

OKANAGAN FALLS ELEMENTARY SCHOOL



SCHOOL PLAN

Enhancing Education and Student Success
Through Writing



SCANNING



We used the following for our scanning:

- FSAs
- Whole school year end data
- MDI
- Cohort data - we tracked the grade 7 students that have been consistently at OKFE since kindergarten
- Empathy interviews

Our staff all agreed that the most significant outcome from the data showed that there is a lack of writing quality and stamina, which is reflected in academic scores.



all

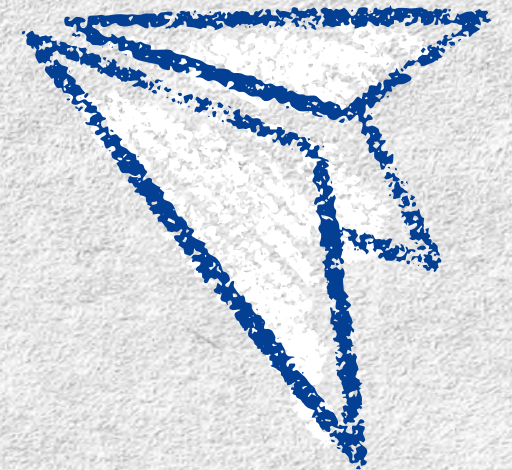


FOCUSING

Keeping in line with our strategic plan and using the student achievement pillar, our aim is to develop whole-school methods to improve the quality of student writing and stamina through thoughtful, purposeful and consistent instructional approaches.

DEVELOPING A HUNCH

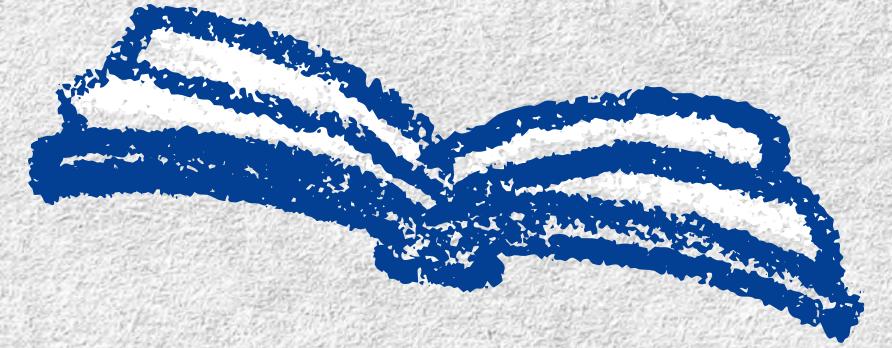
- ☒ Are we clear on what students should have learned before they enter the next class and what they need to know before moving on?
- ☒ Do students know what they are learning and why?
- ☒ Are we providing enough opportunities for students to work on oral language?
- ☒ Are we creating enough purposeful time for students to write?
- ☒ Are we providing purposeful feedback about student writing?
- ☒ Could adjusting the timing of writing opportunities throughout the day lead to better results?



LEARNING

Some ideas for professional learning opportunities are:

- Adrienne Gear
- Occupational Therapy training
- Clothes Lines and/or Performance Standards
- Look to find brain-based assessments that break down where students might be bottoming out.
- To seek out books and resources on writing prompts (engaging topics to improve stamina)
- Printing Like a Pro and other Sunnyhill Resources





- idea pockets - imagination (story), fact (non-fiction), memory (personal narrative)
- Journaling - using writing prompts on some days and not on other days
- syllable scoops when encoding to prevent writer's block

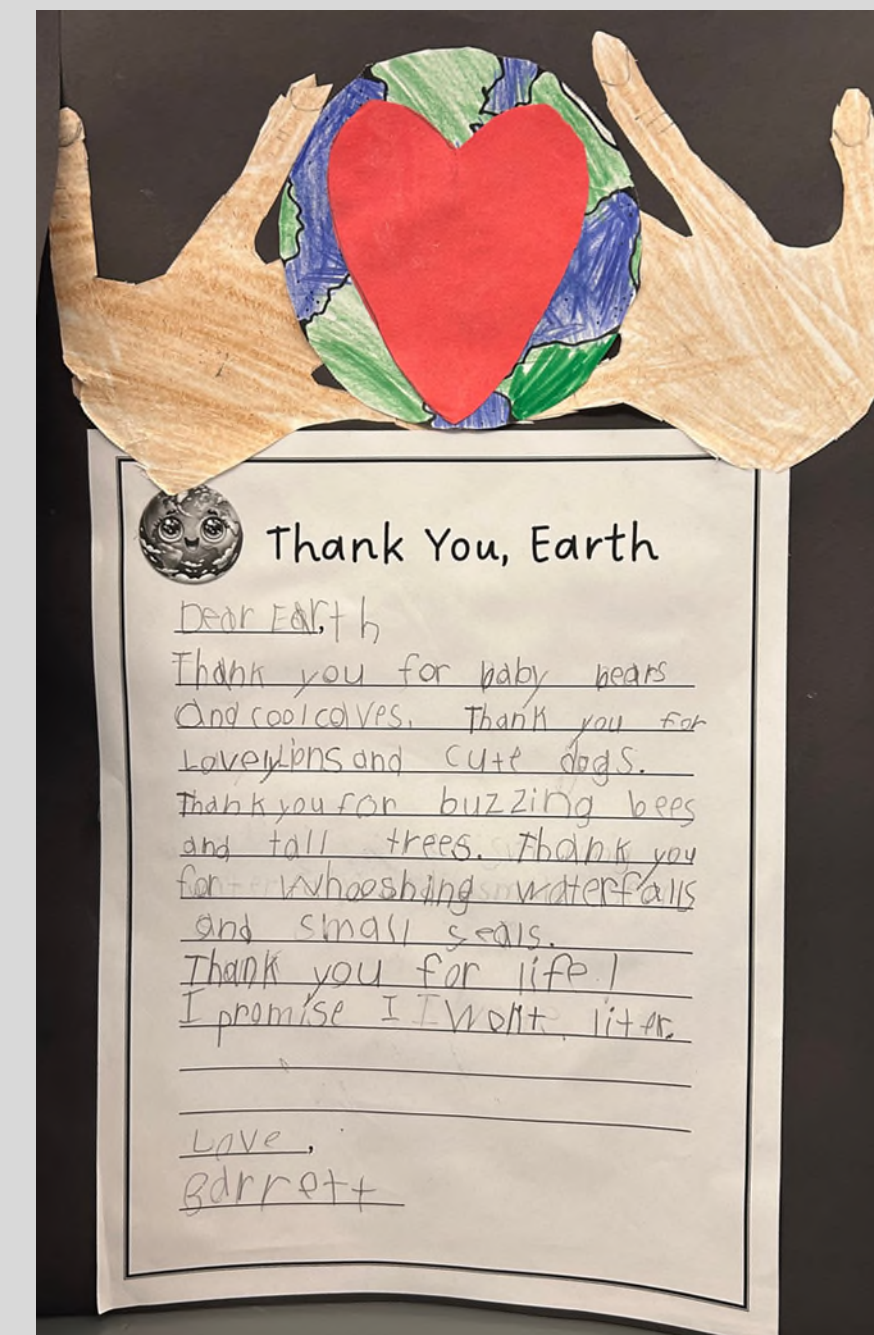
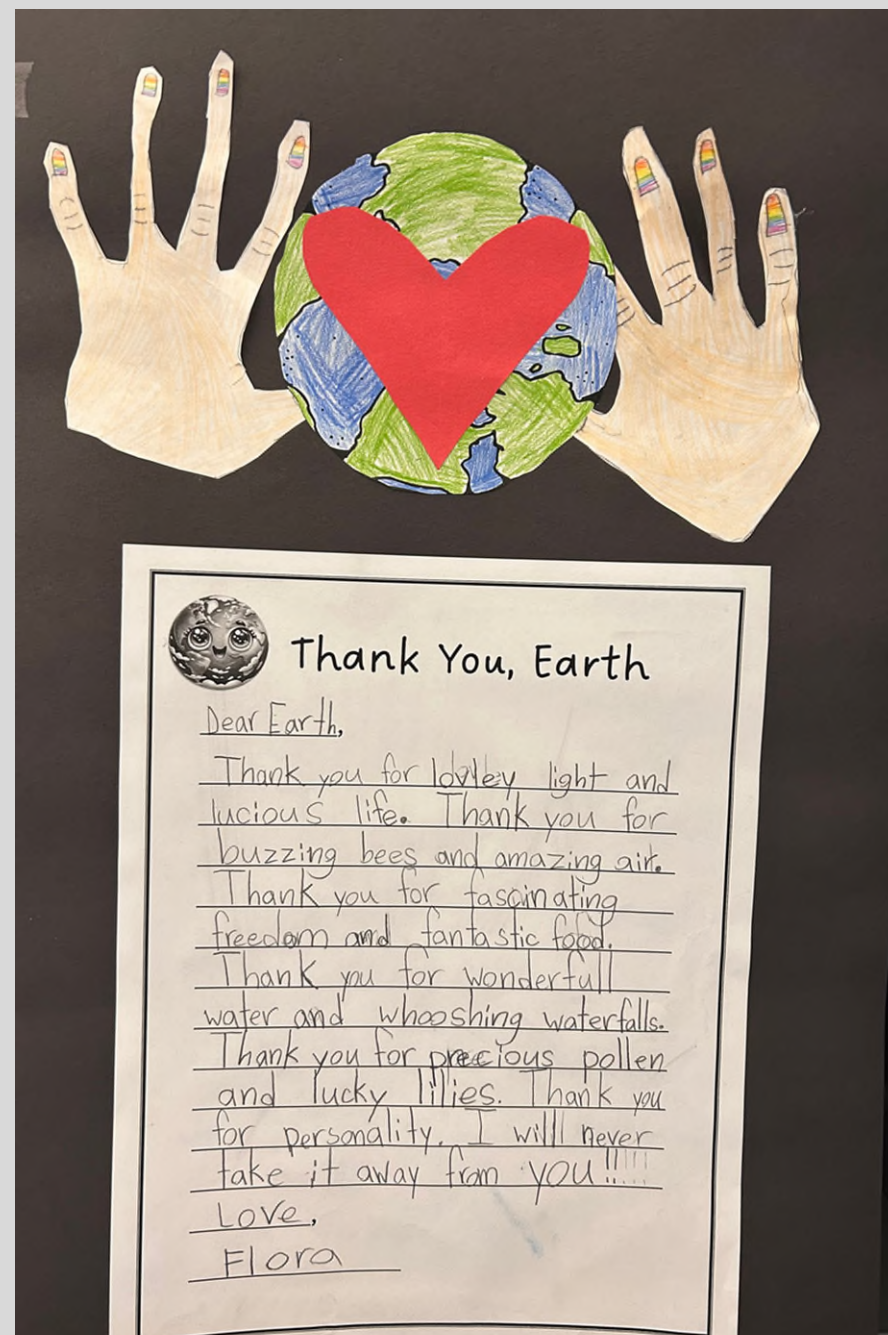


