



School: Wellington ES

Principal: R. Westendorp

Vice-Principal(s): N/A

Area of Focus: Literacy (Writing)
 Overall Goal: To have 75% of Grade 3 and 80% of Grade 6 cohort achieve at provincial standard on 2017/18 EQAO in Writing.

Needs Assessment / Where Are We Now??

Complete this section with data that is driving your decision-making to establish your goal above and If/Then statement below for the first Cycle of Inquiry.

- Consider what data resonated from your school's EQAO, especially for students who are performing at a high level two.
- What other school-based data do you have that is informing your direction?

73% of Grade 6 students achieved at level 3 or above in Writing, on Spring 2017 EQAO
 15% of Grade 6 students achieved at level 2 in Writing, on 2017 Spring EQAO

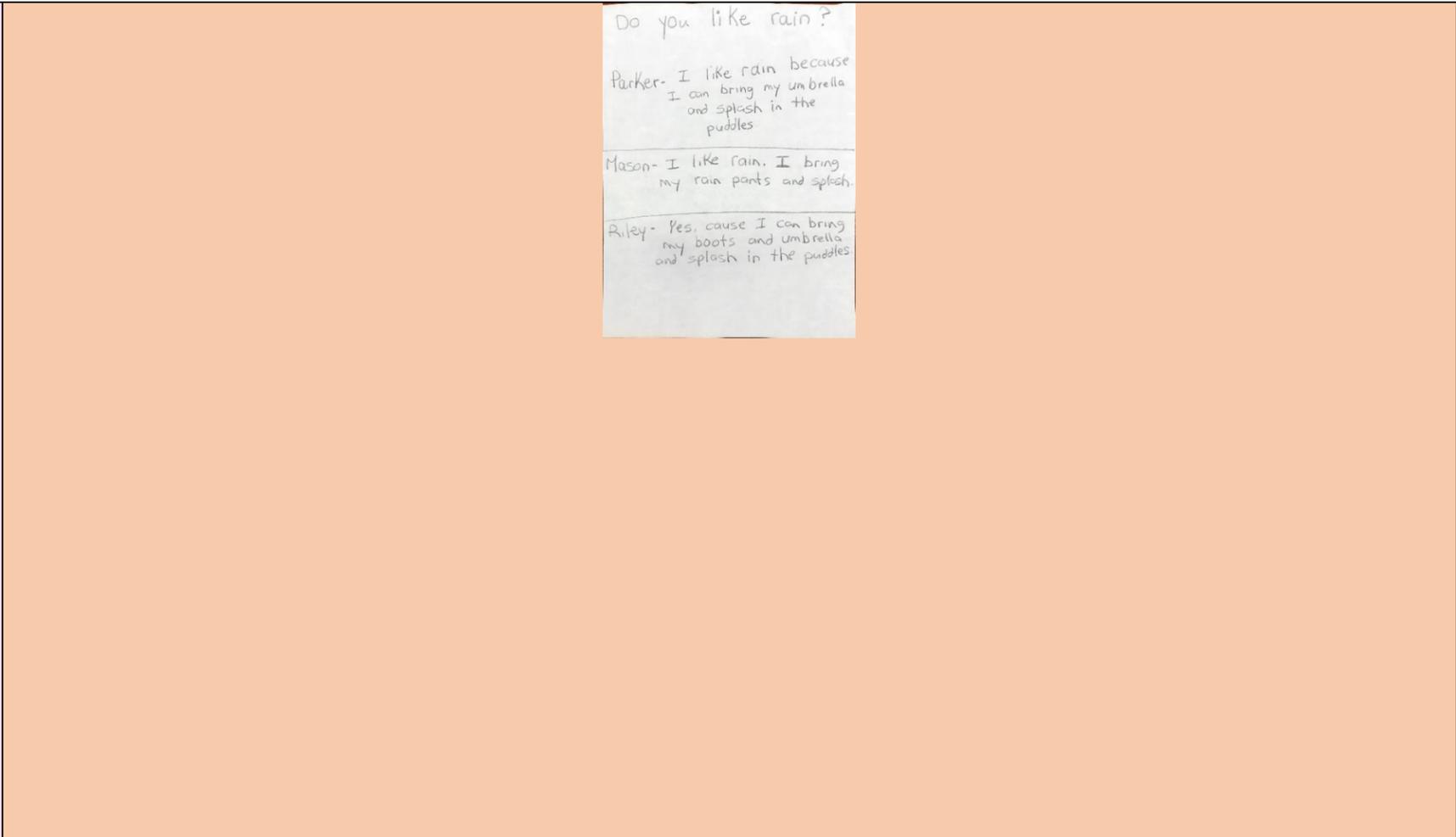
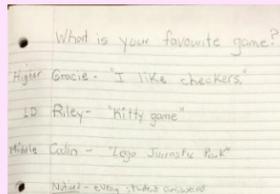
50% of Grade 3 students achieved at level 3 in Writing, on Spring 2017 EQAO
 50% of Grade 3 students achieved at level 2 in Writing, on 2017 Spring EQAO

