



Area of Focus: Literacy

Overall Goal: By June 2018, 90% of students from grades 1 – 6 will use co-constructed success criteria to improve the quality of their written work.

**Needs Assessment / Where Are We Now??**

Writing and Reading results continue to show high student achievement

The writing results for the 32 students in the cohort are as follows:

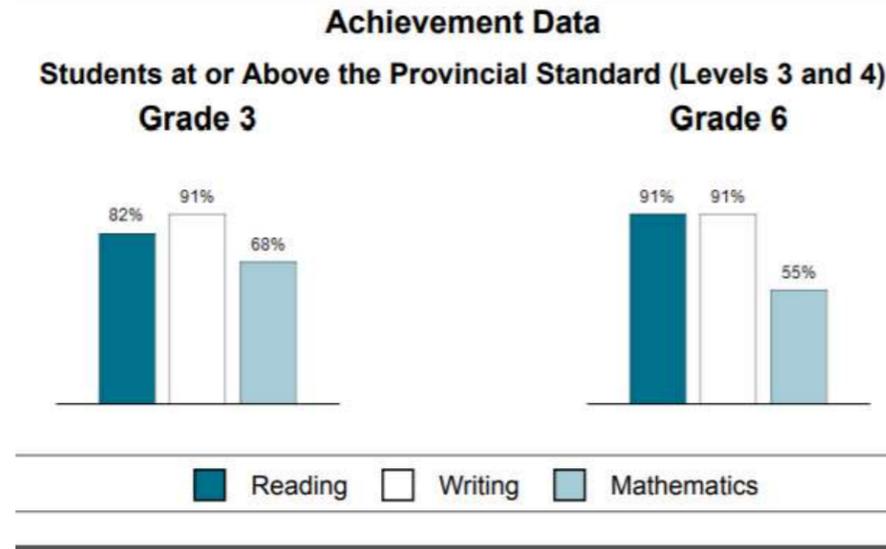
- 78% (25) met the provincial standard in Grade 3 and Grade 6;
- 12% (4) did not meet the standard in Grade 3 but met it in Grade 6;
- 9% (3) met the standard in Grade 3 but did not meet it in Grade 6; and
- 0% (0) did not meet the standard in Grade 3 and did not in Grade 6.

**Area of Concerns;**

Report Card Discrepancy

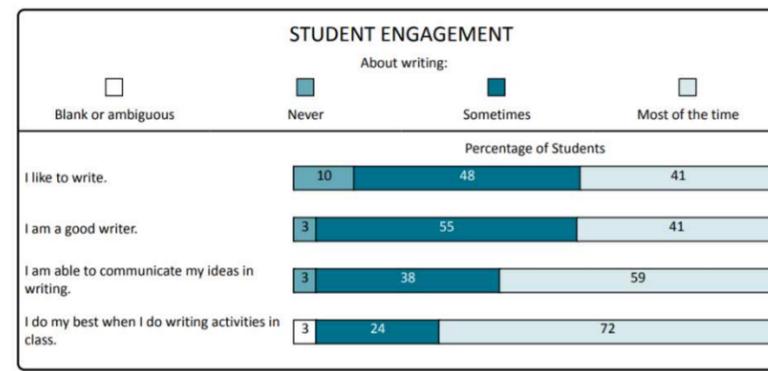
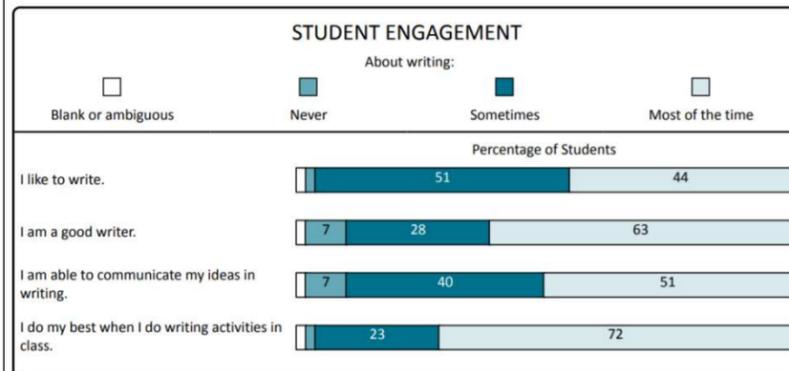
June 2016 report card data doesn't align with EQAO data, as shown below;

	Level 1	Level 2	Level 3	Level 4
Gr. 3		44.32	55.68	
Gr. 6		17.65	82.35	



Student Self-Assessment Data

Only 51% of our grade 3 students and 59% of grade 6 students feel that they are able to communicate their ideas in writing, as shown below;