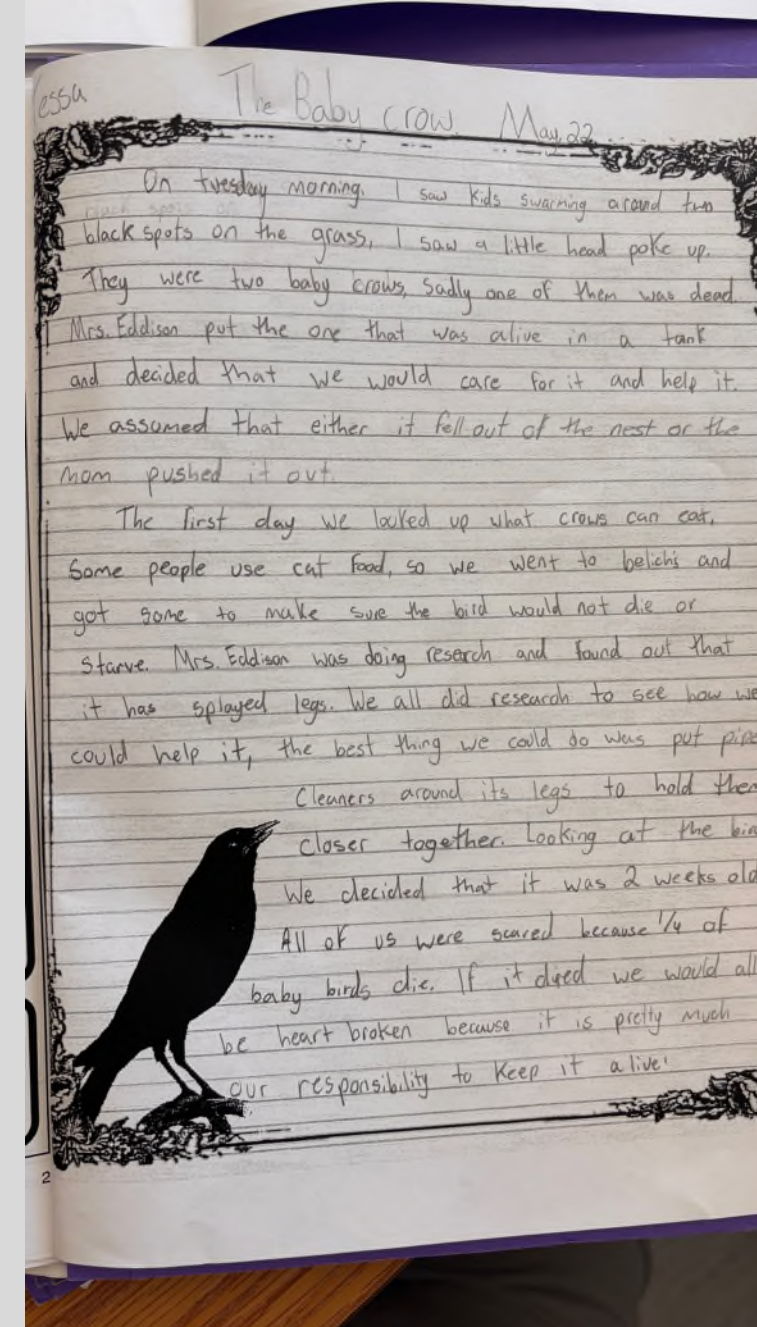
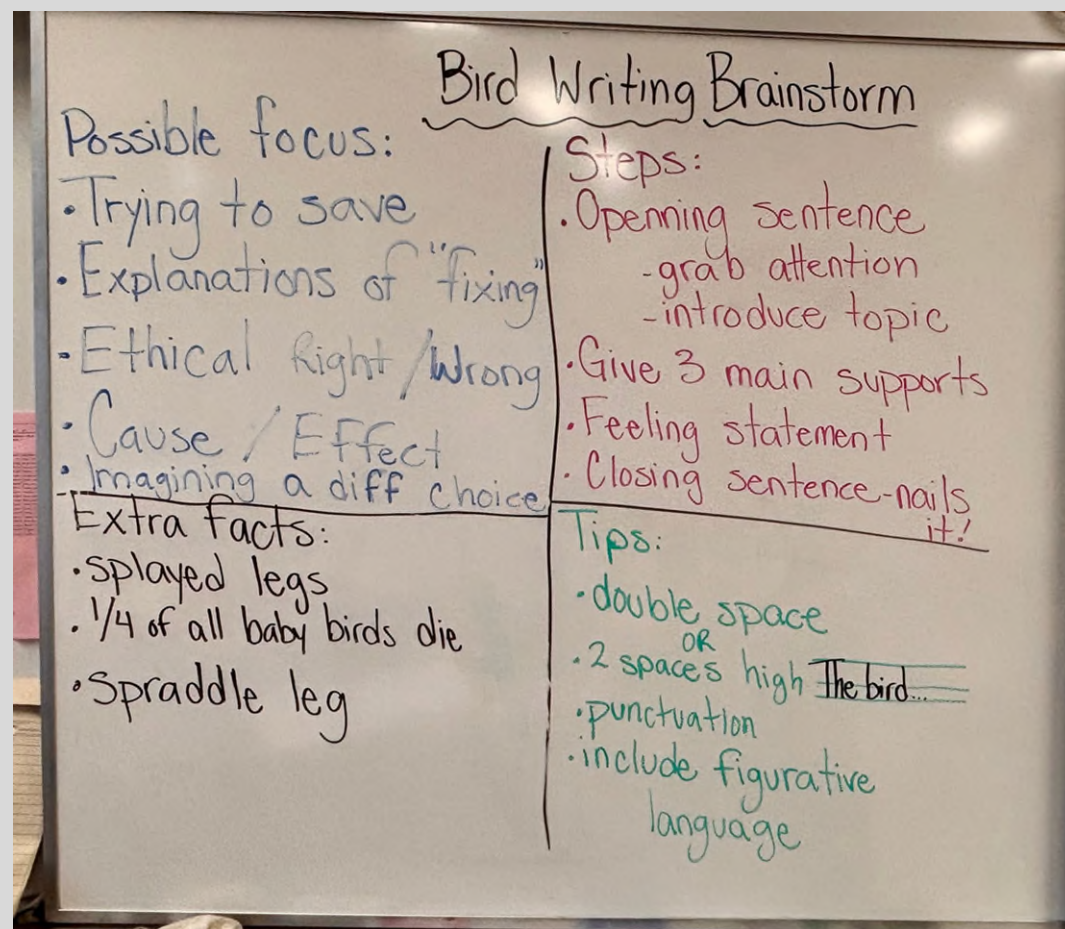
TAKING ACTION

What strategies will we implement? (focus on Mastery and Independence)

- To create a scope and sequence for all educators to refer to
- Use of Adrienne Gear's resources and lessons
 - To create writing resource folders for each classroom
- Intentionally discussing the purpose of their writing lessons and giving relevancy to writing concepts and activities
- Clothesline strategy to give visual examples to students
- Giving choice for writing topics
- Consistent and specific feedback
- Use of Printing Like a Pro and other Sunnyhill Resources
- Scaffolding/modelling writing
- Find ways to make writing fun
 - Collaborate with community members (RDOS)
 - PAC writing contests
 - Collaborative story "fun write" project

