



School Improvement Plan  
for Student Achievement 2018-2019  
Literacy

School: Westminster PS

Principal:

Amanda Nieman

Vice-Principal(s):

Justin Purvis

**Goal Setting**  
Overall Goal: Grades 4, 5 and 6 students will improve their ability to demonstrate their understanding of Writing by 50% using the co-constructed success criteria for Writing (generic and form specific).

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

PLAN	ACT	ASSESS	REFLECT
<p><b>PLAN: Needs Assessment</b> <b>Where are we now?</b></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>I apply the needs assessment in determining my IF/THEN statement.</li> <li>My plan includes targeted assessment/instructional move(s) that intend(s) to address my challenge of practice.</li> <li>My plan includes a mechanism to determine instructional/assessment next moves to improve student learning.</li> <li>My plan identifies my intended student learning as a result of the educator instructional move(s).</li> <li>My plan includes tracking of what students know, are able to do and communicate.</li> <li>My plan includes steps for documenting the educator instructional/assessment next moves.</li> <li>I can align the learning experiences with the assess/reflect component of the SIPsa.</li> <li>I can align the learning experiences with the intended monitoring plan of the the SIPsa.</li> <li>I can align resources with the SIPsa.</li> <li>I can co-construct success criteria for the plan.</li> <li>I include flexible timelines in the plan.</li> <li>I communicate the plan and success criteria to all stakeholders.</li> </ul>	<p><b>ACT: Evidenced-Based Strategies/Action</b> <b>What are we going to do?</b></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>I can determine all the steps in implementing my plan.</li> <li>I have a monitoring plan to track student achievement through triangulation of data</li> <li>I know the steps I am responsible for in implementing the plan.</li> <li>I establish clear responsibilities for all stakeholders.</li> <li>I celebrate successes in carrying out the plan.</li> </ul>	<p><b>ASSESS: Monitor/Gather Data</b> <b>How are we doing? What evidence do you have?</b></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>I can gather documentation aligned to the theory of action including both educator and student learning.</li> <li>I can gather documentation from a variety of sources and triangulate the data using observations, conversations and products.</li> <li>I can use a consistent assessment tool for the exploratory task and the assessment of learning task (pre and post).</li> <li>I can use different tasks for the exploratory task and the assessment of learning task which align with the learning goal(s) and success criteria.</li> <li>I can use success criteria to assess student exploratory task and the assessment of learning task.</li> <li>I can examine student learning and reflect on my educators' teaching practices to intentionally plan our next educator move(s) to increase student achievement, learning and autonomy.</li> <li>I can sort and summarize documentation and organize it in a meaningful way.</li> <li>I can align documentation against the success criteria in order to analyze, interpret and justify the documentation as evidence of learning.</li> <li>I can use technology to help me organize my documentation.</li> <li>I can use parent friendly language and avoid the use of acronyms.</li> <li>I can use both qualitative and quantitative data as needed.</li> </ul>	<p><b>REFLECT: Analyze/Reflect</b> <b>How did we do? Where to next?</b></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>I can determine trends and patterns in both educator and student learning.</li> <li>I can analyze the documentation to determine what we learned.</li> <li>I can identify gaps in learning for both students and educators.</li> <li>I can generalize the insights gained by looking at focus students to a whole class/whole school profile.</li> <li>I can align reflections with the If and Then statements.</li> <li>I can use a variety of sources to support the analysis of the documentation (e.g. reflections from both educators and students).</li> <li>I can identify intentional moves for both educators and students.</li> <li>I can support educators identifying a personal and team next step.</li> </ul>

**1<sup>st</sup> CYCLE OF INQUIRY**

**Theory of Action: Due October 12, 2018**  
*If we create engaging learning experiences through a focus on purposeful planning and improve assessment and feedback practices through a focus on identifying and using learning goals and success criteria then student engagement and achievement will improve as measured by monitoring our focus students.*