PLAN	ACT	ASSESS	REFLECT
PLAN: Needs Assessment Where are we now?	ACT: Evidenced-Based Strategies/Action What are we going to do?	ASSESS: Monitor/Gather Data How are we doing? What evidence do you have?	REFLECT: Analyze/Reflect How did we do? Where to next?
1st CYCLE OF INQUIRY Starting June 29, 2017 Based on the data above, complete an If/then statement for the first cycle of inquiry If/Then Statement: Posted	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 th . -We are teaching students to say/write complete sentences, and paragraphs (JK-6)	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 17th Student work was collected, and assessed (based on the Success Criteria) -We observed that student work improved in the following ways: "Student A's" work improved by adding the word because "Student B's" work improved by recognizing that the student had the ideas, and it was a written output issue. After scribing, "Student B's" work was much improved "Student C's work improved as he demonstrated that on the final task he was able to identify 3 details/ideas relating to the topic, when on the first task he was not showing this "Student D's" work showed an improvement in expressing ideas by the end of the SIPsa Cycle	Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17th and posted on Insite Students can: -use Success Criteria -improve their work -can use/identify an opening/concluding sentence

by October 10, 2017

If we co-construct success criteria and use it to drive feedback for self/peer-assessment of student's work, then 75% of Grade 3, and 80% of Grade 6 students will be able to achieve provincial standard in Writing.

-We are using co-constructed Success Criteria with students to support their work
 -We had students complete an initial task, followed that with intentional teacher move, and teaching, and then had students complete another task to observe their growth in learning



-can use a model/template/organizer to form their response
 -use descriptive feedback to improve their work

(See One Note for additional student work)

2nd CYCLE OF INQUIRY Starting November 20, 2017

Complete this section with any new data from your 1st Cycle of Inquiry.

If/Then Statement: Posted

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 9th, 2018

During this SIPsa Cycle, students were provided opportunities to add details to their story re-tell and

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 9th, 2018

Staff used EQAO scoring rubrics to score student work. In most cases (8/12), students showed growth in their writing. Please see chart below for details, and data collected.

Literacy Data

Grade	Focus Student	Pre-Task	Code	Success Criteria Met	Next Steps	Intentional Moves	Post-Task	Code	Success Criteria Met	Continue to Work On	Movement

Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9th, 2018, and posted on Insite

67% of focus students are now using the co-constructed success criteria to add details/evidence to support their writing. For

by December 1, 2017

If we co-construct success criteria and use it to drive feedback for self/peer-assessment of student's work, then 75% of Grade 3, and 80% of Grade 6 students will be able to achieve provincial standard in Writing.

story writing. Students were also provided with opportunities to use transition words, and combine sentences using conjunctions. Initially students worked on developing a complete sentence, for example "I like Kitties, because they are fun". Staff also scaffolded student learning by having students complete pre-writing activities, for example showing a series of pictures and supporting students in creating a story, with details from the pictures. Other explicit teaching strategies included using the Smartboard to model a sample of good writing. Students also co-constructed Success Criteria (see below), to use as a support to reference their work. Students were also provided with a variety of graphic organizers, pictures cues, and/or prompts to further develop their sentences, paragraphs, and stories.