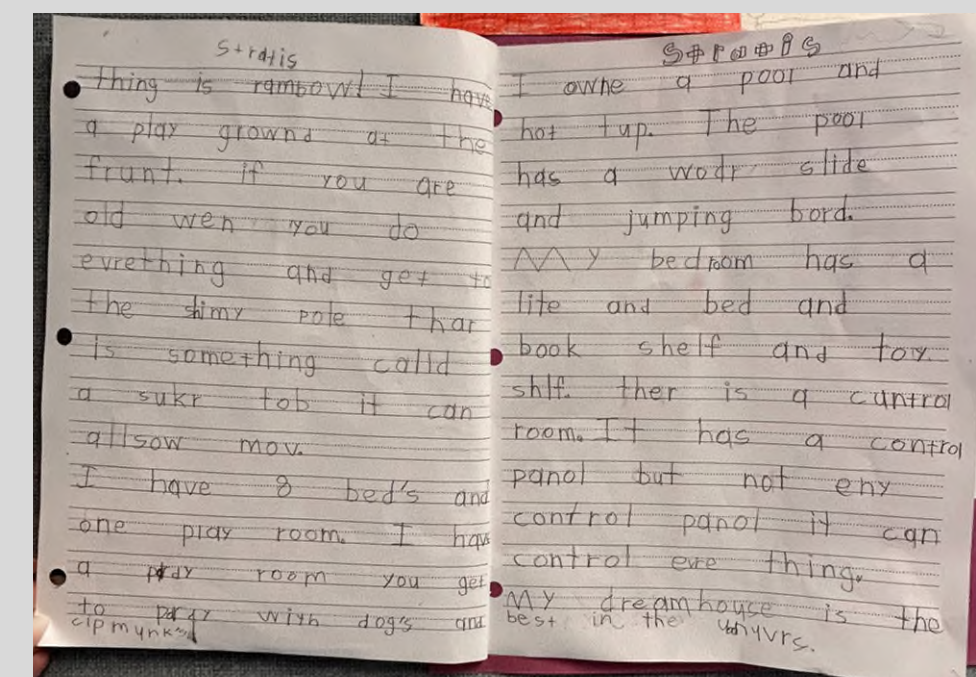
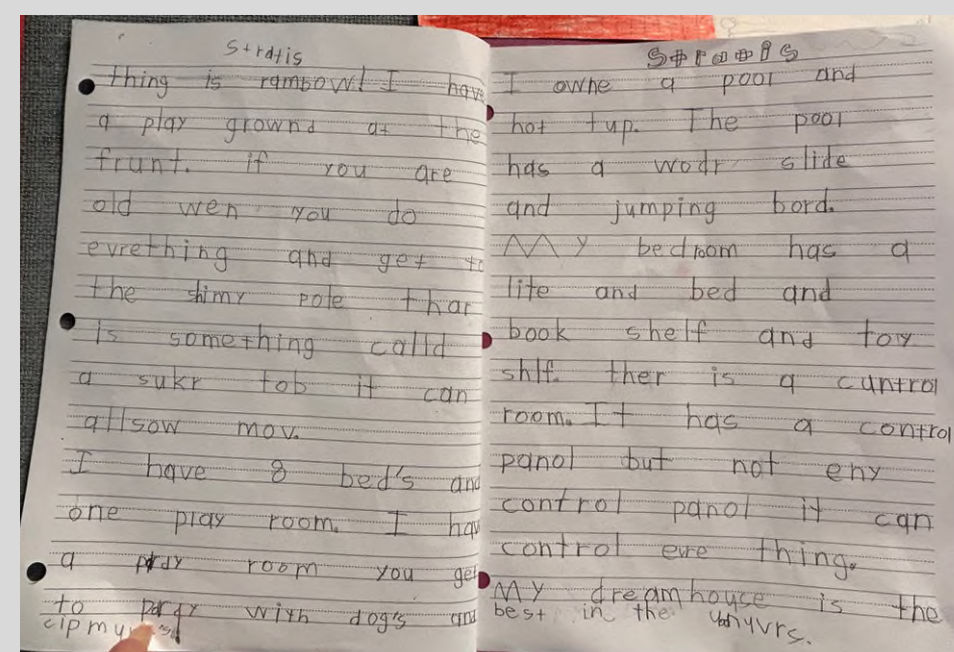
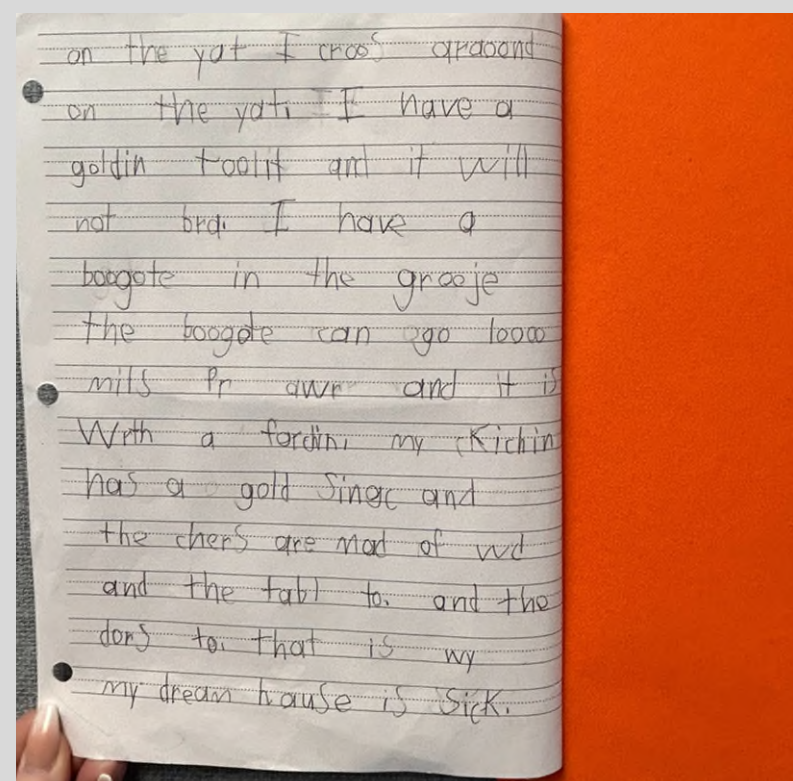
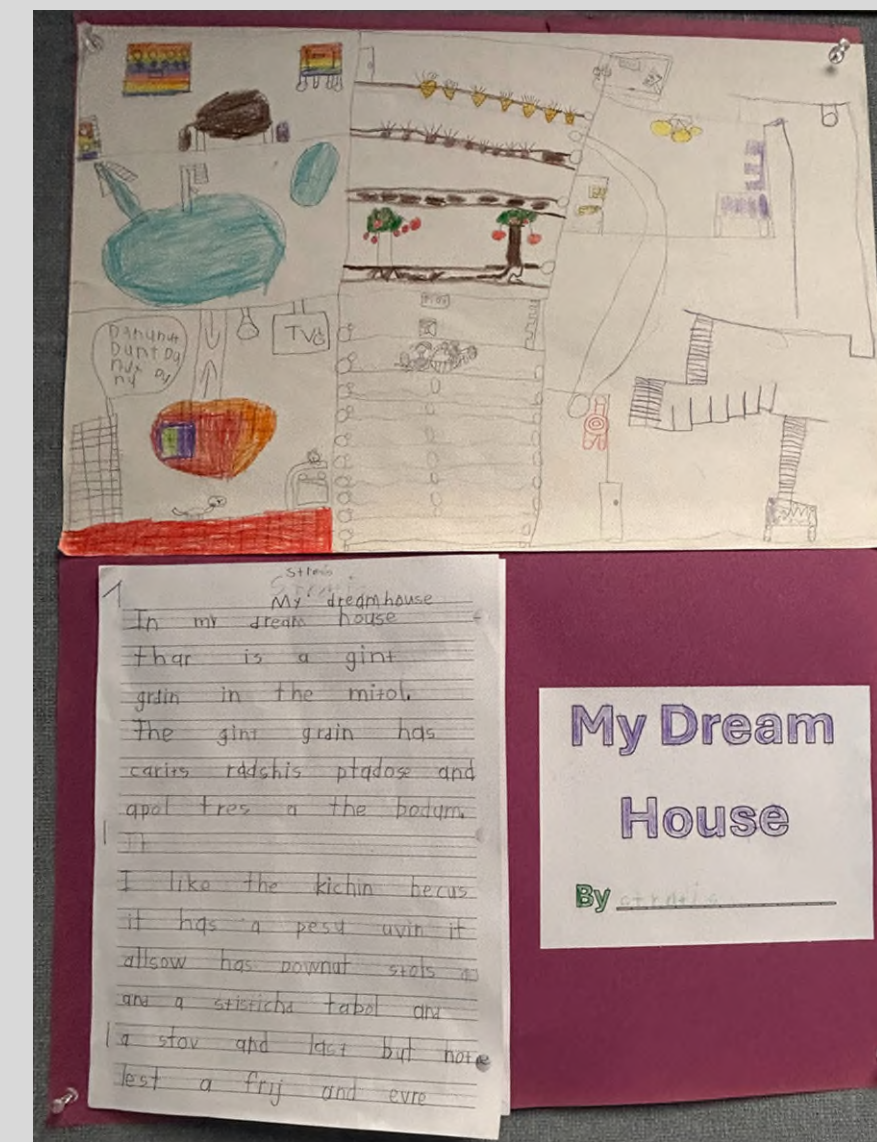
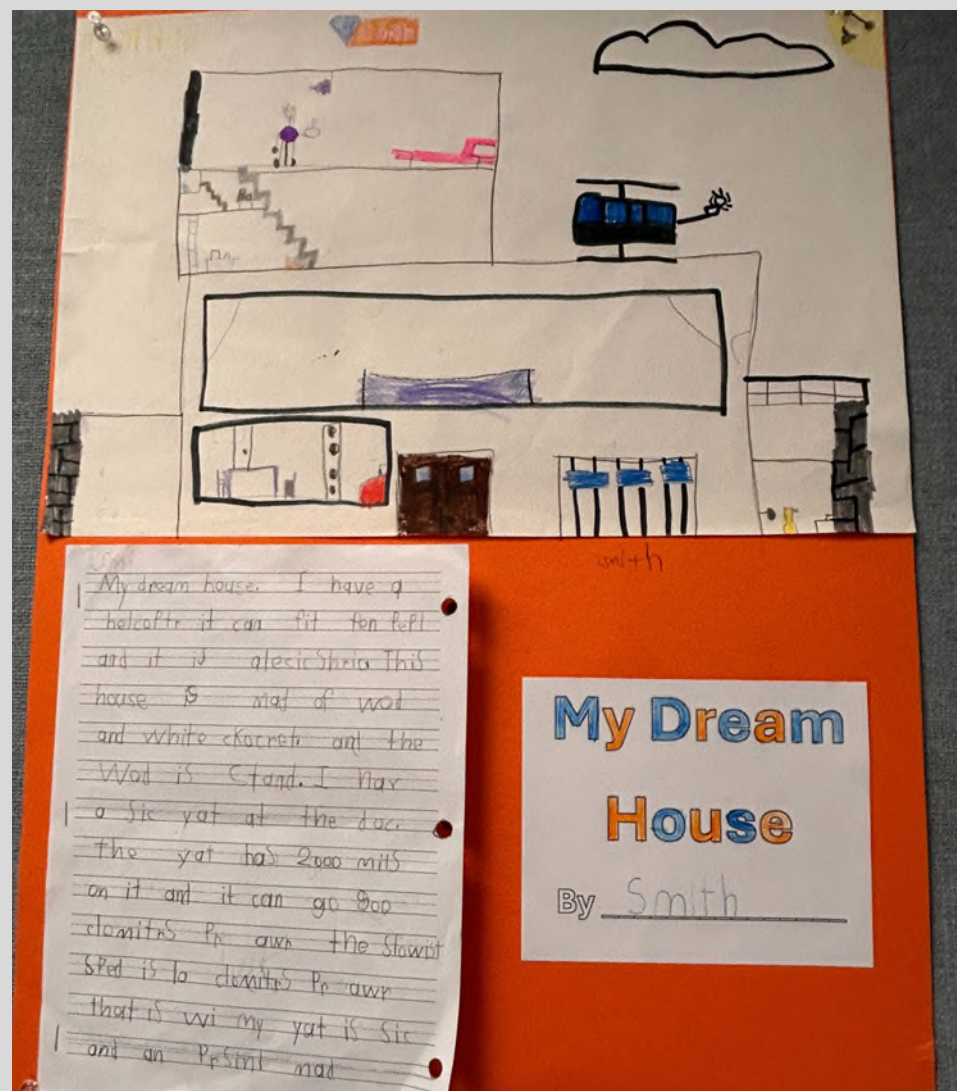
Grades 2&3 wrote about relevant topics using Adrienne Gear's Lesson Plan to increase their quality of writing.