<p><b>Success criteria for engaging learning experiences:</b></p> <p><i>I can see and hear authentic learning experiences</i>  <i>I can see and hear assessment and feedback practices</i>  <i>I can see and hear student-centered learning</i>  <i>I can see and hear students using resources with intention</i>  <i>I can see and hear educators as responsive facilitators</i>  <i>I can see and hear collaboration</i>  <i>I can see and hear purposeful planning</i>  <i>I can see and hear discourse along with independent think time</i>  <i>I can see and hear wellness</i></p>	<p><b>Success Criteria for identifying and using learning goals and success criteria</b></p> <p>-I can co-create success criteria with students.          -I can use student work samples to co-create the criteria.          -I can identify a learning goal for each lesson.          -I can document student progress toward each learning goal with purpose.          -I can post the learning goals and criteria in ways that students can see and understand.</p>
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<b>DATA:</b> Monitoring the IF:	<b>PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018</b>	<b>MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018</b>	<b>POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019</b>
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‘Look Fors’

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback)

**Monitoring the THEN:**

Based on the **co-constructed success criteria** for the pre, mid and post assessments of student learning (e.g success criteria for number fluency)

Direct Modelling and Counting		Working with numbers										Proficiency				
Subitizing	Counting all	Counting more efficiently and tracking	Counting by ones	Counting by tens	Counting by fives	Counting by twos	Counting by threes	Counting by fours	Counting by fives	Counting by sixes	Counting by sevens	Counting by eights	Counting by nines	Counting by tens	Counting by ones	Counting by tens
PRE	////	////	////	////	////	////	////	////	////	////	////	////	////	////	////	////
POST	////	////	////	////	////	////	////	////	////	////	////	////	////	////	////	////

	Grade 1/2	November	December	February			
Join	Result Unknown	73	83	73	83	73	83
	Change Unknown	60	61	60	61	73	83
	Start Unknown	53	67	53	67	53	83
Separate	Result Unknown	59	92				
	Change Unknown	44	92	50		69	
	Start Unknown		67				77

Success Criteria: Grade 4	PRE: EN	PRE: FR	POST:EN	POST:FR
I can use simple sentences.	2			
I can use appropriate spelling to make meaning in my Writing.	0			
I can use appropriate punctuation to make meaning in my Writing.	1			
I can plan for Writing.	0			

Success Criteria: Grade 5	PRE: EN	PRE: FR	POST:EN	POST:FR
I can use simple sentences.	1			
I can use appropriate spelling to make meaning in my writing.	0			
I can use appropriate punctuation to make meaning in my Writing.	1			
I can plan for Writing.	0			

Success Criteria: Grade 6	PRE: EN	PRE: FR	POST:EN	POST:FR
I can use simple sentences.	2			
I can use appropriate spelling to make meaning in my Writing.	1			
I can use appropriate punctuation to make meaning in my Writing.	2			
I can plan for Writing.	1			

Success Criteria: Grade 4	MID: EN	MID: FR	POST:EN	POST:FR
I can use punctuation.	3 / 4, 2			
I can use a simple sentence.	3 / 4, LD			
I can spell familiar words.	3 / 4, M			
I can use a variety of adjectives.	3 / 4, 2, LD, M			
I can conjugate verbs.		3 / 4, 2, LD, M		
I can use the correct tense in my writing.		3 / 4, 2, LD, M		
I can demonstrate agreement between my subjects and verbs.		3 / 4, 2, LD, M		
I can plan for my writing.	N/A			
I can use figurative language.	3 / 4, 2			

Success Criteria: Grade 5	MID: EN	MID: FR	POST:EN	POST:FR
I can use punctuation.	3 / 4, 2, LD, M			
I can use a simple sentence.	3 / 4, 2, LD, M			
I can spell familiar words.	3 / 4, 2, M			
I can use a variety of adjectives.	3 / 4, 2			
I can plan for my writing.	N/A			
I can use figurative language.	3 / 4, 2, LD, M			

Success Criteria: Grade 6	MID: EN	MID: FR	POST:EN	POST:FR
I can use punctuation.	3 / 4, 2			
I can use a simple sentence.	3 / 4, LD			
I can spell familiar words.	3 / 4, M			
I can use a variety of adjectives.	3 / 4, 2, LD, M			
I can plan for my writing.	N/A			
I can use figurative language.	3 / 4, 2			

Success Criteria: Grade 3	MID: EN	POST:EN
I can use punctuation.	3 / 4, 2, LD	3 / 4, 2, LD, M
I can use a simple sentence.	3 / 4, 2, LD, M	3 / 4, 2, LD, M
I can spell familiar words.	3 / 4	3 / 4
I can use a variety of adjectives.	3 / 4, 2	3 / 4, 2
I can conjugate verbs.		
I can use the correct tense in my writing.		
I can demonstrate agreement between my subjects and verbs.		
I can plan for my writing.		
I can use figurative language.		

