MB Education Planning Report, Bruce Middle School, 2018-19

Step 1 Identified Action Area	Step 2 Broad Outcome	Step 3 Desired Student Products and Performance	Step 4 Required Student Knowledge, Skills and Dispositions	Step 5 Desired Teaching Products and Performances	Step 6 Required teacher knowledge, skills and dispositions	Step 7 Desired team products and performances	Step 8 Required team knowledge, skills and dispositions
Critical Thinking	Students will improve their ability to infer and connect in order to think critically about visual and written texts.	75% of grade 6-8 students will have good to excellent understanding, reflected in a 3 or a 4 on the report card, in the area of student responds critically to a variety of media by June 2019.	Infer the big ideas or themes of a visual or written text and how they are applicable to people's lives. Make connections between the text and other texts that have been read, viewed or heard. Understand their thinking (metacognition).	Using the Optimal Learning Model to facilitate guided practice with inferencing. Use rich texts such as picture books, photography and artwork to model read-alouds and think-alouds. Mini lessons on metacognitive strategies for inferencing skills such as decoding symbols, themes, main ideas, and text connections (self/text/world). Use surface and deeper thinking as common language.	Continue to learn about and implement the Optimal Learning Model. Knowledge of what a "rich text" is. Fluency with metacognitive strategies that focus on developing inferencing. Formative assessment skills for regularly checking for student understanding to identify struggling students. Develop an observation template for gathering observed skills, knowledge and thinking. Patience and persistence in staying the course. Knowledge of co-teaching strategies.	Each grade level team will develop a set of rich texts with a variety of perspectives and themes such as picture books, photography and artwork to use to model read-alouds and think-alouds. Teams will share OLM format instructional strategies (mini lessons) on inferencing and metacognition. Teams will develop and share formative assessments. Teams will co-teach with staff alongside literacy coaches. Teams will have common prep time for collaboration and exploration of common criteria.	Collaborative skills for co-developing and modifying OLM based lessons and assessments. Willingness to gain new knowledge and ask questions about teaching inferencing and metacognition. Persistence and continued focus on implementing the plan of action. Third Tuesday will be for team meetings focused on collaborating on school goals.

Reading Comprehension	Students will improve their ability to understand key ideas & messages and interpret & make connections to a variety of texts.	80% of grade 6-8 students will be meeting expectations in the areas of understanding key ideas and messages and interpreting and making connections to a variety of texts.	Comprehend the big ideas or themes and use applicable reading strategies when presented with a variety of texts. Make connections between the text and other texts that have been read, viewed or heard.	Use the Optimal Learning Model to facilitate guided practice with reading comprehension. Use rich texts such as fiction and non-fiction texts. Mini lessons on reading strategies. Using RTI model to develop and implement Tier 1 and 2 strategies. Enhance classroom libraries.	Continue to learn about and implement the Optimal Learning Model. Knowledge of appropriate reading material to meet diverse reading levels. Knowledge of reading strategies that focus on developing comprehension. Formative assessment skills for regularly checking for student comprehension to identify students that may be struggling. Establish common language in using reading strategies at all grade levels.	The grade level teams will collaborate to develop some shared fiction and non-fiction texts. Teams will collaborate on particular reading strategies (mini lessons) on an ongoing basis. Teams will share formative reading comprehension assessments. Teams will ensure 20 minutes of reading time on a daily basis. Teams will co-teach with staff alongside literacy coaches.	Collaborative skills for co-developing and modifying OLM based lessons and assessments. Willingness to gain new knowledge and ask questions about teaching reading comprehension. Persistence and continued focus on implementing the plan of action. Third Tuesday will be for team meetings focused on collaborating on school goals.

Problem Solving	Students will improve their willingness to engage and ability to persevere solving authentic math problems. They will develop their ability to effectively communicate their understanding /thinking/reasoning.	By June 2019, all students will be meeting grade level expectations in Problem Solving (3 or 4 on report card) as per the MB Mathematics Problem Solving Achievement Profile (MB Education).	Be aware of and have an understanding of the common problem solving assessment. Use a variety of strategies, models and materials to make sense of the mathematics in a task. Explain their ideas and reasoning in small groups and with the entire class. Listen and evaluate the reasoning of others. Stick to a task (persevere) and recognize that struggle is part of the problem solving process. Effectively represent and communicate problem solving processes, strategies and solutions (Concretely, Orally, Written)	Make regular use of small groups/partner work and flexible groupings. Use grade level specific rich problem solving tasks as selected by the math team and anticipate possible student solutions to problems. Facilitate and scaffold discussions amongst students (5 Practices Approach). Provide many opportunities for productive struggle and ask questions that allow students to grapple with ideas and relationships. Assess student progress using common rubric/point scale that is in line with the Problem Solving Achievement Profile (MB Education).	Understand the principles of “5 Practices for Orchestrating Productive Math Conversations”. Work to embed the 5 Practices into their regular mathematics program. Understand the importance and value of selecting rich tasks and anticipating possible student solutions before problems are used with students. (Step 1 of 5 Practices). Understand the Manitoba Problem Solving Achievement Profile and work to align their assessment practices with it, developing a common rubric/point grading scale for use in all math classes.	Work collaboratively to select grade level specific rich problem solving tasks and anticipate possible student solutions. Continually approach problem solving in conjunction with the book “5 practices for Orchestrating Productive Math Conversations”, allowing for the implementation of the strategies stated in the book. Use common assessments to share, compare and relate student work to the problem solving achievement profile (MB Education).	Our Team Believes: That a growth mindset is necessary. Numeracy is everyone’s responsibility. A strong number sense is critical to student success in mathematics Everyone is capable of learning math to high levels (No such thing as a “Math Brain”). We are educators that are more effective when we work collaboratively and support each other. Willingness to reflect on our own levels of understanding, seek out clarification, and support as needed.