Grades 6&7

Wrote about relevant topics to also improve their quality and stamina in writing.



Grades 1 & 2 wrote about their dream houses to assist in their stamina for writing

No Excuse Writing Skills

✉ By the end of Kindergarten, I can

- ☐ Recognize all my upper and lowercase letters
- ☐ print my letters
- ☐ know the sounds of all my letters
- ☐ know that writing goes from left to right

By the end of grade 1, I can

- ☐ write 2-5 simple sentences
- ☐ Include end punctuation
- ☐ start my sentences with a capital letter

✉ By the end of grade 2, I can

- ☐ write compound sentences that use and, but, so...
- ☐ be aware of commas and what they mean
- ☐ consistently use end punctuation including ? and !
- ☐ use proper upper and lowercase letters including capitalizing proper names, I, and the first word of a sentence
- ☐ represent almost all sounds in words

✉ By the end of grade 3, I can

- ☐ use apostrophes and contractions
- ☐ begin to structure my writing into paragraphs eg. Opening and closing sandwich
- ☐ use a vowel in every word

✉ By the end of grade 4, I can

- ☐ Use pronouns
- ☐ “Triple Scoop” Adjectives
- ☐ create sentences with details
- ☐ write sentences that vary in complexity and pattern

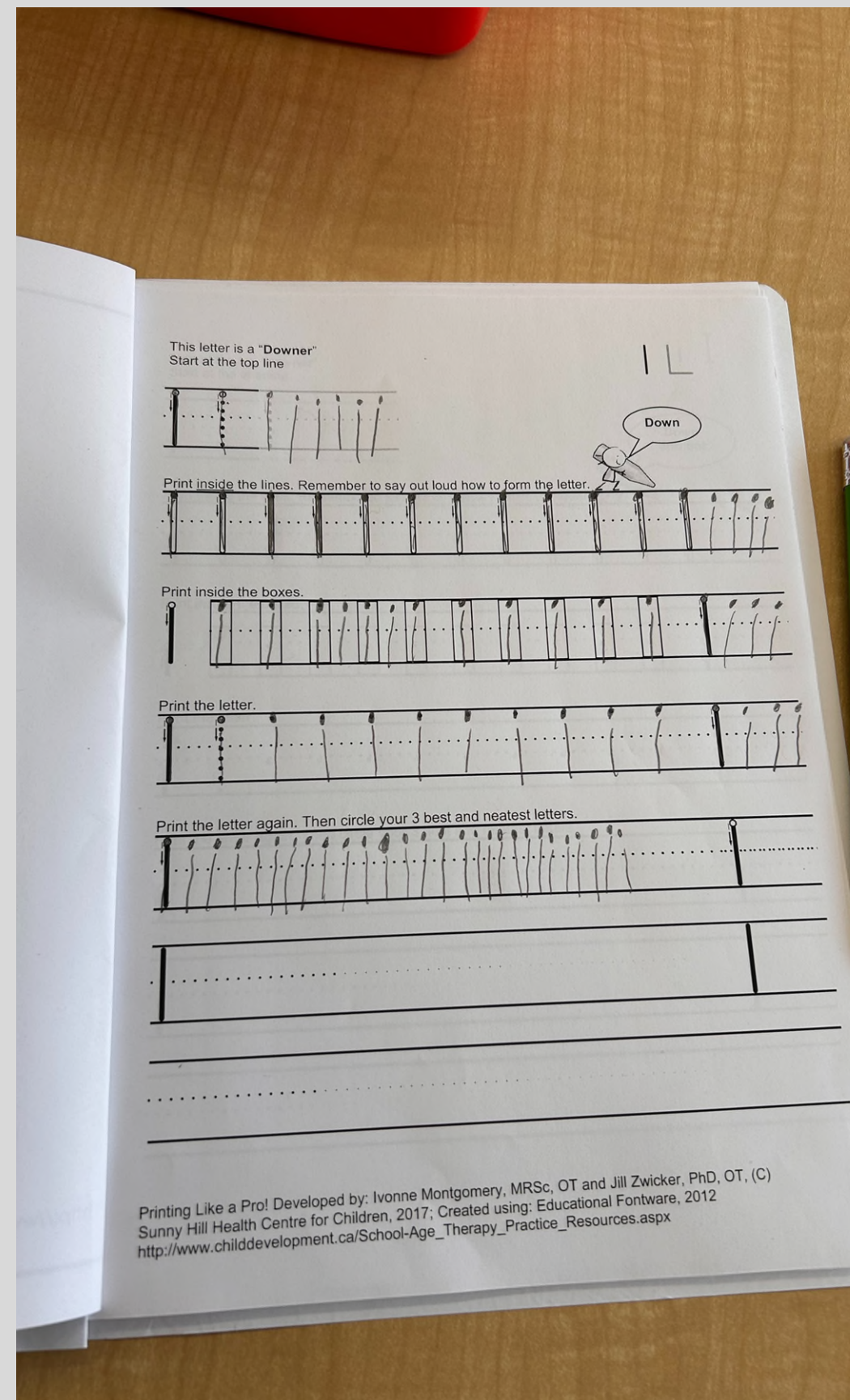
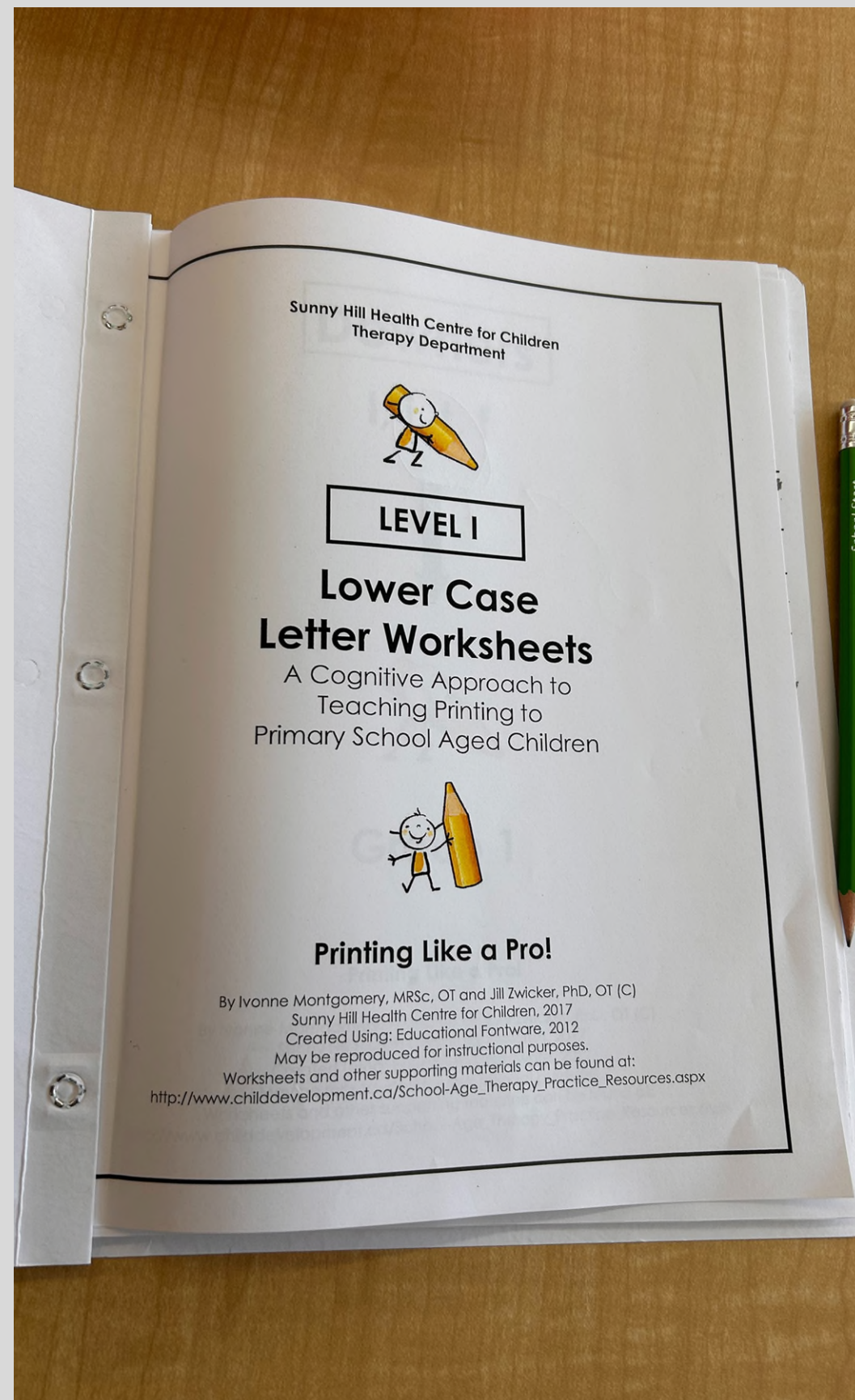
✉ By the end of grade 5, I can