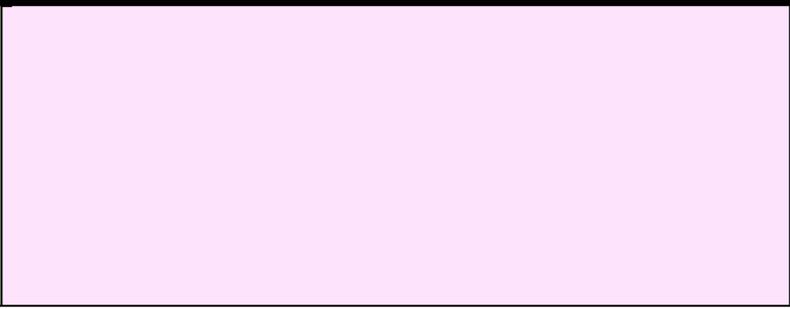
Success Criteria: Grade 4	MID: EN	POST:EN
I can use punctuation.	3 / 4, 2	3 / 4, 2
I can use a simple sentence.	3 / 4, LD	3 / 4, LD
I can spell familiar words.	3 / 4, M	3 / 4, M
I can use a variety of adjectives.	3 / 4, 2, LD, M	3 / 4, 2, LD, M
I can conjugate verbs.		
I can use the correct tense in my writing.		
I can demonstrate agreement between my subjects and verbs.		
I can start my writing in a way that hooks the reader.	N/A	3 / 4, 2, M
I can use figurative language.	N/A	N/A

Success Criteria: Grade 5	MID: EN	POST:EN
I can use punctuation.	3 / 4, 2, LD, M	3 / 4, 2, LD, M
I can use a simple sentence.	3 / 4, 2, LD, M	3 / 4, 2, LD, M
I can spell familiar words.	3 / 4, 2, M	3 / 4, 2, LD, M
I can use a variety of adjectives.	3 / 4, 2	3 / 4, 2, M
I can plan for my writing.	N/A	N/A
I can use figurative language.	3 / 4, 2, LD, M	3 / 4, 2, LD, M

Success Criteria: Grade 6	MID: EN	MID: FR	POST:EN	POST:FR
I can use punctuation.	3 / 4, 2	3 / 4, 2, M,	3 / 4,	3 / 4, 2, LD, M
I can use a simple sentence.	3 / 4, LD	3 / 4, 2, M	3 / 4, 2, M	3 / 4, 2, LD, M
I can spell familiar words.	3 / 4, M	3 / 4, 2	3 / 4, 2, LD, M	3 / 4, 2, LD, M
I can use a variety of adjectives.	3 / 4, 2, LD, M	3 / 4, 2, M	3 / 4, M	3 / 4, 2, LD, M

