

OKANAGAN FALLS ELEMENTARY SCHOOL



SCHOOL PLAN

Enhancing Education and Student Success
Through Writing; A multi-year plan.

2024/2025 &
2025/2026



SCANNING



We used the following for our scanning this year and last year as well:

- 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

We have added the following to our scanning in the 2025/2026 academic year:

- School-wide write
- School-wide student survey

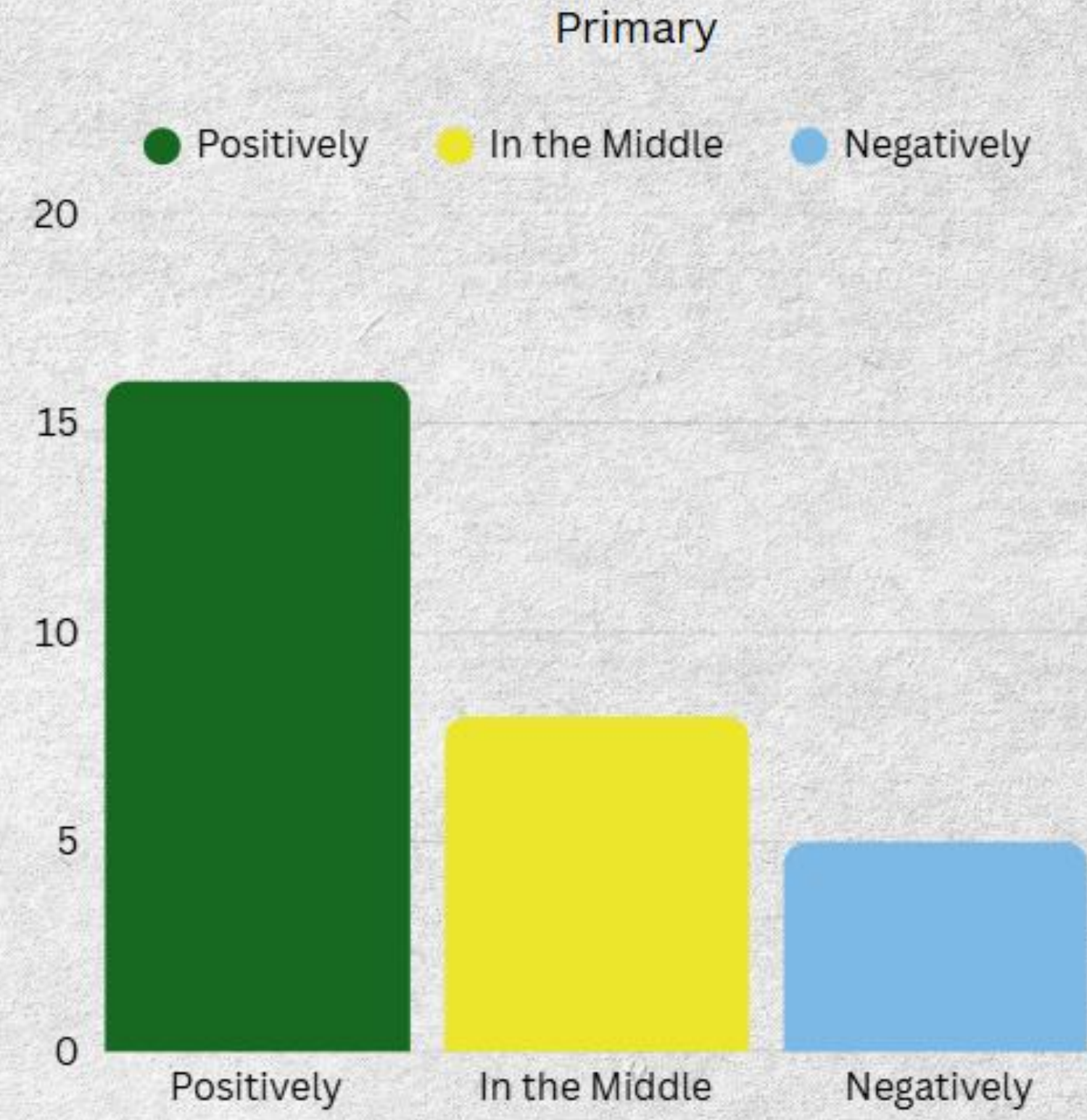
