

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.

What's going on for our learners?
How do we know?
Why does this matter?



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- Intermediate reading assessment texts are outdated and may not be producing accurate assessment of student ability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

- Cohort based FSA Comparison in first two years of Inquiry shows:
 - Grade 7s in 2024 increased percentage of meeting by 18%
 - Grade 7s in 2025 increased percentage of meeting 22%
- Student voice for Intermediate activities (Gamified Literacy and Writing Structures) showed both were well received and developed new skills
 - Vocab and Comp both increased 8% with the Gamified Literacy
 - Increase in percentage of proficient students in the writing structures group – student voice showed increase confidence and skills
- Oral language – ELL Oral Assessment used to show vocabulary developed immensely
- Student confident in speaking to others has increased (teacher observation)

Taking Action

- Primary oral language development put in place for K-3
 - *Talking Tables (Kindergarten Oral Language Development)*
 - *Word of the Day*
 - *Vocabulary Game Development*
 - *Coast Metro Pillars of Literacy Strategies*
 - *PWIM*
 - *Listen to Draw/Colour*
 - *Daily Student Posters*
- Writing Strategies and resources and created to shared SharePoint for all staff to access – monthly writes as well as three check-in writes through the year
- Vocabulary Escape Room activities for intermediate grades

Learning

- Gamified Literacy – learn strategies to engage students in vocab and comprehension development
- Oral language tools and how to use them for Early Learning/Primary classes
- Writing Revolution 2.0 strategies and tools for developing strong writers
- NFRA implementation in all intermediate classes