			<table border="1"> <tr> <td>I can plan for my writing.</td> <td>N/A</td> <td></td> <td>3 /4, 2, LD, M</td> <td></td> </tr> <tr> <td>I can use figurative language.</td> <td>3 /4, 2</td> <td></td> <td>3 /4, M</td> <td></td> </tr> <tr> <td>I can use compound sentences.</td> <td></td> <td>3 /4, 2, M</td> <td>3 /4, M</td> <td>3 /4, 2, LD, M</td> </tr> <tr> <td>I can use appropriate verb tense and conjugation.</td> <td></td> <td>3 /4</td> <td>3 /4, 2, M</td> <td></td> </tr> <tr> <td>I can use transition words.</td> <td></td> <td></td> <td>3 /4, 2, M</td> <td></td> </tr> </table>	I can plan for my writing.	N/A		3 /4, 2, LD, M		I can use figurative language.	3 /4, 2		3 /4, M		I can use compound sentences.		3 /4, 2, M	3 /4, M	3 /4, 2, LD, M	I can use appropriate verb tense and conjugation.		3 /4	3 /4, 2, M		I can use transition words.			3 /4, 2, M	
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I can use transition words.			3 /4, 2, M																									
<p><b>QUALITATIVE ANECDOTES – DUE: October 12, 2018</b></p> <ul style="list-style-type: none"> <li>-Students who were part of our work last year were more successful on the pre-assessment than those new to our Focus Student group.</li> <li>-Students do not seem to know where they can go to access tools for helping in their writing (dictionaries, technology, a friend, etc.)</li> <li>-Several students did not refer to the criteria at all while they were writing and very few checked their writing against the criteria prior to saying it was finished.</li> <li>-Students are able to generate their ideas orally, but are having difficulty organizing those ideas on paper.</li> <li>-No students planned for their writing in any grade level.</li> <li>-All classrooms are using different wording when working with students on developing criteria.</li> </ul>	<p><b>QUALITATIVE ANECDOTES – DUE: November 16, 2018</b></p> <ul style="list-style-type: none"> <li>-Students with LD and Mystery profiles met more criteria than they did in the pre-assessment.</li> <li>-Students taking English and French report that they are understanding the need for verb conjugation better than they have previously. Teachers are using similar strategies and students are demonstrating connections to this work.</li> <li>-Students have been working on individualized criteria at a level that makes the most sense for them. Overall, we are seeing that students are enjoying the writing process more.</li> <li>-100% of classrooms have success criteria posted. This criteria has been co-created using samples.</li> <li>-Classrooms are beginning to align the language being used to develop criteria.</li> </ul>	<p><b>QUALITATIVE ANECDOTES – DUE: February 8, 2019</b></p> <ul style="list-style-type: none"> <li>-Students with LD and Mystery profiles met more criteria than did in the mid-assessment.</li> <li>-When explicitly taught, most students were able to demonstrate success with the criteria.</li> <li>-Once appropriate tools were introduced in the French classrooms, students’ abilities to work with words and vocabulary increased.</li> <li>-Students continue to indicate that they have more understanding about the writing process, but they are still resistant to revising and editing.</li> <li>-100% of classrooms have success criteria in the area of writing posted. Some classrooms are posting both generic and specific to form criteria.</li> <li>-Classrooms are showing more of a “Third Teacher” component, with the understanding that students can use co-created criteria lists as learning tools.</li> <li>-The LD profile continues to be the profile that is not making as much progress. However, when we reduce the number of criteria expectations, we see more confidence and growth- just at a slower pace.</li> </ul>																										

