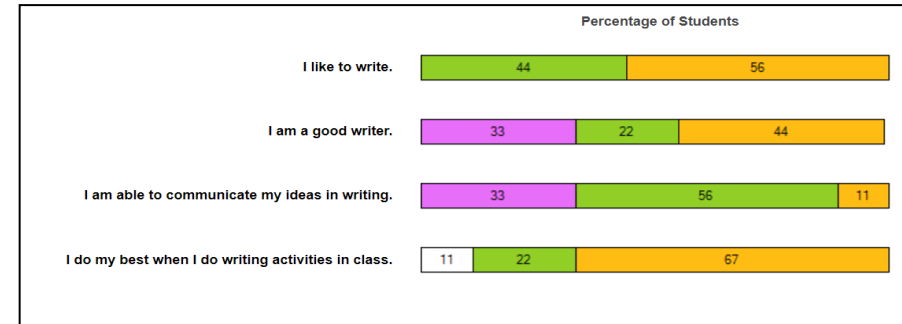
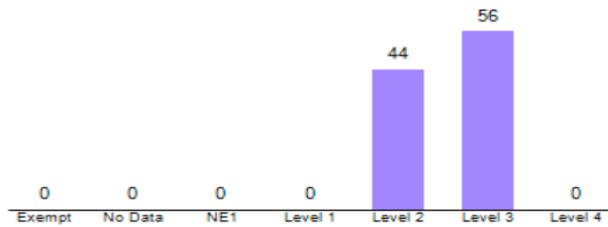


**Goal Setting**

Overall Goal: students as measured by our focus students will move at least one level in Writing, as using writing criteria to monitor success.

**Needs Assessment / Where Are We Now**



Only 56 percent of our Grade 3 students were at Grade level in writing. 44 percent of our Grade 3 students see themselves as good writers most of the time and 11 percent see themselves as able to communicate their ideas most of the time.

**Theory of Action: Due October 11, 2019**

**If we create engaging learning experiences through a focus on purposeful planning and improve assessment and feedback practices through a focus on generating descriptive feedback then student engagement and achievement will improve as measured by monitoring our focus students.**

**Success criteria for engaging learning experiences:**

- I can see and hear authentic learning experiences
- I can see and hear assessment and feedback practices
- I can see and hear student-centered learning
- I can see and hear students using resources with intention
- I can see and hear educators as responsive facilitators
- I can see and hear collaboration
- I can see and hear purposeful planning
- I can see and hear discourse along with independent think time
- I can see and hear wellness

'Look Fors'

**Criteria for generating descriptive feedback**

**I can give feedback that:**

- Is descriptive
- Is timely
- Contains the right amount of information
- Focusses on the work
- Compares the work to the criteria
- Is positive
- Is clear to the student
- Is specific but not so specific that the work is done for them

**PRE DATA: DUE: October 11, 2019**

**Monitoring the IF: If we acquire an understanding of our student's strengths and gaps in writing skills, we will be able to provide explicit instructional strategies to have stronger more effective writers**

Based **success criteria** for educator learning. Include pre data for your educators:

ipated Success Criteria: (Use grade appropriate success criteria)

I can ...

- Show an understanding of the text form.
- Include lots of details in my writing.
- Connect my ideas together.
- Describe my ideas with details and reasons.
- Be creative with my ideas.

- Organize my ideas.
- Use proper grammar, punctuation and spelling.
- Use interesting words.
- Connect my ideas to my personal experiences.
- Use my background knowledge to come up with my ideas.

**Writing Assessment using Achievement Chart in OWA**

eb

Name of Marker Student	LD * Promise Stud ** High ***	Grade	Oct (PRE)	November	February	May Final
A*		1	2			
B**		1	2			
C***		1	2			
D*		3	2-			
E**		3	2			
F***		2	2+			
G*		4	1+			
H**		4	2+			
I***		4	3			
J*		6	1			
K**		6	2			
L***		6	4			

**Other Quantitative Data:**

;

**Qualitative Data**

**PLAN and ACT – DUE: October 11, 2019**

*If we acquire an understanding of our student’s strengths and gaps in writing skills, we will be able to provide explicit instructional strategies to have stronger more effective writers*

**Literacy Learning Team – Next Steps**

**Step 1:**

Look at the exemplars for Writing Task 1 together with the whole class. Co-create success criteria using the exemplar for the learning goal:

**We are learning to write a good piece of writing in a variety of forms.**

**ACT**

- *Using the Ontario Assessment for Grades we administer our pre- Assessment*
- *Together we will choose 3 marker students from each grade ( 1-6) (Student of Promise, LD,High {Level } )*
- *We will assess by moderating together by using the exemplars in the OWA*
- *We will record and then plan our instructional strategies*

- *Re test after explicit instructional strategies*
- *Create success criteria (from the OWA rubrics)*
- *Use exemplars for students to use to learn.*

**MID CYCLE 1 DATA: DUE: November 29, 2019**

**Monitoring the IF:**

Based on the *co-constructed success criteria* for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

**Monitoring the THEN (e.g. student achievement, engagement, wellness):**

Writing Success Criteria				
	Total Number of Focus Students:			<i>Enter Total Here</i>
	Number of Focus Students Meeting the Criteria			
	October	November	February	May
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				

Where is says 'Criteria 1' 'Criteria 2' etc., enter your co-created success criteria

**Other Quantitative Data:**

**Qualitative Data**

Fountas & Pinnell Qualitative Data

**MID CYCLE 1: ASSESS and REFELCT: DUE: November 29, 2019**

**END CYCLE 1: DATA: DUE: February 15, 2020**

**Monitoring the IF:**

Based on the *co-constructed success criteria* for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

**Monitoring the THEN (e.g. student achievement, engagement, wellness):**

Writing Success Criteria				
	Total Number of Focus Students:			<i>Enter Total Here</i>
	Number of Focus Students Meeting the Criteria			
	October	November	February	May
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				

Where is says 'Criteria 1' 'Criteria 2' etc., enter your co-created success criteria

**Qualitative Data**

**END CYCLE 1: ASSESS and REFLECT -: DUE: February 15, 2020**

**CYCLE 2 PLAN and ACT – DUE: February 15, 2020 (based on the assessing and reflecting at the end of cycle 1 – may not change from the October plan or may be revised)**

**END CYCLE 2: DATA: DUE: May 29, 2020**

**Monitoring the IF:**

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

**Monitoring the THEN (e.g. student achievement, engagement, wellness):**

Fountas & Pinnell Instructional Reading Levels – Quantitative Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Student 1																										
Student 2																										
Student 3																										
Student 4																										
Student 5																										
Student 6																										
Student 7																										
Student 8																										
Student 9																										
Student 10																										
Student 11																										

If there is no change in reading level, adjust the colour to the current time (i.e., make the October red section orange in November)

Data	
October	Red
November	Orange
February	Yellow
May	Green

Writing Success Criteria				
	Total Number of Focus Students:			Enter Total Here
	Number of Focus Students Meeting the Criteria			
	October	November	February	May
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				

Where is says 'Criteria 1' 'Criteria 2' etc., enter your co-created success criteria

**Other Quantitative Data:**

**Qualitative Data**

Fountas & Pinnell Qualitative Data

	Other Notes from the Fountas and Pinnell Assessment <i>(i.e., reading behaviours, fluency, self-corrections, cues, observable actions, miscue analysis, comprehension, etc.)</i>
Student 1	
Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 11	

**END CYCLE 1: ASSESS and REFLECT -: DUE: May 29, 2020**