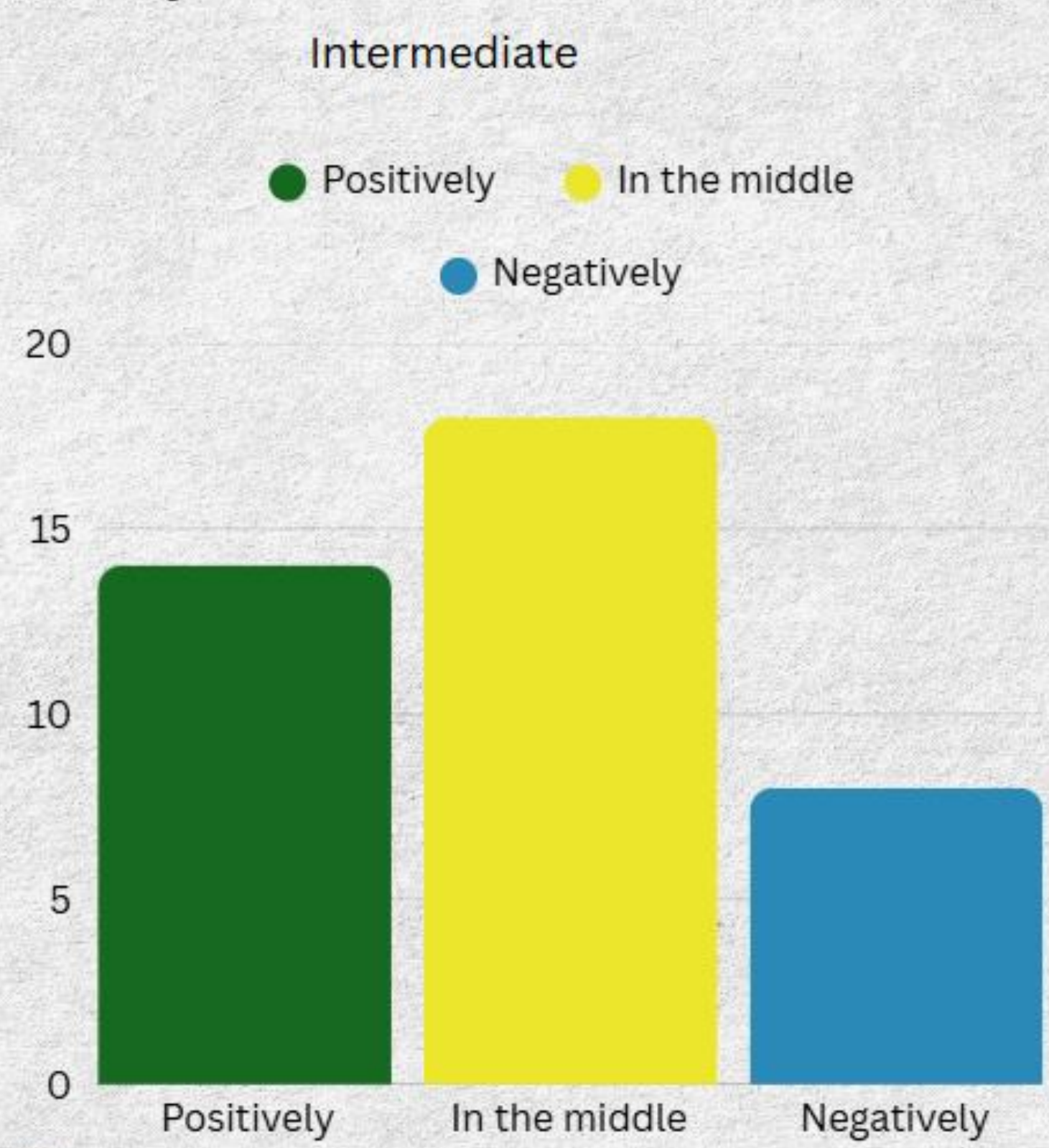
Our staff all agreed that the most significant outcome from the data continues to show that there is a lack of writing quality and stamina, which is reflected in academic scores. This continues to be a place where we feel we can make the most impact, which is why we have decided to continue on with our efforts again this year.



all

Student Survey

#1 How do you see yourself as a writer?