<p><b>PLAN – DUE: October 12, 2018</b></p> <p>Through purposeful planning using samples to continue to co-construct criteria with students, educators will identify learning goals based on overall expectations in the curriculum. They will work with students to co-create success criteria in order to help them better understand what good writing looks like in the service of making meaning.</p>	<p><b>ACT – DUE: October 12, 2018</b></p> <ul style="list-style-type: none"> <li>-Educators will continue to explore the Guides to Effective Instruction in Writing in order to ensure that we understand what is expected.</li> <li>-We will develop criteria that sounds the same from grade to grade with respect to the overall curriculum expectations. The specifics can be adjusted by each teacher.</li> <li>-Educators will take the samples from the pre-assessment to use with students to uncover more about what good looks like in Writing.</li> <li>-Initially we will focus on a generic set of criteria that will apply to all written tasks. We will then look at criteria connected to specific forms of writing.</li> <li>-We will continue to read “Knowing What Counts: Setting and Using Criteria” as a resource for engaging in authentic learning about self-reflection, self-assessment and feedback</li> <li>-We will continue to co-create the learning environment with colleague support and student input to develop conditions that allow for rich student thinking, lots of talk prior to writing, and evidence of criteria and goals posted and used by students</li> <li>-We will continue to analyse student work to identify themes in student strengths, misconceptions and next steps, to be responsive to student needs and drive instruction</li> <li>-We will continue to co-plan lessons using a comprehensive literacy model in order to help students to see the connections between their English and French learning</li> </ul>	<p><b>ASSESS – DUE: November 16, 2018 &amp; February 8, 2019</b></p> <ul style="list-style-type: none"> <li>-Educators have realized the need to develop multiple sets of criteria- one that is generic and one that is specific to form.</li> <li>-We have determined that none of our students are planning for their writing.</li> <li>-Although many classrooms have matched French and English criteria, it is necessary to have some criteria that are different based on the need to use the French language more accurately. This is something that comes more naturally in English.</li> </ul> <p><b>ASSESS- February 8, 2019</b></p> <ul style="list-style-type: none"> <li>-Students demonstrated more success in their writing when they were given the opportunity to focus on criteria that was specific to each student- one goal at a time philosophy.</li> <li>-Students are demonstrating more pride in their writing.</li> <li>-The use of highlighters to show evidence of criteria in writing has been very motivating for students.</li> <li>-Teachers have identified the importance of continuing to go back to the criteria again and again so that students retain all of the pieces that make writing successful.</li> <li>-Huge gains were made in French classrooms with the explicit teaching of the use of tools for word choice (dictionary, thesaurus, personalized dictionaries) and explicit teaching of how verb tenses connect to different forms of writing. This made the conjugation of verbs more meaningful for the students.</li> <li>-Teachers have recognized the importance of connecting writing to meaningful experiences with students.</li> <li>-Peer and self-editing are becoming more valuable as students share an understanding of what good writing looks like/ sounds like.</li> </ul>	<p><b>REFLECT – DUE: November 16, 2018 &amp; February 8, 2019</b></p> <p>Next steps:</p> <ol style="list-style-type: none"> <li>1) Educators co-construct criteria for a specific form. As adults we will establish this first and then work with samples and students to help students clearly understand the criteria.</li> <li>2) Collect pre-assessment data indicating students’ strengths and learning gaps related to the selected form.</li> <li>3) Educators will explore resources such as graphic organizers to improve students’ ability to organize their thinking prior to writing.</li> <li>4) French teachers will continue to work on building vocabulary in advance of writing so that this is not a barrier.</li> <li>5) We will assign highlighter colours to our criteria so that students can begin self and peer assessment of their Writing.</li> <li>6) We will begin to think about how to use what we have learned about criteria to explore reading response.</li> </ol> <p><b>REFLECT- February 8, 2019</b></p> <ul style="list-style-type: none"> <li>-Teachers are wanting to think about how experiential learning can connect to writing so that the writing is meaningful to the student.</li> <li>-Teachers need to continually remind students of the learning goals and criteria. We still want to find a way to communicate this learning to more staff members so that students can see the connections from year to year.</li> <li>-French classes where English is spoken makes it difficult for students to think in French. We are going to look at how we can increase the amount of oral French in our school. Oral language proficiency = improvement in reading and writing in a second language.</li> <li>-Teachers see the benefit of pairing classes together to co-construct criteria using samples.</li> </ul>
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-The role of shared reading / writing is huge in helping students to see the criteria in the writing of other people.  
-Staff are surprised that the criteria they assumed the students would achieve easily is taking more time (spelling, punctuation, etc.)

**2<sup>nd</sup> CYCLE OF INQUIRY**

**Theory of Action: Due October 12, 2018**

**If we create engaging learning experiences through a focus on purposeful planning and improve assessment and feedback practices through a focus on identifying and using learning goals and success criteria 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’

**Success Criteria for co-creating and effectively using success criteria with students: Reading Response**

- I can co-create success criteria with students.
- I can use student work samples to co-create the criteria.
- I can identify a learning goal for each lesson.
- I can document student progress toward each learning goal with purpose.
- I can post the learning goals and criteria in ways that students can see and understand.

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

**PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019**

Success Criteria: Grade 4	PRE : EN	MID: EN	POST:EN
I can restate the question in my answer.	3 /4, 2, LD, M		
I can answer the question.	3 /4, M		
I can give an example to support my answer.	3 /4,		
I can give an explanation to support my example.	3 /4		
I can make a connection to the question.	--		

**QUALITATIVE ANECDOTES – DUE: February 15, 2019**

- Students achieving levels 3 and 4 met most of the criteria in the responses they wrote to the cold prompt.

**MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019**

Success Criteria: Grade 4	PRE : EN	MID: EN	POST:EN
I can restate the question in my answer.	3 /4, 2, LD, M	3 /4	
I can answer the question.	3 /4, M	3 /4, 2, LD, M	
I can give an example to support my answer.	3 /4,	3 /4, 2	
I can give an explanation to support my example.	3 /4	3 /4, 2, M	
I can make a connection to the question.	--	3 /4, LD, M	

Success Criteria: Grade 5	PRE : EN	MID: EN	POST:EN
I can restate the question in my answer.	3 /4, 2, LD, M	3 /4, 2, LD, M	
I can answer the question.	3 /4, M	3 /4, 2, LD, M	
I can give an example to support my answer.	3 /4,	3 /4, 2, LD, M	
I can give an explanation to support my example.	3 /4	3 /4, M	
I can make a connection to the question.	--	3 /4, M	

Success Criteria: Grade 6	PRE : EN	MID: EN	POST:EN
I can restate the question in my answer.	3 /4, 2, LD, M	3 /4, 2, LD, M	
I can answer the question.	3 /4, M	3 /4, 2, LD, M	
I can give an example to support my answer.	3 /4,	3 /4, 2, LD, M	
I can give an explanation to support my example.	3 /4	3 /4, 2, LD, M	
I can make a connection to the question.	--	3 /4, 2, LD, M	

**QUALITATIVE ANECDOTES – DUE: April 12, 2019**

- Students in all focus groups demonstrated growth in one or more areas of the co-created success criteria.

**POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019**

Success Criteria: Grade 4	PRE : EN	MID: EN	POST:EN
I can restate the question in my answer.	3 /4, 2, LD, M	3 /4	3 /4, 2, LD, M
I can answer the question.	3 /4, M	3 /4, 2, LD, M	3 /4, 2, LD, M
I can give an example to support my answer.	3 /4,	3 /4, 2	3 /4, 2, LD, M
I can give an explanation to support my example.	3 /4	3 /4, 2, M	3 /4, 2, M
I can make a connection to the question.	--	3 /4, LD, M	3 /4, 2, LD, M

Success Criteria: Grade 5	PRE : EN	MID: EN	POST:EN
I can restate the question in my answer.	3 /4, 2, LD, M	3 /4, 2, LD, M	3 /4, 2, LD, M
I can answer the question.	3 /4, M	3 /4, 2, LD, M	3 /4, 2, LD, M
I can give an example to support my answer.	3 /4,	3 /4, 2, LD, M	3 /4, 2, LD, M
I can give an explanation to support my example.	3 /4	3 /4, M	3 /4, 2, LD, M
I can make a connection to the question.	--	3 /4, M	3 /4, 2, LD, M

Success Criteria: Grade 6	PRE : EN	MID: EN	POST:EN
I can restate the question in my answer.	3 /4, 2, LD, M	3 /4, 2, LD, M	3 /4, 2, LD, M
I can answer the question.	3 /4, M	3 /4, 2, LD, M	3 /4, 2, LD, M
I can give an example to support my answer.	3 /4,	3 /4, 2, LD, M	3 /4, 2, LD, M
I can give an explanation to support my example.	3 /4	3 /4, 2, LD, M	3 /4, 2, LD, M
I can make a connection to the question.	--	3 /4, 2, LD, M	3 /4, 2, LD, M

**QUALITATIVE ANECDOTES – DUE: May 31, 2019**

- 100% of students demonstrated improvement and learning in all criteria areas.

