

2016-2017 Project Plan Writing Rossignol Elementary							
<b>TITLE:</b> <b>Which organization hoshin, sector hoshin or sector outcome does this project plan support?</b> By June 2020, 80% of students will be at grade level or above in writing (4-6). <b>Date of Original Draft: May 28, 2014</b> <b>Date Last Updated: October 5, 2016</b>	<b>Primary Owner: Barb Morin</b> <b>Lead Unit/Branch: Dave Dornstauder</b>  <b>Team Lead(s):</b>			<b>Secondary Owner: Sharon Hoffman</b> <b>Expert Advisor: Cheryl Erlandson</b> <b>Other Team Members: Erin Laliberte, Elizabeth Gardiner, Lindsay Slomer, Michelle Favel, Robert Dolan, Tanya Georges, Marina McLean, Melissa Dubrule, Marlene Iron, Krissy Lemaigre, Bill Brown, Krissy Lemaigre</b>			
<b>1. Problem Statement</b> (Current state and the reason for action.) <i>[Explain what and how big the problem is and why strategic action is required to address it.]</i>	<b>4. Implementation Plan</b> (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) <i>[More detail can be included in the Detailed Implementation Plan.]</i>						
<ul style="list-style-type: none"><li>○ Include a clear and brief description of what the problem is and why strategic action is needed to address it.<ul style="list-style-type: none"><li>• Describe or visually represent the problem</li><li>• What is the history of the problem?</li><li>• Why is the problem important?</li><li>• How big is the problem?</li></ul></li><li>• In 2013 CAT testing 67% of our students in Grades 4 to 6 were at the competent or proficient level in writing conventions.</li><li>• Writing is an essential skill that supports reading, communication, thinking and success in school and life.</li></ul> <b>2. Root Cause Analysis</b> (What is causing the problem and what evidence can be provided to support the analysis?) <i>[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]</i> <ul style="list-style-type: none"><li>○ Succinctly describe the root cause of the problem. Base the analysis on the best data available. More complete data can be added at a later time if needed.<ul style="list-style-type: none"><li>• When analyzing the problem don’t immediately assume that you know what the root cause is. Repeatedly ask what the real root cause of the problem is.</li><li>• Avoid making assumptions.</li><li>• Analysis tools may be helpful....statistical analysis, value stream maps, spaghetti diagrams.</li></ul></li><li>○ Environment scans and implication reports should help identify the root cause.</li><li>○ <b>Writing is closely tied with reading</b></li><li>○ <b>Lack of unified plan for writing</b></li><li>○ <b>Community norms, literacy level is more prevalent in writing</b></li></ul>	<b>Actions</b>	<b>Deliverables</b>	<b>Lead</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Resources Required (Human and Financial)</b>	<b>Risk/Mitigation</b>
	Consult with stakeholders on draft plan	Present at SCC	Barb Morin	2016	ongoing		
	Develop job embedded professional learning in writing	Staff meeting PD	Sharon Hoffman	2016	ongoing		
	Teachers will master knowledge of writing outcomes and indicators	Year plans, unit plans	Barb Morin	2016	ongoing		
	Report cards will reflect writing outcomes and indicators	Report Card Clear communication to parents	Sharon Hoffman	2015	2016		
	Writing skills reinforced across curriculum. Keep balance of what is acceptable at your grade level while not discouraging imagination or content.				ongoing		
	All classrooms equipped with writing folders, writing a-z licenses 1&2 have personal dictionaries	Folders	Sharon Hoffman	2014	ongoing		
	Provincial rubrics used for assessing student work (supplementary use of rubrics from writing a to z and SPDU)	Prevalence in teachers assessment binders	Sharon Hoffman	2016	ongoing		
	Exemplars should be used as integral part of reading instruction Exemplars will be developed at each grade level for each genre. These handed in to office to create division exemplars SPDU exemplars used in interim	Prevalence in teachers assessment binders	Barb Morin	2014	ongoing		
	"Writing Process' should be employed regularly writing (before/ during/ after writing strategies), although not all writing will/should be polished/published -use of variety of graphic organizers and editing checklists	Writing sample duotangs for each student 3x a year folder goes up with students	Sharon Hoffman Barb Morin	2014	ongoing		
	Actualization of curriculum all teachers must complete their compose and create outcomes (*.4) to ensure students are exposed to all genres	Writing sample duotangs should reflect different genres	teachers	2016	ongoing		
	Early learning focus on developing language (drawing, scribes and early writing)	Student portfolios	Pk-k teachers	2016	ongoing		
	Conventions of writing used in instruction (Names of types of writing, writer’s purpose, indent, sentence, paragraph. . .)	Evidence in LLI instruction	teachers	2016	ongoing		

3. Future State (How will the situation will be different because of the actions taken to improve it?) [List targets that address the problem(s) in the problem statement.]	5. Metrics (How will you know a change has been an improvement?) [Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. <b>These should relate to the actions noted above in the implementation plan.</b> Identify measures that are anticipated to change monthly.]	6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) [Name any target groups required for success.]
Students meeting exemplars at their grade level	Statistics of rubric placement at end of year Writing duotangs	<ul style="list-style-type: none"><li>○ School -leadership become instructional leaders</li><li>○ Teachers-instructional, assessment and intervention practices</li><li>○ Parents -student led conference</li></ul>