



<p>System Goal: All students will acquire literacy and numeracy skills required for further learning and for post secondary life.</p>	
<p>School Goal: A school wide focus on improving students' writing skills.</p>	<p>2017-2018 Objectives:</p> <ol style="list-style-type: none"> 1. Students will learn a variety of writing strategies. 2. School wide write in Nov, May and Feb.
<p>Rationale:</p> <p>EJ Dunn Elementary has a strong literacy and numeracy focus in all classrooms. In 2017/18, we will target improved writing abilities at all levels.</p> <p>The new BC Curriculum offers opportunities for both deeper understanding and application of knowledge. Some of our students are not able to communicate in written form as well as they can orally, visually, digitally, or utilizing multimedia.</p> <ul style="list-style-type: none"> • Educators at EJ Dunn have designed an assessment for learning for each level. • The work has been matched to the learning outcomes for teacher reference. • Final rubric for assessment will be utilized for the end of year. 	
<p>Evidence:</p> <p>Key Indicator:</p> <p>School Wide Write data created by our teachers</p> <p>Other indicators:</p> <p>Writing Performance Standards Early Years Development Instrument (EDI) Provincial Satisfaction Survey Results Report Card Marks Foundational Skills Assessment Grade 4 and 7</p>	
<p>Success/Results <i>Evidence shared with PAC, staff and students</i></p>	<p>2017/18 Targets <i>Expected results</i></p>

2016-17 PS

Writing - EJD

PS Writing - All Students		EJ Dunn Elementary School						
	EE	FM	MM	NY	N/A		PS Writing	
Grade 4	0	4	13	8	0	25	68 %	
Grade 5	0	10	12	9	0	31	71 %	
Grade 6	2	6	15	5	0	28	83 %	
Grade 7	0	9	15	12	2	38	64 %	
Grades 4-7	2	29	55	34	2	122	71 %	

71% of students in grades 4 to 7 are minimally meeting, fully meeting or exceeding in writing according to Performance Standards.

PS Writing

Grade 4 68%

Grade 5 71%

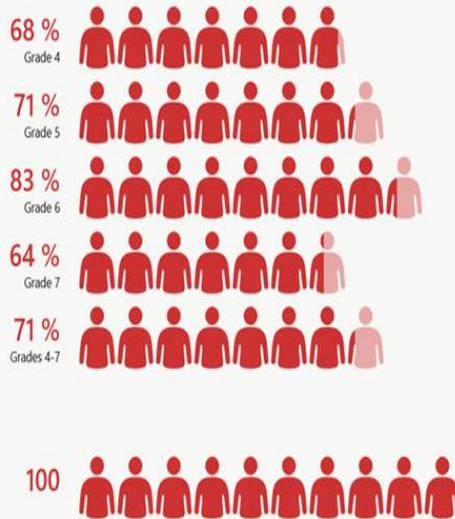
Grade 6 83%

Grade 7 64%

Grades 4-7 71%

100

PS Writing - All Students



Percentages vary according to grade including all, non-aboriginal and aboriginal students.

Will our own school created writing continuum help students set goals to improve their writing?

PS Writing - Non AB Students		EJ Dunn Elementary School						
	EE	FM	MM	NY	N/A		PS Writing	
Grade 4	0	1	4	4	0	9	56 %	
Grade 5	0	5	8	5	0	18	73 %	
Grade 6	0	4	12	3	0	19	85 %	
Grade 7	0	3	8	10	1	22	50 %	
Grades 4-7	0	13	32	22	1	68	67 %	

How will we show writing progress?



PS Writing - Non AB Students	
PS Writing	
Grade 4	75 %
Grade 5	70 %
Grade 6	78 %
Grade 7	82 %
Grades 4-7	76 %
	100

PS Writing - AB Students		EJ Dunn Elementary School					
	EE	FM	MM	NY	N/A		PS Writing
Grade 4	0	1	4	4	0	9	56 %
Grade 5	0	5	8	5	0	18	73 %
Grade 6	0	4	12	3	0	19	85 %
Grade 7	0	3	8	10	1	22	50 %
Grades 4-7	0	13	32	22	1	68	67 %

PS Writing - AB Students	
PS Writing	
Grade 4	56 %
Grade 5	73 %
Grade 6	85 %
Grade 7	50 %
Grades 4-7	67 %
	100

