

School Name: **WINDSOR ELEMENTARY** Principal: **DAVE HEARD**

School Goal: **IMPROVING CRITICAL/CREATIVE THINKING SKILLS AND TEACHING PRACTICES**

Date: **MAY 2021**

SCANNING

What's going on for your learners in relation to your goal?
How are you supporting the diverse learning needs of your school population in relation to the goal?

Creative/critical thinking skills need development as many students are practicing more *lower order thinking* skills or are ELL and need development in these areas.

We will also be integrating thinking skills with developing positive personal awareness and social problem-solving skills with students.

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed?
Where will concentrating your energies yield the greatest effect?

- All students K-7; especially ELL learners
- All staff, especially teachers
- Teach staff & students the language of critical thinking skills
- Higher order thinking skills (Bloom's taxonomy)
- Questioning / Inquiry skills

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

Windsor staff will improve their teaching of critical and creative thinking skills.

Windsor students (K-7) will improve their critical and creative thinking skills.

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

- How we have made a difference will be determined as we implement the initiative
- Determine baselines by applying assessment tools to inform our understanding of where students and teachers are at with their understanding of critical/creative thinking skills

NEXT STEPS:

What requires further attention? Where to next?

- Defining critical / creative thinking
- What's our focus for each grade group?
 - Early primary exploring the power of stories
 - Primary exploring the language of critical thinking
 - Intermediates exploring questioning skills
- How can we integrate the critical/creative thinking skills across the entire curriculum?
- How do we share our ideas with Windsor Families?

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned?
What resources and school/ district supports are you using?

- Visioning activities with staff, students, & parents throughout 2020-21, Sept Pro D day and spring survey 2021
- workshop with Burnaby's Advanced Learning Team - Nov 27
- Possible "Staff Book Club" book:
 - *Growing Citizens of Tomorrow*, (Schimmer & Erkens, (2018)
- Pro D days & standing staff meeting agenda time for sharing promising practices in relation to critical/creative thinking

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

Sept 2020 - Stage 1 – Immerse staff by inviting curiosity, wonder about teaching thinking skills, observing our students and our own teaching practices, read, explore, & play

January 2021 - Stage 2 - Investigate, read, develop questions, what can we do? try new practices / approaches, divide the workload, choose assessment tools, SHARE PLAN WITH COMMUNITY & INVITE PARENT INPUT

January 2022 - Stage 3 – Synthesize our information, target key ideas & groups (indigenous youth, struggling readers, ELL students, etc.), evaluate our new practices, analyze our results

May 2023 - Stage 4 – Share what we have learned with others, pose new questions, celebrate accomplishments

MONITORING PROGRESS: use BC MOE's student profiles for student self reflection on Critical/Creative thinking skills, use Bloom's taxonomy rubric to monitor student's higher order thinking skills and to set (TEACHER & STUDENT) learning goals