Kdgn	FS-1	Re-tell "The Sneezzy Snowman"	10	-Use first, then, last. -Use full sentences. -Re-tell in the appropriate sequence. -Identify 4 important parts of story.	Tell Parts in order.	-Use pictures to sequence. -Graphic organizer.	Re-Tell a story in sequence.	30 (high)	-Can tell who, what, where; -Can tell elements of a story in sequence, with detail.	-Tell when something is happening.	+ 20 -Moved two levels. -Writing full sentences, using word walls and anchor charts independently. -Good spelling and sentence structure.	
	FS-2		30	-Can tell basic information (who, what)	Add more details. Tell more information, in sequence.	-Look at important information and sequence. -Graphic organizer.		30	-Can tell who, what, where; -Can tell elements of a story in sequence, with detail.	-Needs to work on when -Spelling words (using resources) -Missing words.	0	
	FS-3		10	-Knows some events of the story	-Organize story elements chronologically -Identify the 5Ws of the story.	-Use pictures to sequence. -Graphic Organizer.		20	-Can identify who and what happened, with limited detail; -Can tell some events in order.	-When -Spelling and assistance selecting from anchor chart	+10	
	1/2/3	FS-1	Writing a Story	20 (low)	-Story has beginning middle and end.	-Add detail. -Edit. -Complex Sentences.	-Add "so" or "because" to each sentence. -Second sentence, explain how. -Scaffold- do some together; descriptive feedback; chunk it to begin. -'First', 'Next', 'Then' 'Finally' -Pre- writing activities	Re-Telling a Story	30 high	-Has all elements of the story with limited detail.	-Stay on topic.	+10
		FS-2		20 (high)	-Story has a beginning middle and end.	-Add detail. -Use word chart. -Generating Ideas. -Complex sentences.			20	-More voice. -Details that are relevant. -Spelling more familiar words.	-All ideas should be related to one another.	0
		FS-3		20	-Has some, underdeveloped, story elements	-Add detail. -Edit. -Complex Sentences.			30 High	-Able to use graphic organizer appropriately to build complex sentences.	-Use same structure and detail to create every sentence.	+10
	3/4	FS-1	Remember a Time ... First, then, next, finally	30	-Use graphic organizer correctly -Well-developed ideas -Relates to the topic -Complete sentences -Use sight words correctly	-Use transition words on own	-Co-constructed success criteria with specific look fors -Anchor charts for transition words	Procedural Writing	30	-Uses planning tools and graphic organizer appropriately. -Well-developed ideas. -Uses concise, procedural terminology appropriately to instruct.	-Focus on using vocabulary to vary sentences. -Add conjunctions to make complex sentences.	0

example, "The lazy black caterpillar sat down and watched TV in his tree house because his mean mom wouldn't let him go out". This is an increase from the beginning of this SIPsa Cycle, when only 25% of focus students were using details/evidence to support their writing.

For the next SIPsaw, students will be provided with opportunities to continue to improve their writing, by including all relevant details, and include punctuation, to further develop their sentence structure, and fluency.

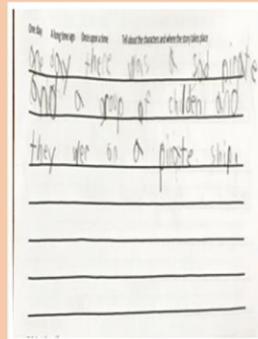
	<p>GOAL: We are learning to write paragraphs.</p> <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> - I can write five sentences - I can write a topic sentence (introduction) - does not include "because" - I can include a closing sentence - I can use conjunctions (and, but, so) to make my sentences longer - I can use appropriate punctuation and capitals - I can use a Thesaurus to improve three words - I can use dictionary.com to check my spelling - I can reread my work to make sure it makes sense 		FS-2		10	-Can make connection to own life; -Can relate her idea to the topic presented.	-Stay on topic. -Use complete sentences. -Refer to sight words. -Use graphic organizer correctly			30	-Can use success criteria and descriptive feedback to edit her work. -Stays on topic. -Uses procedural words correctly. -Is able to sequentially tell a story.	-Uses procedural words but doesn't flow properly	+20	
			FS-3		1	-Illegible	-Use computer for writing, and organization			1	-Illegible	-Use computer for writing and pre-writing activities.	0	
		5/6	FS-1	Sentence Fluency	30	-Gave a lot of details but in separate sentences.	-Retell using own complex sentences.	-Do activity aloud together as class		40	-Changed structure of sentences; -Combined like ideas into complex sentences; -Inserted more words to make it flow.		+10	
			FS-2		1	-Sentences don't make sense. -Can combine some but does not select the correct conjunctions to maintain meaning.	-Combine simple sentences using basic conjunctions; -Use punctuation appropriately in sentences to enhance meaning.	-Do activity aloud together as a class		10	-Punctuation in the wrong spots that affected the comprehension of the text.		+10	
			FS-3		10		-Use more complex conventions to combine more than two sentences together.	-Do activity aloud together as a class		20	-Used basic conjunctions		+10	
<p>3rd CYCLE OF INQUIRY Starting March 19, 2018 Complete this section with any new data from your 2nd Cycle of Inquiry</p>	<p>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 15th, 2018.</p> <p>During this SIPsa Cycle, students were provided opportunities to add details to their writing. For</p>	<p>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.</p> <p>Below is a summary chart for our 12 Focus Students. At the beginning of this Cycle, they were provided with a writing activity, which was scored based on a scoring guide. Staff worked with students over the duration of the Cycle, as noted in the "Actions" column, and their final product was assessed using the scoring criteria. The results of the scoring are found in the summary table below. In addition, a few pieces of student work from various grades have been pasted below the chart to show work completed during this Cycle.</p>										<p>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15th, 2018, and posted on Insite</p> <p>-Students all completed a preliminary task and their work was scored. For the three groups of students, the results show that FS-1 and FS-2 students moved</p>		

