System Goal: All students will acquire *literacy* and numeracy skills required for further learning and for post-secondary life.

School Goal: To improve student's writing skills so that our children within all grades are meeting expectations.	**2017-2018 Objectives:** 1. Students will improve in their writing. 2. Staff will work within best practice to teach writing skills.

Rationale:

Abilities required for reading and writing come from immediate experiences with oral and written language. Writing, in all its varied forms and purposes, is a complex process that calls upon the brain to shape experience and feeling into something another person can read and understand. The need to feel understood is universal.

- ✓ Writing enhances problem solving and critical thinking.
- ✓ Writing develops integration of process, content and skills.
- ✓ Writing develops organizational strategies depending on the form in which it takes.
- ✓ Writing develops the skill of inquiry (collecting and evaluating information, comparing and contrasting, imagining situations from another perspective, building an argument or point of view).
- ✓ Writing increases decision making abilities.
- ✓ Writing allows for exploration of ideas, an enlarged world view, and confident imagination.

- ▪ Our school data from 2016-2017 indicates that within our primary student population (kindergarten-grade 3), 30% are not meeting grade level expectations in writing. Within our intermediate grades (grade 4-6), 48% are not meeting grade level expectations in writing. Grade 7 students are left out of the data due transitioning to the high school.

- ▪ September school planning day resulted in teachers expressing they wish to keep writing as a school focus/goal again this school year.

- ▪ Class profile meetings have resulted in private discussions regarding writing goals within each classroom.

- ▪ More and more teachers are completing professional learning as individuals and within grade teams to address writing within their classes. They are discussing how to make writing accessible for all students, using some of Shelly Moore's work.

Evidence:
Data considered (Provincial, District, School)

Key Indicators:

    2016/2017 report cards
    2016/2017 class profile meetings
    Summative writing assessments (two) within the year school wide

Other indicators:

    Performance standards
    Watch list for each grade
    2016/2017 staff meeting debriefs

Success/Results *Evidence shared with PAC, staff and students*	2017/18 Targets *Expected results*
<u>Writing Data for Beginning of September 2017</u> <u>School Year: Maquinna Elementary</u> <u>Kindergarten students:</u> • Total of 43 students • NYM: 0 • Approaching: 11 • Total percent not at grade level: 28% <u>Grade 1 students:</u> • Total of 44 students • NYM: 5 • Minimally Meeting: 6 • Total percent not at grade level: 25% <u>Grade 2 students:</u>	1. To increase primary writing levels by 5%.

- Total of 40 students
- NYM: 8
- Minimally Meeting: 8
- Total percent not at grade level: 40%

Grade 3 students:
- Total of 42 students
- NYM: 6
- Minimally Meeting: 5
- Total percent not at grade level: 26%

Grade 4 students:
- Total of 53 students
- NYM: 7
- MM: 16
- Total percent not at grade level: 43%

Grade 5 students:
- Total of 45 students
- NYM: 10
- MM: 15
- Total percent not at grade level: 56%

Grade 6 students:
- Total of 30 students
- NYM: 6
- MM: 8
- Total percent not at grade level: 47%

2. To increase intermediate writing levels by 5%.

Organizing for Improvement

Strategies and Structures

How will we continue to do to support students in this goal area

- encourage teachers engaged in professional learning on the topic to share out what they have learned or tried within their practice.
- maintain levels of expectations for grade writing.
- encourage student writing to be shared at assemblies and other school events.

What new strategies, practices or structures will we introduce

- ensure that our school goal of writing is discussed at every staff meeting.
- create a writing folder for each child to carry over to the following year's teacher.
- develop new ways of showcasing student writing.

Communication

How will we communicate progress

- We need to communicate progress amongst staff first (via pro.d days and staff meetings), then we can inform parents through PAC, Facebook page, newsletters, and parent-teacher conversations.
- presentation to Board of Education – public Board meeting
- Speak with local newspaper about adding student writing to their publication.
- Display student writing within public spaces such as community library, school library, and hallway bulletin boards.