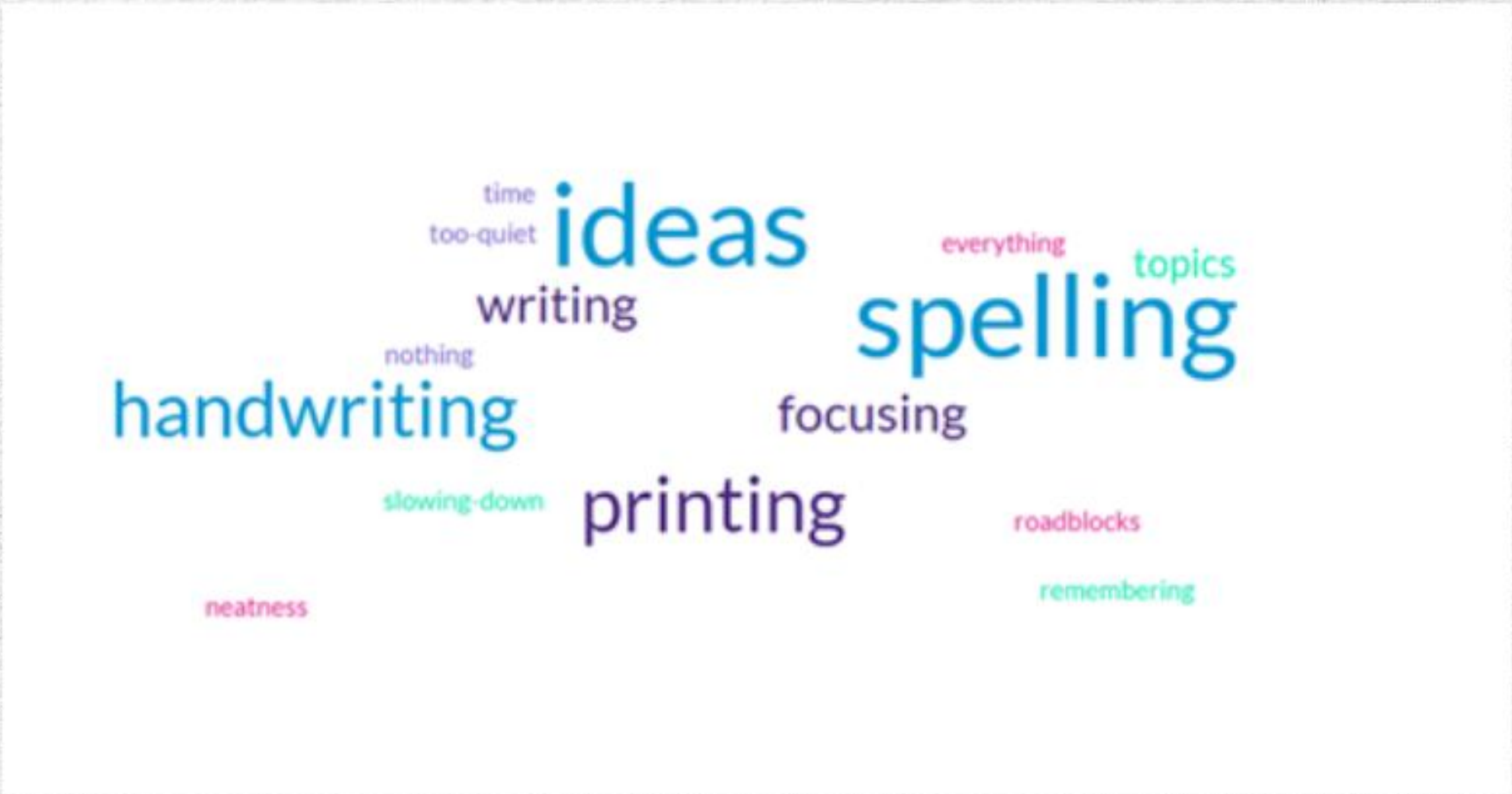
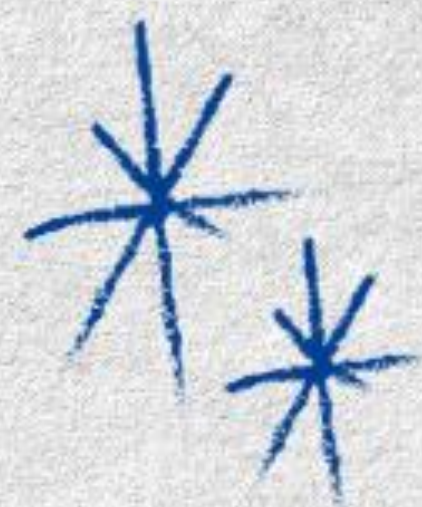
57% of our students do not see themselves as good writers. Also, as students get into the intermediate age, they are less likely to see themselves positively as writers.