If/Then Statement: Posted by March 30, 2018

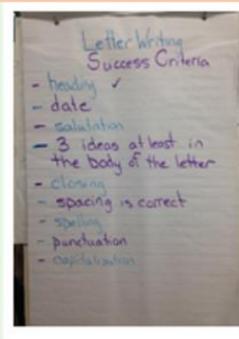
If we co-construct success criteria, then students will include all relevant details, and punctuation, to further develop the complexity and fluency of their writing.

example, students were given multiple opportunities to add conventions (i.e punctuation), add details, use descriptive words, develop opinion, and point-of-view. Initially students were given a beginning sentence, a prompt, or story and developed their own writing by adding details, for example writing about "The problem with being tiny,..." Staff also provided students with access to apps (Spell better, Book Creator), and technology (iPads) to support their writing, spelling, and legibility. Explicit teaching strategies included using the Smartboard to model samples of good writing, doing read-alouds, shared reading, and discussing the various aspects of writing being studied in the class. Students continued to use their co-constructed Success Criteria (see above in previous Cycle) to assess their own work, and various graphic organizers to reference their work.

Student Profiles	Initial			Final		
	Below Expectations	Not Yet Meeting Expectations	Meeting Expectations	Below Expectations	Not Yet Meeting Expectations	Meeting Expectations
FS 1	50%	50%	0%	0%	50%	50%
FS 2	50%	50%	0%	0%	100%	0%
FS 3	0%	0%	100%	0%	0%	100%



Students were having a difficult time answering basic questions and knowing what was expected of them in their responses. As such, responses were very limited and writing demonstrated limited attention to detail and lack of mechanics.



Teachers co-constructed success criteria with students to make expectations, related to the learning goal that they were working on, explicit and accessible.

Cinderella: Stepmothers point of view
Once upon a time there was a girl named Cinderella, my step daughter, lived with her evil stepsisters and evil stepmother, or so she thought we were evil. You see Cinderella was an annoying little girl. She was always singing and dancing and bringing in mice. My daughters were always being scared silly. One day I had had enough of her singing and dancing and animals, so I put her to work. She had a few chores to do. She had to fold the laundry and clean the dishes, nothing big. Yet, Cinderella did not stop singing and dancing, so I gave her more chores to do. Now she had to do her previous chores and she had to scrub the floors and dust the furniture. Cinderella was not fond of these chores and she knew what I was doing but she kept bringing in mice, so when I got a letter saying that the prince was hosting a ball, Cinderella was unable to go. She was furious. I put her in her room (which was only an attic because there were no other rooms in the house) so she could calm down.

Students were able to produce well-written writing pieces by referencing expectations in the success criteria. Autonomously, students used criteria to meet expectations and then elaborate on their original ideas while still monitoring mechanics in their writing.

from Below/Not-yet meeting to Not-yet/Meeting expectations. -FS-3 students demonstrated Meeting expectations throughout the entire Cycle

-As the Cycle progressed, students demonstrated: better/more ideas; better flow/meaning in their writing, and; a stronger ability to develop their point-of-view, in their writing.