able to implement and respond to diverse learning needs • Targeted time at staff meetings to track and monitor student progress and plan appropriately <p>Student ownership and involvement:</p> <ul style="list-style-type: none"> • The inquiry process allows choice and space for students to learn and practice skills at their own pace and level. With support and guidance from teachers, students will be able to identify areas of need and implement plans of action to support their own learning. • Presentations of learning will provide students with the opportunity to showcase their learning and be proud of their achievements.
<p>Backup Documentation</p>	

<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>This year each teacher chose one student for an individual case study who was minimally or not yet meeting expectations in inquiry based learning skills and strategies. Teachers evaluated student learning in January, March and May about their questioning and research skills. In the area of questioning skills, improvement was seen in over 75 - 83% of students. While improvement was also seen with research skills, the number of students experiencing success was smaller (50-75%). Please see attached qualitative data summary for further information.</p> <p>By using this process of deeply examining one student who is minimally or not yet meeting expectations, staff had the opportunity to carefully examine how to support these specific students through a multitude of different strategies including: direct instruction, peer support and evaluation, repeated practice, specific organizational and focusing strategies. Although these strategies were intended for a specific child, the benefit was felt by the majority of the other students as well.</p> <p>Next year, we will continue to use teacher qualitative data to monitor and support our students in the area of inquiry. The key areas of focus that will be tracked will reflect research skills identified by teachers as essential to the inquiry process.</p> <p>During 2015-16, all students will also maintain a personal portfolio of learning, which along with formal (and informal) assessments, will assist in documenting how student learning is developed and enhanced through inquiry based learning. Formal presentations of learning twice during the year will also provide a public venue for students to share their learning.</p>
<p>Backup Documentation</p>	<div style="text-align: center;">   </div> <p>APL Data Collection Form 2015.docx Qualitative Data for EMMOSOTA Action Plan</p>

<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>The inquiry journey at EMMOSTA continues to be a strong area of interest and focus for staff, students and parents. By maintaining the same goal as the 2014-15 school year, students and staff will build on the inquiry foundations that have been established and will be able to move forward with a more focused plan. In this way, we hope to see a greater understanding of inquiry in general and specifically see improvement in students' research skills.</p> <p>It has become evident that the enduring practices of direct teaching , repeated practice, and the application of skills were successful strategies for students. Although used by teachers at varying degrees this year, we will work towards making these consistent and school wide.</p> <p>The use of the principles of universal design has seen a wide range of strategies used in class which have supported numerous students in a wide array of identified areas of concern.</p>
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	By narrowing the focus of our school goal objectives to focus on research skills, we will be able to specifically identify, track and support student's in areas of need. The whole school will follow a timeline to create boundaries and balance lessons and application of skills. This clear plan will help us to develop and enhance all students learning though IBL/PBL skills and strategies.
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 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Moody - CBA for APL EMMSOTA FSA Data 2015.doc </div> <div style="text-align: center;">  2014.xlsx </div> </div>
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Signatures

School Name: École Moody Middle	School Goal: Other	School Year: 2015
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Trevor Kolkea	
Parent	Susan Mason	
Parent	Shari O'Neill	
Parent		
Recommended by Assistant Superintendent:		
Assistant Superintendent	Reno Ciolfi	
Board and Superintendent Approval:		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

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