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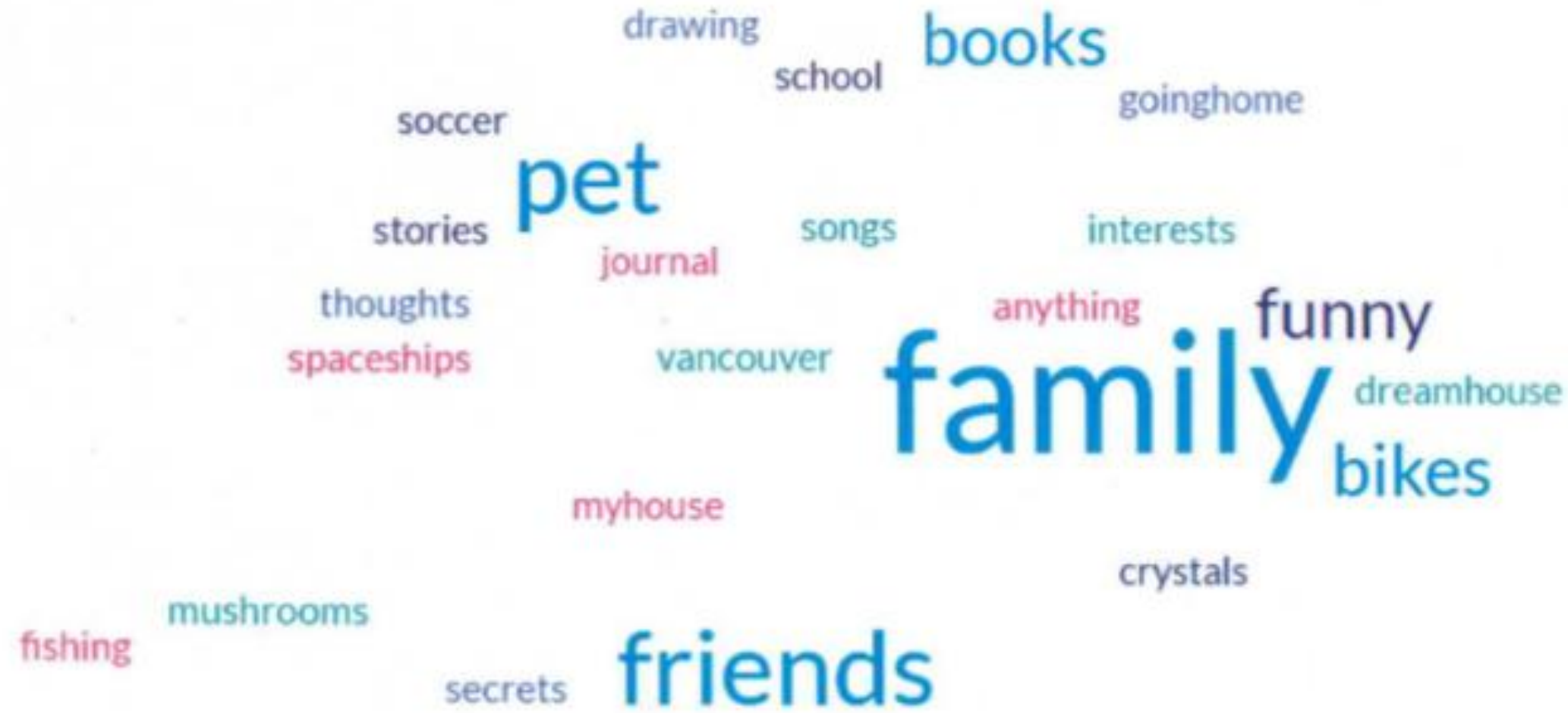
#2 What is the hardest thing about writing? (Intermediate)



Student Survey



#4 What do you think you can write the most about? (Primary)





#4 What do you think you can write the most about? (Intermediate)



