



Area of Focus: Literacy

Overall Goal: Increase student engagement and confidence in the writing process through the use of topics of pre-knowledge or interest to students.

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

Teacher observations/ analysis:

- Student productivity in writing is challenging and low.
- Student spend majority of time researching ideas for writing and little time on deeper processes that produce quality written work.
- Students are reluctant and weak at self-assessment of writing.

EQAO data

EQAO data	Reading	Writing
Grade 3	91	91
Grade 6	88	94

Student questionnaire data: Grade 3,

- Only 1/3 of students like to write or report doing their best in writing activities
- Only a 1/3 identify they are able to communicate their ideas in writing.

Student questionnaire data: Grade 6

- only 40% of students like to write
- 50% don't feel strongly they can communicate in writing
- 30% report doing their best in writing activities

<b>PLAN</b>	<b>ACT</b>	<b>ASSESS</b>	<b>REFLECT</b>																
<p><b>PLAN: Needs Assessment</b> <b>Where are we now?</b></p> <p><b>1<sup>st</sup> CYCLE OF INQUIRY</b> <b>Starting June 29, 2017</b></p> <p>If teachers use topics of interest or pre-knowledge to move students through the stages of writing process (beyond prewriting and drafting) then students will spend more time attending to organization of ideas.</p> <p><b>If/Then Statement: Posted by October 10, 2017</b></p>	<p><b>ACT: Evidenced-Based Strategies/Action</b> <b>What are we going to do?</b></p> <p><b>Actions will be outlined in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17<sup>th</sup>.</b></p> <p>Pre/ post testing occurring related to writing content. Concepts to build each level upon subsequent level where post-test assessment demonstrate measurable gain in student achievement. Pre task assessments task for following section embedded in post task assessments Task 1 Footprints of Summer, Benchmark: Org. of ideas Post = Revisit Org. of ideas and benchmark Editing and revising</p>	<p><b>ASSESS: Monitor/Gather Data</b> <b>How are we doing? What evidence do you have?</b></p> <p><b>Data Gathering will be outlined and collected in the first three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle – November 17<sup>th</sup></b></p> <p>-Org. of Ideas trait Pretest, general level: C through B Post-test, general level: Increase of minimal 5% across board.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Markers Student</th> <th>Pre</th> <th>Post</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>64</td> <td>70</td> <td>6%</td> </tr> <tr> <td>B</td> <td>75</td> <td>81</td> <td>6%</td> </tr> <tr> <td>C</td> <td>44</td> <td>63</td> <td>19%</td> </tr> </tbody> </table>	Markers Student	Pre	Post	% change	A	64	70	6%	B	75	81	6%	C	44	63	19%	<p><b>REFLECT: Analyze/Reflect</b> <b>How did we do? Where to next?</b></p> <p><b>Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17<sup>th</sup> and posted on Insite</b></p> <p>-Strategies to improve engagement and confidence in writing has had initial success. -Student productivity has increased with more students meeting due dates for submissions. -Explicit teaching of trait has measureable impact (&gt;5%) -Greatest benefit for lowest performing and LD students.</p> <p>Next steps: continue structure with shift to next trait(s): Editing and Revising, voice.</p>
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		<p>-greatest gains were with lowest students and particularly LD students.</p> <p>- anecdotal evidence: increase in productivity and student satisfaction rates.</p>	
<p><b>2<sup>nd</sup> CYCLE OF INQUIRY</b>  <b>Starting November 20, 2017</b>  <i>(Continuation of previous if/ then statement shifting focus to traits of editing and revising and then voice.)</i></p> <p>If teachers use topics of interest or pre-knowledge to move students through the stages of writing process (beyond prewriting and drafting) then students will spend more time attending to organization of ideas.</p>	<p><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 on March 9<sup>th</sup>, 2018</i></p>	<p><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 on March 9<sup>th</sup>, 2018</i></p>	<p><i>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9<sup>th</sup>, 2018, and posted on Insite</i></p>
<p><b>3<sup>rd</sup> CYCLE OF INQUIRY</b>  <b>Starting March 19, 2018</b>  <i>Complete this section with any new data from your 2nd Cycle of Inquiry</i></p> <p><b><i>If/Then Statement: Posted by March 30, 2018</i></b></p>	<p><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><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><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>