<b>PLAN</b>	<b>ACT</b>	<b>ASSESS</b>	<b>REFLECT</b>
<p><b>PLAN: Needs Assessment</b> <i>Where are we now?</i></p> <p><b>1<sup>st</sup> CYCLE OF INQUIRY</b> <b>Starting June 29, 2017</b></p> <p><i>If we co-construct success criteria on what it looks like to be a successful communicator, and have students and teachers provide rich descriptive feedback using the co-constructed success criteria, then students' confidence as effective communicators will increase.</i></p>	<p><b>ACT: Evidenced-Based Strategies/Action</b> <i>What are we going to do?</i></p> <p>Have students complete a Forms survey about Student Engagement around writing Analyse results Give students a writing prompt to respond to Moderate student work of 12 marker students from K – Gr. 6 Principal to model to Literacy Sipsa Team members how to co-construct success criteria by teaching their class</p>	<p><b>ASSESS: Monitor/Gather Data</b> <i>How are we doing? What evidence do you have?</i></p> <p><i>Student Survey Results</i> Asset - Most students from the sample do their best writing when they are at school, most of the time (84%) And the remaining 16% of the students surveyed sometimes do their best writing at school.</p> <p>Concerns: only 44% of grade 4, 5 and 6 students feel that they are able to communicate effectively, most of the time And only 57% of our grade 1 - 6 students surveyed feel that they are a good writer most of the time</p>	<p><b>REFLECT: Analyze/Reflect</b> <i>How did we do? Where to next?</i></p> <ul style="list-style-type: none"> <li>-All Marker students were able to write at least one idea</li> <li>-1 marker student (aside from Kindergarten) brainstormed ideas</li> <li>-All 9/9 students from grades 1 – 6 used a capital to start their first sentence</li> <li>-All students 12/12 where able to communicate where they would like to go for their class trip</li> </ul>

	Using same colour coding to build capacity in the students to continue from one grade to the next Give students a 2 <sup>nd</sup> , similar writing prompt to respond to once students have co-constructed success criteria		-All Students were able to meet expectation 1.1 – purpose and audience  <b>Next Steps:</b> Co-construct success criteria and model brainstorming and generating ideas that include supporting details												
<p align="center"><b>2<sup>nd</sup> CYCLE OF INQUIRY</b> <b>Starting November 20, 2017</b></p> <p><i>If we co-construct success criteria on what it looks like to be a successful communicator, and have students and teachers provide rich descriptive feedback using the co-constructed success criteria, then students' confidence as effective communicators will increase.</i></p>	We will continue to support student writing through this process using each class' co-constructed success criteria for students to self-evaluate Spend a greater amount of time having students use colours to self- assess as well as analyze others' writing Introduce a self-assessment checklist	<p>January Results; All Marker students could write at least one idea All marker (12/12) students brainstormed ideas as opposed to 1/9 last writing prompt Some students (7/12) had well organized paragraphs Some students (9/12) picked one good idea and of those students (6/9) could provide supporting information</p> <p>March Results; All Marker students could write at least one idea (11/12) students brainstormed ideas Most students (11/12) had well organized paragraphs All students (12/12) picked one good idea and of those students (12/12) could provide supporting information</p>	<p>We have seen an improvement in written output as well as organization and idea development this cycle as evidenced below;</p> <table border="1" data-bbox="2293 465 2996 691"> <thead> <tr> <th></th> <th>wrote at least one idea</th> <th>had well organized paragraphs</th> <th>Provided supporting information</th> </tr> </thead> <tbody> <tr> <td>January</td> <td>100%</td> <td>58%</td> <td>67%</td> </tr> <tr> <td>March</td> <td>100%</td> <td>92%</td> <td>100%</td> </tr> </tbody> </table> <p>We found that having the students self-assess their work and indicate their evidence of including the success criteria by using the coloured pens, made a significant improvement in all students' work, not just our focus students.</p> <p><b>Next Steps:</b> Allow students to choose their own topic for writing to see if interest in topic contributes to written quality and quantity.</p>		wrote at least one idea	had well organized paragraphs	Provided supporting information	January	100%	58%	67%	March	100%	92%	100%
	wrote at least one idea	had well organized paragraphs	Provided supporting information												
January	100%	58%	67%												
March	100%	92%	100%												
<p align="center"><b>3<sup>rd</sup> CYCLE OF INQUIRY</b> <b>Starting March 19, 2018</b></p> <p><i>If we allow students to choose their own topic in their writing assignments and continue to provide rich descriptive feedback using the co-constructed success criteria, along with students self-assessing their work, then students' confidence as effective communicators will increase.</i></p>	<p align="center"><i>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15<sup>th</sup>, 2018.</i></p>	<p align="center"><i>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15, 2018.</i></p>	<p align="center"><i>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15<sup>th</sup>, 2018, and posted on Insite</i></p>												