- ☐ organize sentences within a paragraph
- ☐ create paragraphs that follow a logical sequence
- ☐ write interesting paragraphs that flow

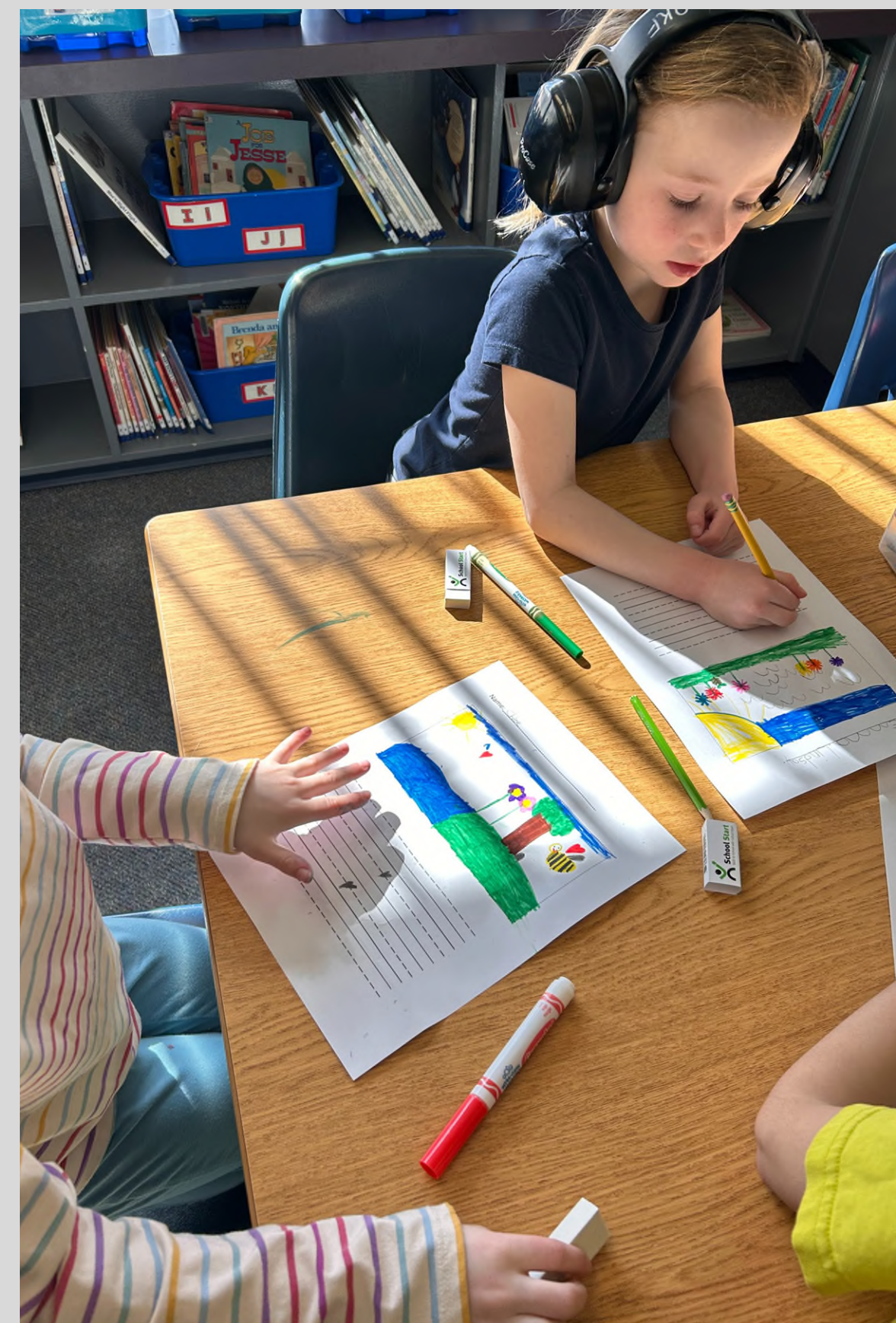
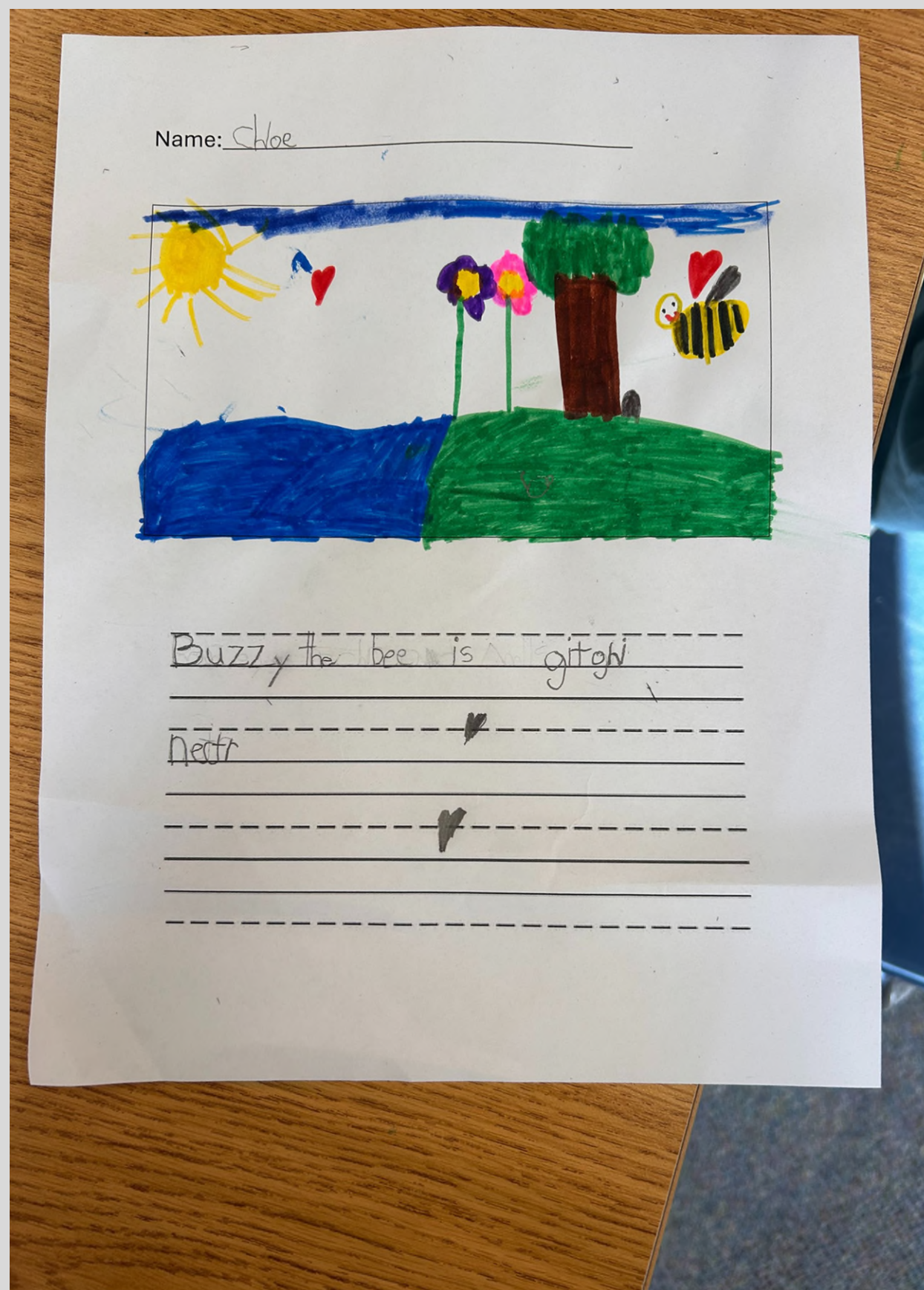
✉ By the end of grade 6, I can

- ☐ create a multi paragraph composition
- ☐ create a composition with clear purpose and content
- ☐ Create a paragraph / composition with a strong thesis sentence





Kindergartens work on "Printing Like A Pro" to practice their quality of writing



Grade 1s drew a picture to prompt their writing and to build their stamina through visualization

Ice Cream writing contest

These are some examples of grade 5.