E.J. Dunn
 Assessment for Learning/ Writing Continuum
 Personal Writing

End of K	Early Grade 1	Grade 1/2	Grade 2/3	Grade 3
<p>I draw pictures to tell my stories or ideas.</p> <p>I draw pictures and write a word or two about the pictures.</p> <p>I know that letters are used to make words and stories.</p> <p>My writing looks like letters.</p> <p>I write words using the letters I know.</p> <p>I can tell about my pictures and writing.</p> <p>I write my words from left to right.</p>	<p>I use pictures and words to tell my stories and ideas.</p> <p>I write about my pictures.</p> <p>I copy names and some words.</p> <p>I know that each sound has a letter or letters.</p> <p>I print with a combination of upper and lower-case letters.</p> <p>I match letters to their sounds.</p> <p>I use beginning sounds to write words.</p> <p>I use beginning and ending sounds to write words.</p> <p>I can almost read what I write. I see myself as a writer.</p> <p>I write new things and spell some words on my own.</p>	<p>I can write 2 -3 sentences about a topic.</p> <p>I can think of ideas to write about.</p> <p>I write from top to bottom, left to right, and front to back.</p> <p>I can use both upper and lower-case letters in the right places.</p> <p>I sometimes use spaces between my words.</p> <p>I sound out words when I spell.</p> <p>I use beginning middle and ending sounds to write words.</p> <p>I can sometimes read my own writing.</p>	<p>I add more to my writing with help.</p> <p>I always use spaces between my words.</p> <p>I make my letters neatly.</p> <p>I write pieces that I can read and others can read.</p> <p>I use my own spelling to write by myself.</p> <p>I use capitals correctly some of the time.</p> <p>I use ending marks (period, question marks) some of the time.</p> <p>I am beginning to use compound sentences.</p>	<p>I write with a main idea.</p> <p>I write with complete sentences.</p> <p>I organize my ideas to make sense in my fiction writing with help.</p> <p>I sometimes find and use interesting language.</p> <p>I use pre-writing (web, brainstorm, pictures) to get ideas with help.</p> <p>I add description and details with help.</p> <p>I edit for capitals and punctuation with help.</p> <p>I write so people can read my handwriting.</p> <p>I spell lots of words correctly.</p> <p>I use apostrophes and contractions correctly.</p>



Grade3/4	Grade 4	Grade 5	Grade 6	Grade 7
<p>I sometimes use paragraphs to organize my ideas. I use strong verbs, interesting language and dialogue with help. I make my writing more interesting by adding description and detail. I spell more words correctly by using how a word looks, spelling rules and word parts. I use commas and apostrophes correctly.</p>	<p>I try writing different types of sentences. I try different kinds of leads and endings with help. I use description, details, and similes (comparing using “like” or “as”) with help. I use dialogue in my stories with help. I use different pre-writing strategies (web, outline, free write). I use what I know about good writing in different genres to make my writing better with help.</p>	<p>I write clear paragraphs that include reasons and examples. I use transitional sentences to connect paragraphs together. I use different types of sentences, leads, and endings. I sometimes use descriptive language, details, and similes. I use personal voice to get an emotional response from readers. I sometimes use complex punctuation (commas, apostrophes, and quotation marks) correctly. I use capital letters for my titles and headings.</p>	<p>I write cohesive paragraphs including reasons and examples. I use descriptive language, details, similes, and imagery to enhance my ideas. I sometimes use dialogue to enhance character development. I incorporate personal voice in my writing with increasing frequency. I integrate information on a topic from a variety of sources. I use prewriting strategies effectively to organize and strengthen my writing. I use complex punctuation (commas, colons, semicolons, and question marks) with increasing accuracy. I am aware of run-on sentences and</p>	<p>I use a clear sequence of paragraphs with effective transitions. I use literary devices (imagery, metaphors, personification, and foreshadowing) in my writing. I weave dialogue effectively into my stories. I develop plot, characters, setting, mood (literary elements) effectively. I begin to develop a personal voice and style of writing. I internalize the writing process. I use correct grammar (e.g. subject/verb agreement and verb tense) consistently. I write with confidence and competence.</p>

			sentence fragments.	I persevere through complex or challenging writing projects
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Organizing for Improvement

Strategies and Structures

At EJ Dunn, we are implementing a school-wide write three times a year.

- Three teacher leaders have developed child friendly language for criteria based on the BC Performance Standards.
- All students in K – 7 will write in November, February, and May.
- Writes will be based on personal writing (ideas, opinions, recount) of self, family, and community.
- We agreed to a standard process:
 - may involve discussion based on the book chosen for each topic;
 - does not include any extra word banks specific to the topic or use of dictionaries (this will provide a solid base line of their learning for this first draft);
 - and adaptations based on individual IEPs should be included.

2017-18

November (Self)	February (Family)	May (Community)
What makes you a good friend? Story: <u>Enemy Pie</u> – Derek Munson (available on TumbleBooks)	Who is the most important person(s) in your life and why? Story: <u>Yetsa’s Sweater</u> – Sylvia Olsen (available in Dunn library)	Dunn is talking about building a new playground. Do you think this is a good idea and why or why not? Story: <u>My Dream Playground</u> – by Kate M. Becker (available at VIRL)

The value of collaborating to develop the standard process and continuum of assessment for learning should be celebrated.

Next steps include:

- educators marking the writing together
- display “anchor” samples of student written work from beginning to advanced writers
- encourage discussions with students and parents



- student self-reflection and goal setting for writing

Communication

We will share our learning with parents, families, and our PAC. Presentations, newsletters, Facebook and websites are all opportunities to be utilized.

Report cards, learning conferences and direct communication with parents will highlight writing growth, learning and next steps for individual students. Students will be able to note growth in their writing skills throughout the school year.