

Osoyoos Elementary School Plan – Developing Literacy Skills

Scanning

- Teacher feedback that we are in the middle of creating consistency
- Increase in overall achievement for FSAs and shows some cohort improvement in results
- Year-end assessment data from PM Benchmarks and WCRA indicate that less students are fully meeting or exceeding expectations in reading.
- Trend - Student phonological awareness ability has decreased over the years and there is a disconnect between oral language, reading and written output.
- Students entering kindergarten are not showing the same level of literacy skills – Print Awareness, Language and Phonological awareness (Kindergarten Assessment).
- We have had a significant increase in English Language Learner Students, behaviour students and other identified categories.
- Students are struggling with writing techniques (conventions, sentence structure), grammar, creative and descriptive writing, written output, and confidence in their writing abilities.

Focusing

We will intentionally focus on fostering a literacy rich environment through which students will build their skills and confidence in oral language, reading and writing.



Developing a Hunch

*What are we doing that is contributing to this situation?*

- Our lack of progressive language between grades is detrimental to student learning
- Our resources (home reading, book room, etc.) have not kept up to reflect the needs of our students or their cultural experiences
- Growth within our school has resulted in not enough levelled books to support our growing population
- Intermediate reading assessment texts are outdated and may not be producing accurate assessment of student ability
- There are not consistent practice/approaches between classes/grades and this makes student transitions more difficult

Checking

- Kindergarten Screener (Oral Language)
- K-3 Primary Learning Profiles (Pre/Post)
- Literacy Place for the Early Years (Grade 1-Oral Language)
- ELL Matrix
- Social Emotional surveys three times per year (October, January and May), focusing on school climate and culture, with a portion about online safety and etiquette expectations at an age-appropriate level.
- 3 formal paragraph writing assessments, beginning, middle and end of year
- Year-end language arts results,
- survey of student confidence in writing, to see how students feel about their ability
- Check Grade 4 and 7 literacy FSA results as well as previous years

Taking Action

○

Learning

○