This has improved the quality of writing

Flavour Name: platypus sting

Base Flavour: Blue-Berry

Why? I picked blueberry because I think that the platypus fur is blue the blue is for when I am sad.

Sauce ribbon: Cherry

Why? I want the cherry sauce inside the icecream scoop. Because the venom is red the red is the angry inside me at some people when they are being mean to me.

Inclusion 1: red pop rocks

Why? I chose pop rocks because I get angry at people and pop like a pop rock and I want the red pop rocks inside were the red cherry sauce is.

Inclusion 2: Blue pop rocks. Blue sprinkles

Why? I chose blue pop rocks because when im sad I can't usually keep the tears inside myself I want the blue pop rocks on the out side where the blue icecream is and the sprinkles on the blue icecream.

Flavour Name: ~~Stitch~~ Stitch's fav.

Base Flavour: Blue Raspberry

Why? I chose this because stitch is blue and blue raspberry is sweet like me.

Sauce ribbon: rasberry or strawberry

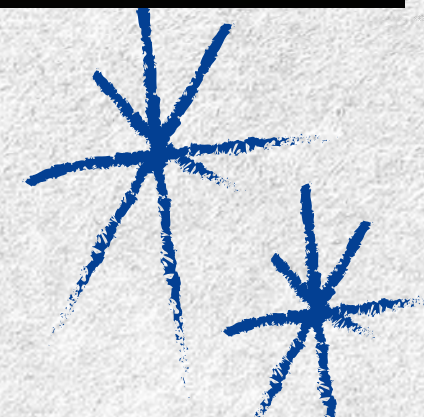
Why? I chose this becaus red is a bright colour personality.

Inclusion 1: tiny micro chocolate chips

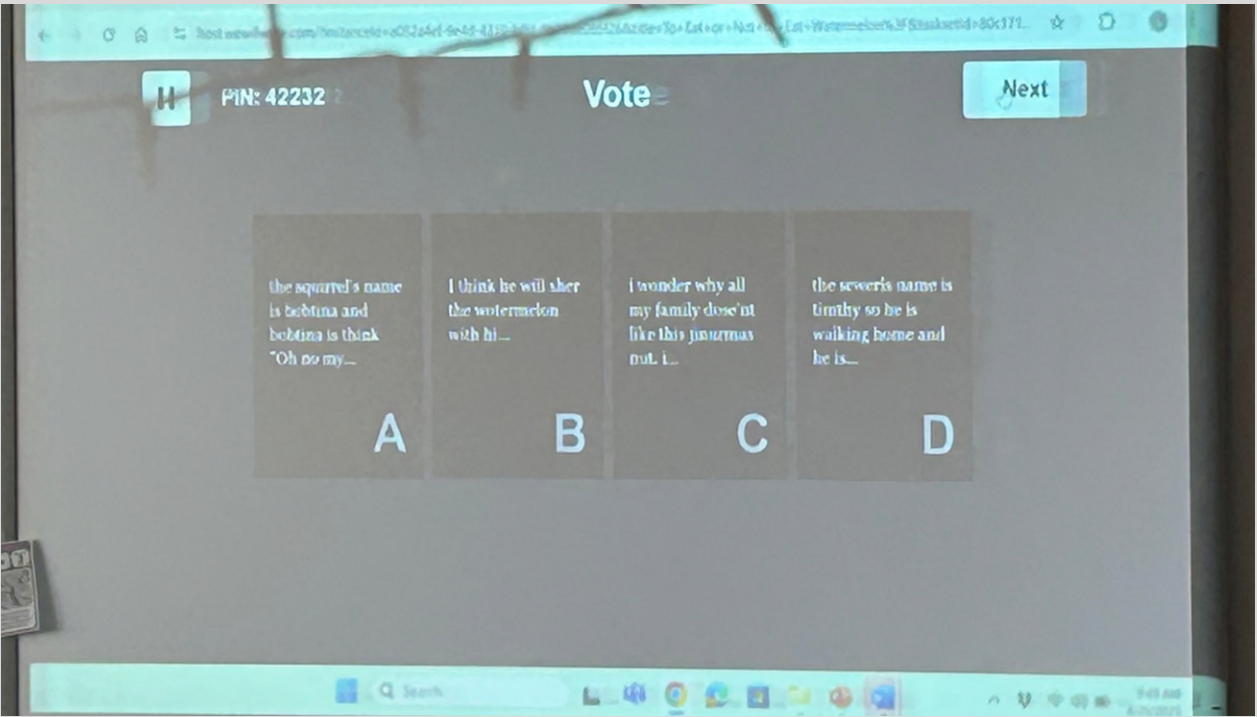
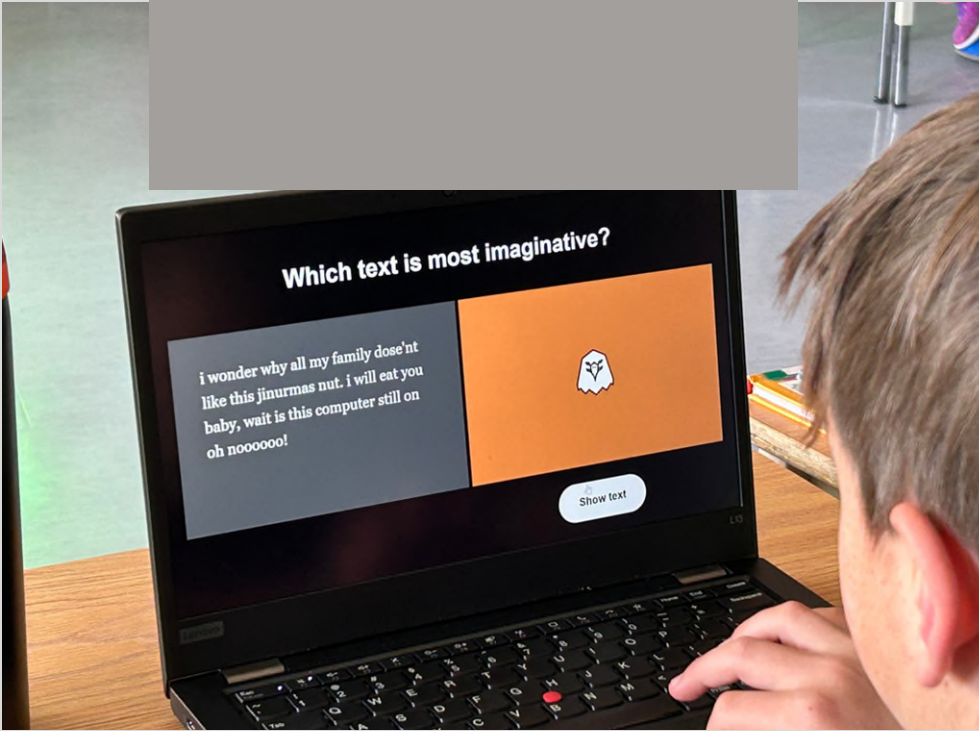
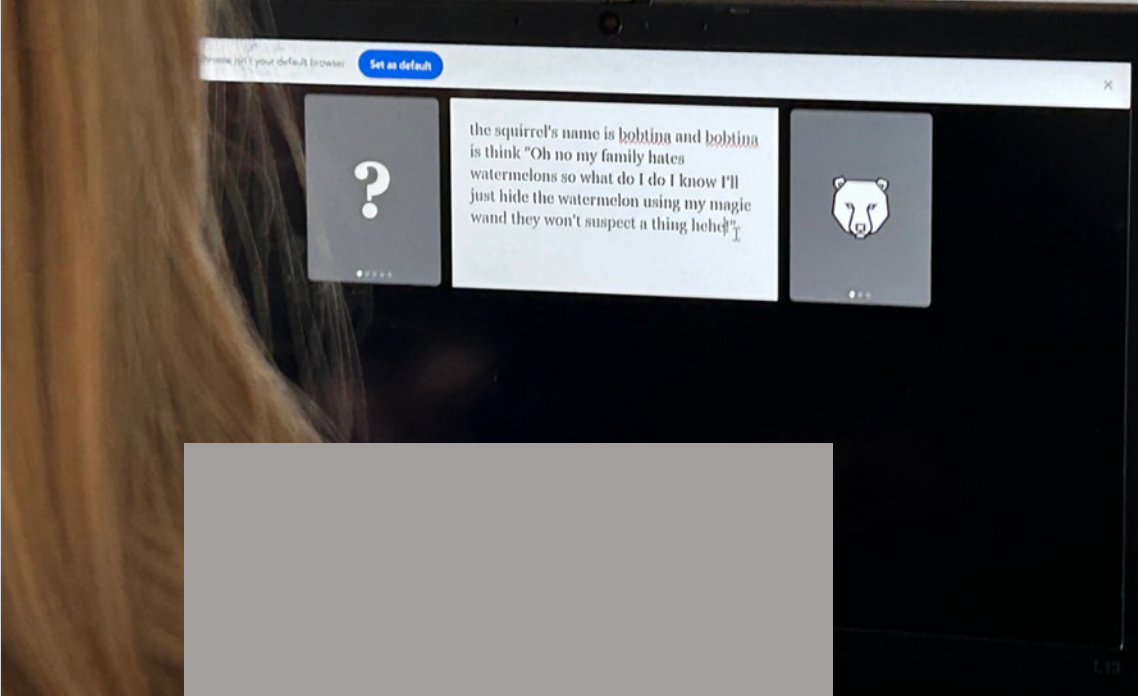
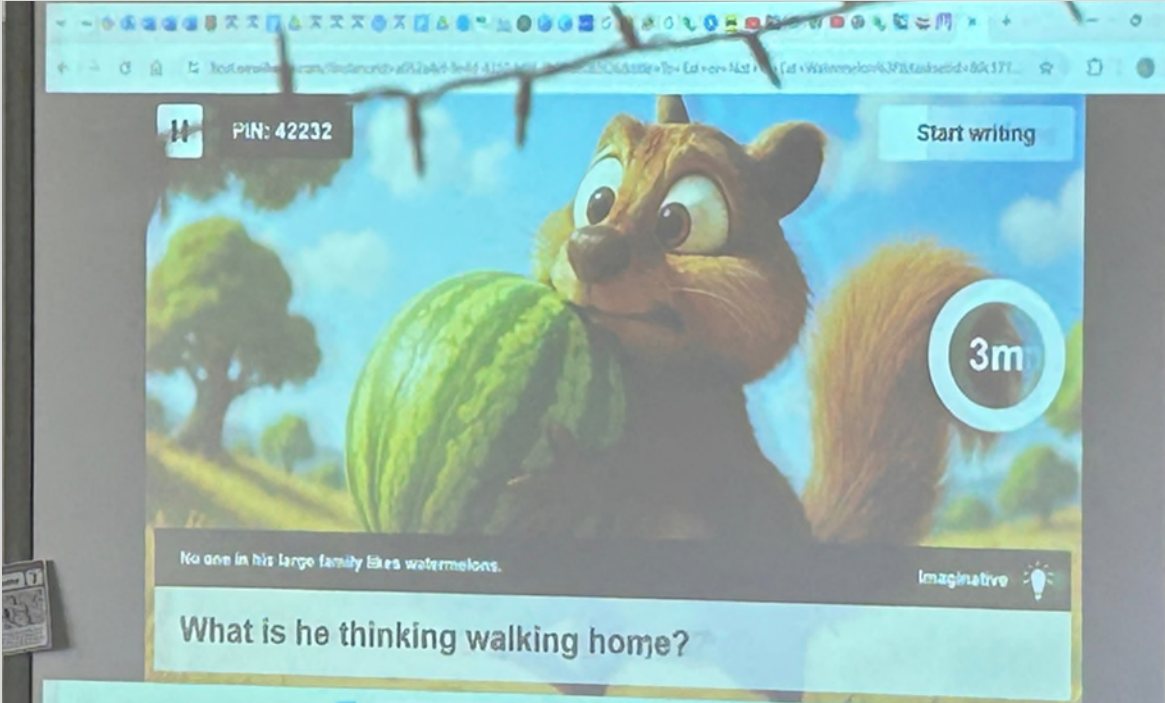
Why? I chose this because chocolate makes my sweet tooth happy, and I'm small but mighty! 😊