	<ul style="list-style-type: none"> <li>• None of the students were able to make a meaningful connection currently.</li> <li>• Teachers feel that the work that they have done co-creating criteria with the students for writing, will help when co-creating the criteria for responding in writing to something the students have read.</li> <li>• Students have difficulty responding in paragraph form. Need to understand how to answer a question in a succinct but meaningful way.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of classes co-planned the English and French components of the reading response learning. They found this to be extremely successful in helping the students to solidify their understanding.</li> <li>• Not enough students held onto the criteria that we had co-created in writing- seemed to lose the sense that any time we are putting something in writing, it is for others to make meaning out of.</li> <li>• 100% of classes on the Learning Team are using the same frame and vocabulary for reading response.</li> <li>• 100% of classes involved in the learning team are using EQAO exemplars and questions to move through a modeled, shared, guided and independent approach to responding to questions about something they have read.</li> <li>• 100% of Grade 6 students were able to meet all of the success criteria after very explicit modelled and shared use of samples.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of classrooms involved in the Learning Team worked with their French- English partners to extend student learning and practice successful use of criteria in both languages.</li> <li>• Most students were able to use the success criteria that was established for writing when the teachers did a short review prior to the writing.</li> <li>• 100% of classrooms used samples to continue to show students what the criteria looks like in “real life” writing.</li> <li>• 100% of teachers involved in the Learning Team are using the same vocabulary and language (French and English) in order to ensure that this does not present a barrier for the students.</li> <li>• 100% of students were successful in meeting the criteria that had been selected.</li> </ul>
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<p><b>PLAN – DUE: February 15, 2019</b></p> <ul style="list-style-type: none"> <li>• Given that most of our focus students are meeting the generic criteria for writing, we want to see how they will apply these criteria when writing an answer to a question based on something they have read.</li> <li>• As part of the work that we were doing with students in their writing, students became familiar with how to use success criteria to self and peer assess.</li> <li>• Teachers will use samples to work with the students to co-create criteria for reading response.</li> </ul>	<p><b>ACT – DUE: February 15, 2019</b></p> <ul style="list-style-type: none"> <li>• Teachers will administer a cold prompt that will require the students to respond in paragraph form.</li> <li>• As a learning team, we will moderate the student samples, looking first at what the students are doing well.</li> <li>• We will then examine the curriculum to see where the gaps are between what the students needs to know, understand and do.</li> <li>• Looking at the assets in the student work, the gaps with the curriculum and samples of criteria for reading response, we will develop a list of success criteria that makes sense to us as educators.</li> <li>• Between now and the next learning team, teachers will work with students and samples to co-create the criteria for reading response. They will engage in modelled, shared and guided opportunities to practice.</li> <li>• Prior to the next learning team, teachers will administer another cold prompt to see if there has been any improvement in the student samples.</li> </ul>	<p><b>ASSESS – DUE: April 12, 2019 &amp; May 31, 2019</b></p> <p>-Students demonstrated more success in their reading responses when they were given the opportunity to focus on criteria that was specific to each student- one goal at a time philosophy.</p> <p>-Students are demonstrating more pride in their responses.</p> <p>-The use of highlighters to show evidence of criteria in writing has been very motivating for students.</p> <p>-Teachers have identified the importance of continuing to go back to the criteria again and again so that students retain all of the pieces that make reading responses successful.</p> <p>-Huge gains were made in French classrooms with the explicit teaching of the use of tools for word choice (dictionary, thesaurus, personalized dictionaries) and explicit teaching of how verb tenses connect to different forms of writing. This made the conjugation of verbs more meaningful for the students.</p> <p>-Teachers have recognized the importance of connecting reading to meaningful experiences with students.</p> <p>-Peer and self-editing are becoming more valuable as students share an understanding of what good writing looks like/ sounds like.</p> <p>-The use of powerful, rich texts has been instrumental in increasing students’ ability to make their own connections to what they have read.</p> <p>MAY 31:</p> <p>-Teachers went back and forth between written assignments and responses to reading. They wanted to see if students would hang onto their learning and understanding of success criteria if they continued to revisit the criteria.</p> <p>-100% of students demonstrated improvement in their writing. Teachers observed a big difference in the success of students who had been in classrooms of learning team teachers last year. Teachers want to study this a little more.</p> <p>-Teachers are identifying that common planning time helps when supporting one another in the French- English partnerships.</p> <p>-Students identified that they could see the difference in their own writing and responses with the use of highlighters and peer assessment.</p> <p>-The Learning Team examined the OWA. Teachers on the Learning Team determined that there are many samples and exemplars available that are much less expensive, but that using the OWA</p>	<p><b>REFLECT – DUE: April 12, 2019 &amp; May 31, 2019</b></p> <p>-Teachers are wanting to think about how experiential learning can connect to reading so that the desire to respond to what students have read is meaningful to them.</p> <p>-Teachers need to continually remind students of the learning goals and criteria. We still want to find a way to communicate this learning to more staff members so that students can see the connections from year to year.</p> <p>-French classes where English is spoken makes it difficult for students to think in French. We are going to look at how we can increase the amount of oral French in our school. Oral language proficiency = improvement in reading and writing in a second language.</p> <p>-Teachers see the benefit of pairing classes together to co-construct criteria using samples.</p> <p>-The role of shared reading / writing is huge in helping students to see the criteria in the writing of other people.</p> <p>-Staff are surprised that the criteria they assumed the students would achieve easily is taking more time (spelling, punctuation, etc.)</p> <p>-Teachers are finding that they are needing to figure out a balance between student thinking and the process of including all of the success criteria. The overall sense is that students are getting so caught up in ensuring that they are meeting the criteria, that they may be losing sight of the main ideas and thinking in what they have been reading.</p> <p>MAY 31:</p> <p>-Teachers want to work with other teachers to expand the learning throughout the school.</p> <p>-Teachers will experiment with having students work with other students to introduce the use of success criteria in improving products (writing and reading response).</p> <p>-Beginning in September, teachers want to ensure that all members of the Learning Team have their teaching partners at the table.</p> <p>-As a next step, we want to use common colours in highlighting criteria. Need to purchase LOTS of highlighters.</p> <p>-We will include more Primary teachers on the learning team, to expand the learning throughout the school.</p> <p>-We will focus on the use of the classroom walls as Third Teacher.</p>
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		might be a good jumping off point in leveraging the learning team work.	-The Learning Team wants to work to develop a schoolwide continuum for text forms.
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### Engaging Learning Experiences Foci:

**1. Creating meaning and integrating curriculum**

Schools working in this area will be focused on how to create meaningful learning experiences for students that are relevant, important and challenging, while also seamlessly integrating and assessing the curriculum. They will work on how to incorporate real-world ideas and purposeful work, while using the curriculum as a tool to accomplish this work.

**2. Integrating global competencies**

Schools working in this area will be focused on ensuring that all students develop the knowledge, skills and characteristics to become personally successful, economically productive and actively engaged citizens. These competencies include:

- 1) Critical Thinking and Problem Solving
- 2) Creativity, Innovation and Entrepreneurship
- 3) Self-Directed Learning
- 4) Collaboration
- 5) Communication
- 6) Citizenship

**3. Purposeful planning**

Schools working in this area will use organizational concepts such as Backwards Design, Universal Design, Differentiated Instruction and Problem or Project-Based Learning to create purposeful learning experiences for students.

**4. Building community partnerships**

Schools working in this area will be focused on building and maintaining symbiotic partnerships with a variety of community stakeholders. These relationships are authentic and provide benefits for the students and stakeholders. In this work, students will benefit from authentic learning environments that provide them real-life learning opportunities.

**5. Student voice and work**

Schools working in this area will be focused on students as active participants in the classroom, where teachers build plans based on student interest and with students. In these classrooms, students are driving learning through their own inquiries and passions.

**6. Publishing**

Schools working in this area will find ways to engage students in purposeful work, and increase accountability and pride through sharing this work with the school, community, and wider world.

### Assessment Loop Foci:

**1. Identifying and using learning goals and success criteria**

Schools working in this area will be focused on building educator efficacy in determining learning goals using big ideas and the curriculum and then noticing and naming the learning with students to co-construct success criteria.

**2. Eliciting student thinking and learning through triangulation**

Schools working in this area will be focused on building educator efficacy in gathering documentation from a variety of sources and triangulating the data using observations, conversations and products.

**3. Generating descriptive feedback**

Schools working in this area will be focused on building educator efficacy in examining student learning and reflecting on their teaching practices to intentionally plan next steps for students and educators to increase student achievement, learning and autonomy.

**4. Engaging in peer and self-assessment**

Schools working in this area will be focused on building educator efficacy in supporting students' engagement with the learning goal, success criteria and descriptive feedback to self-assess their and their peers' learning and act on the identified gaps.

**5. Monitoring learning and setting goals**

Schools working in this area will be focused on building educator efficacy in supporting students monitoring their learning to identify next steps and set personal goals for learning. In addition, educators will monitor their own and their students' learnings to identify and apply their intentional next best instructional moves.