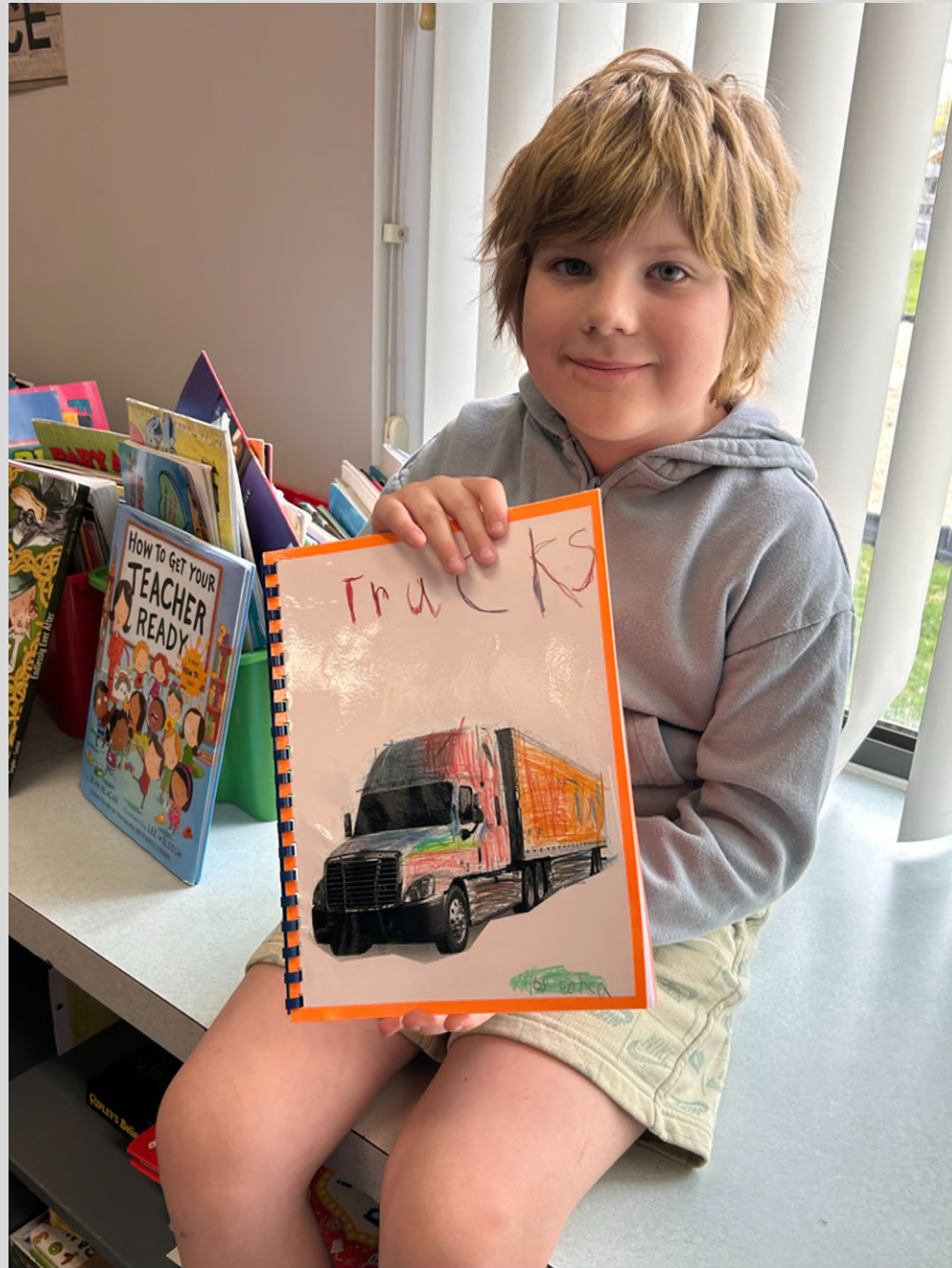
Inclusion 2: Blue and white sprinkles.

Why? I chose this because blue sparks my creativity. I chose the white because it reminds me of seashells on beaches where I like to swim and play.



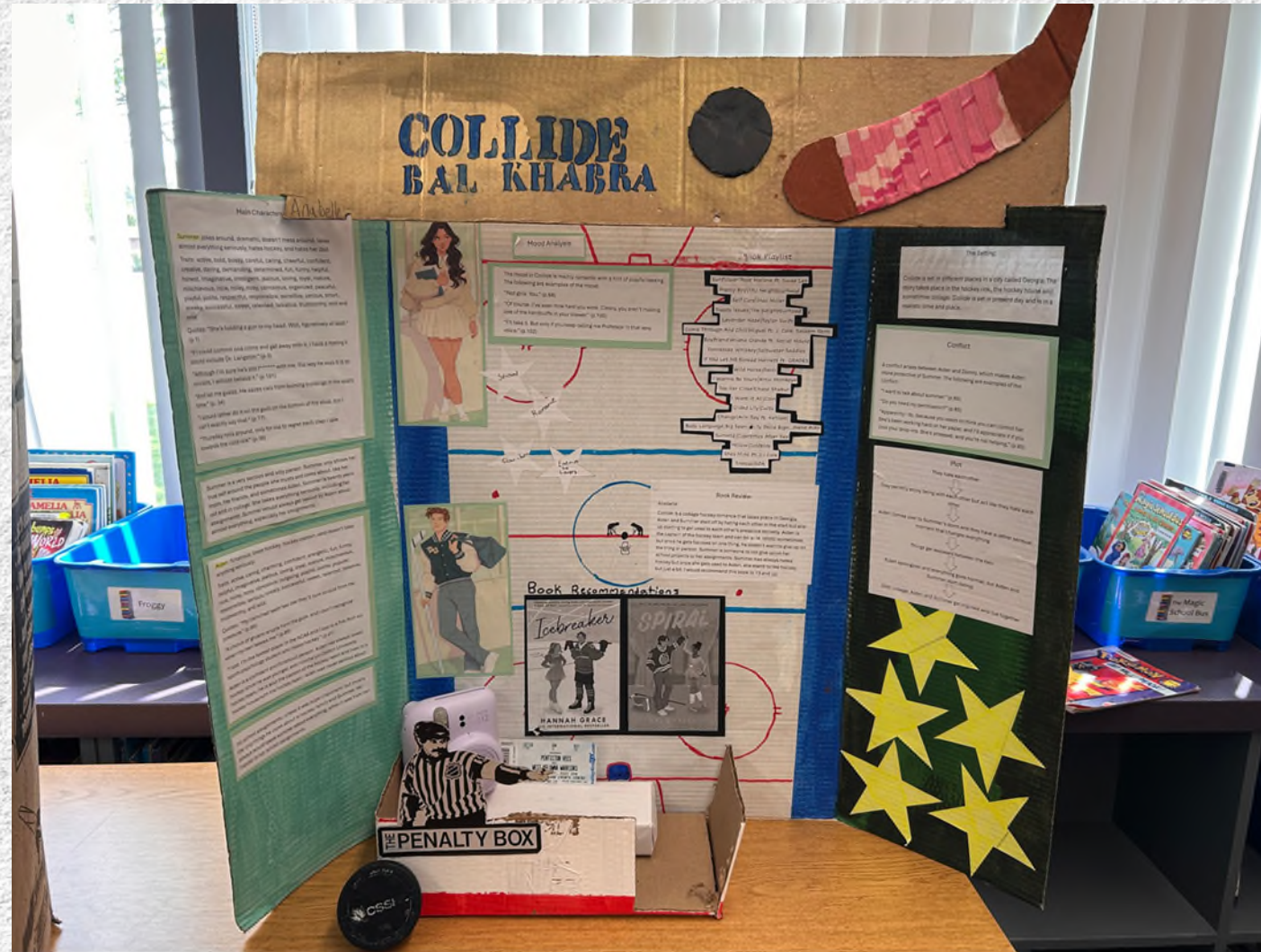
Grades 3 & 4 make writing fun using the We Will Write app. Encouraging them to improve their quality of writing.



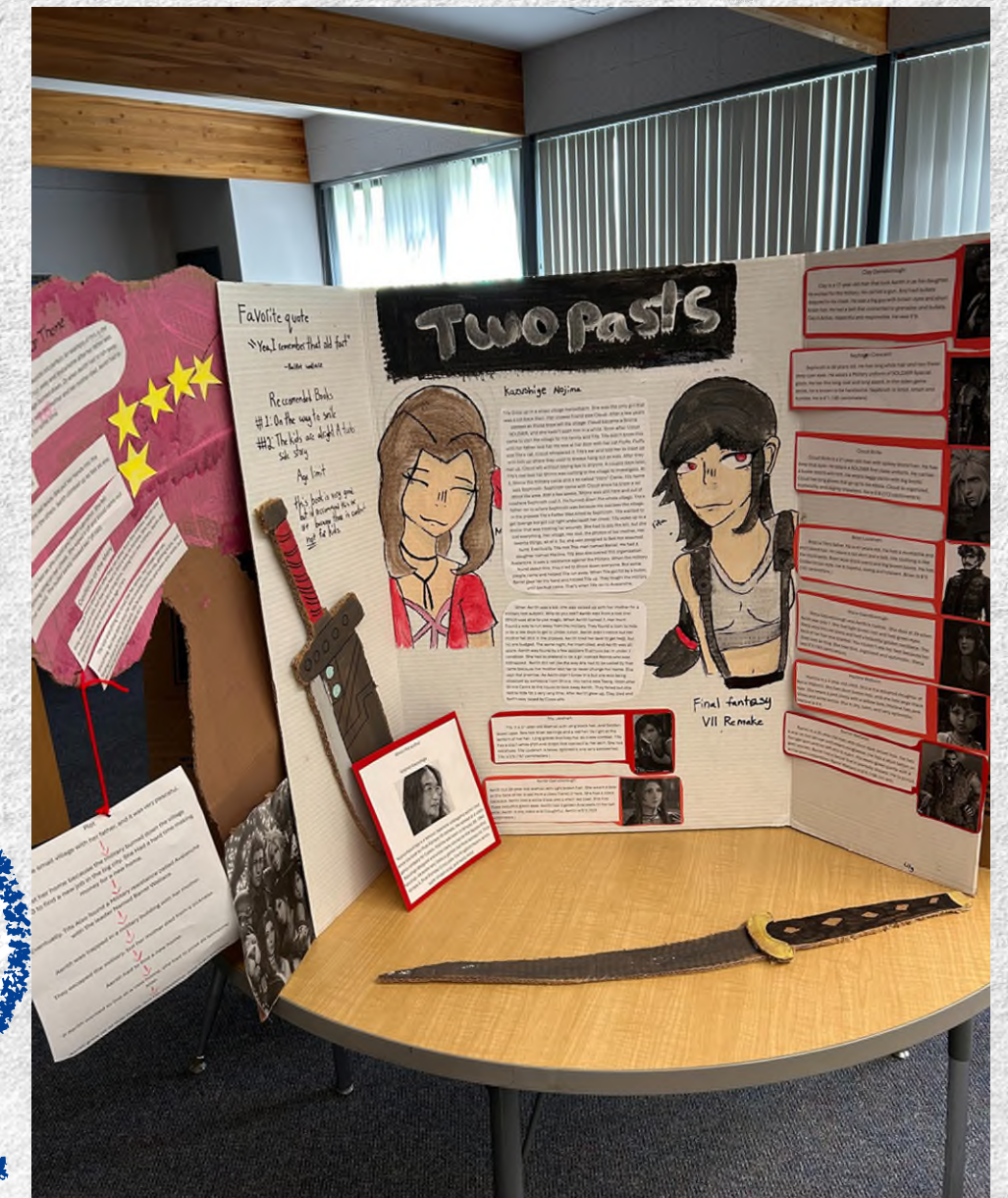
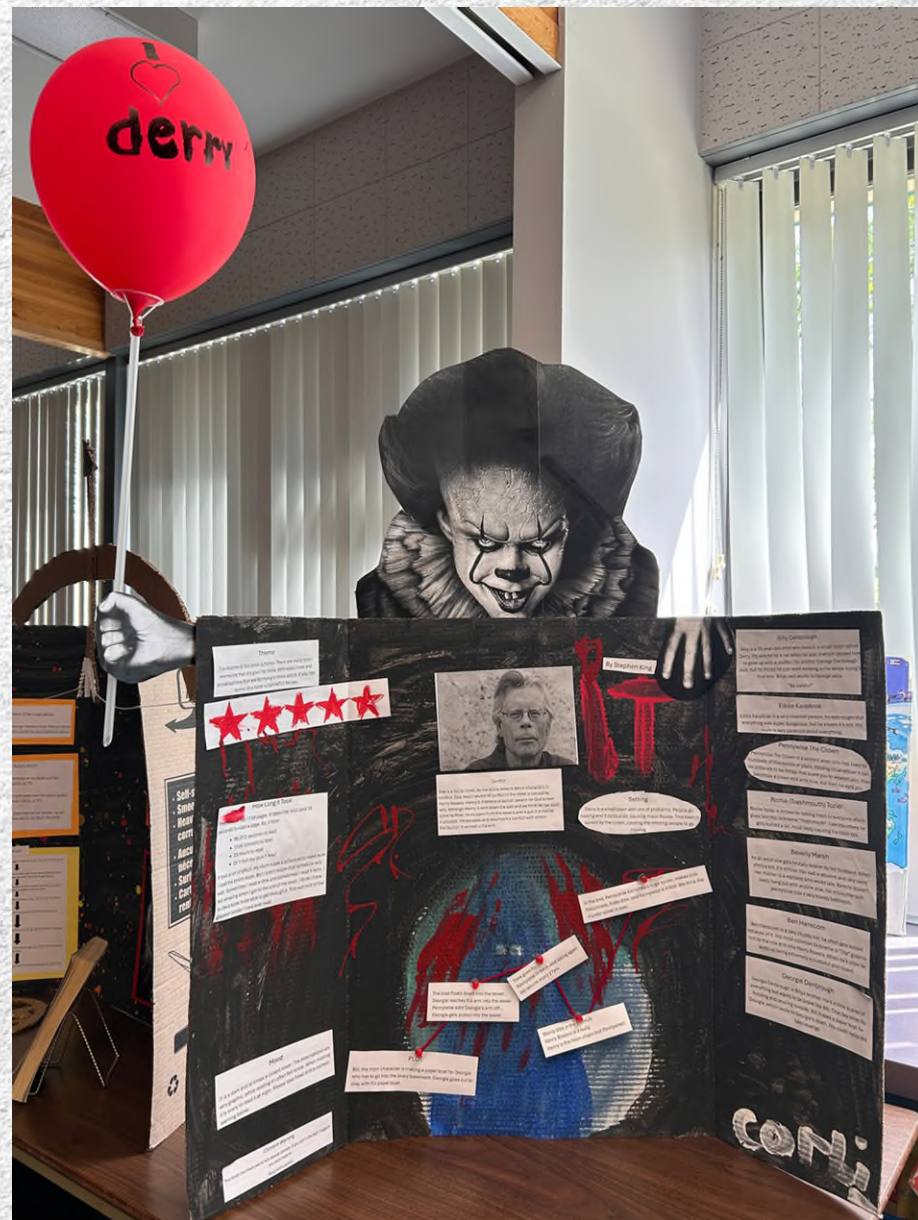


Grades 1 & 2 wrote their own stories and presented them to grade 3 & 4s, which assisted in both quality and stamina





Grades 6&7 had a Book Expo. This increased their quality and stamina in writing.



CHECKING

We are using:

- Empathy interviews with students
- Staff check ins
- Writing samples
- FSA results
- Student report cards
- Informal checklists for oral skills
- Staff Observations



HAVE WE MADE ENOUGH OF A DIFFERENCE?

Empathy Interviews

- Upward trend on positive feelings about writing.
- Student report that they appreciate choice, relevant topics, and more time to plan and write.
- Spelling difficulties and noise make writing difficult.
- Making mistakes is hard

Teacher observations from writing samples

- Teachers have noticed an increase of writing quality
 - Some reported that using an "author's chair" increases quality
- They are beginning to see an increase in stamina
 - Some are using "writer's workshop" and report that students will write for longer than the allotted time.
- Some report more confidence in student writing
- Using an "author's chair" increases quality

Assessments

- Our literacy results for the 2024-2025 FSA assessments have improved in grade 4 literacy, however, our grade 7 have remained the same.
- MDI results show a 17% increase in academic self-concept

Yes, we would like to continue next year!