#6 Is there anything that makes writing easier or fun for you? (Whole School)

Writing about things I want to write about

Drawing pictures to go with it

**Listening
to music**

Writing with a partner

Having fun topics to write about

Knowing before hand what I am going to write about

Writing comics

When it is quiet

Having a fidget

Sitting with my friends

Getting a good mark

**Choosing my
own prompt**

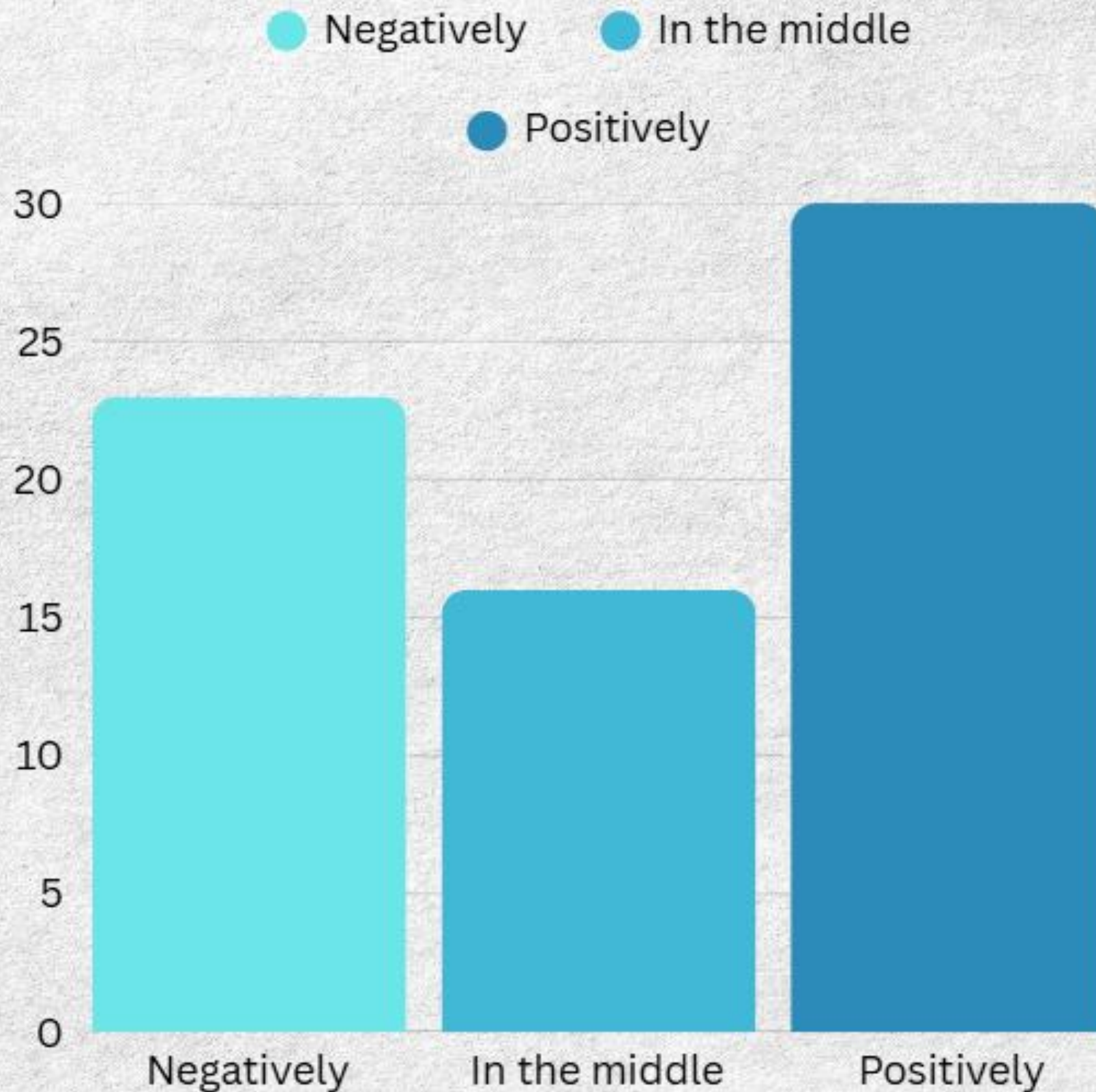
Having no limits

**Having a
wiggly chair**





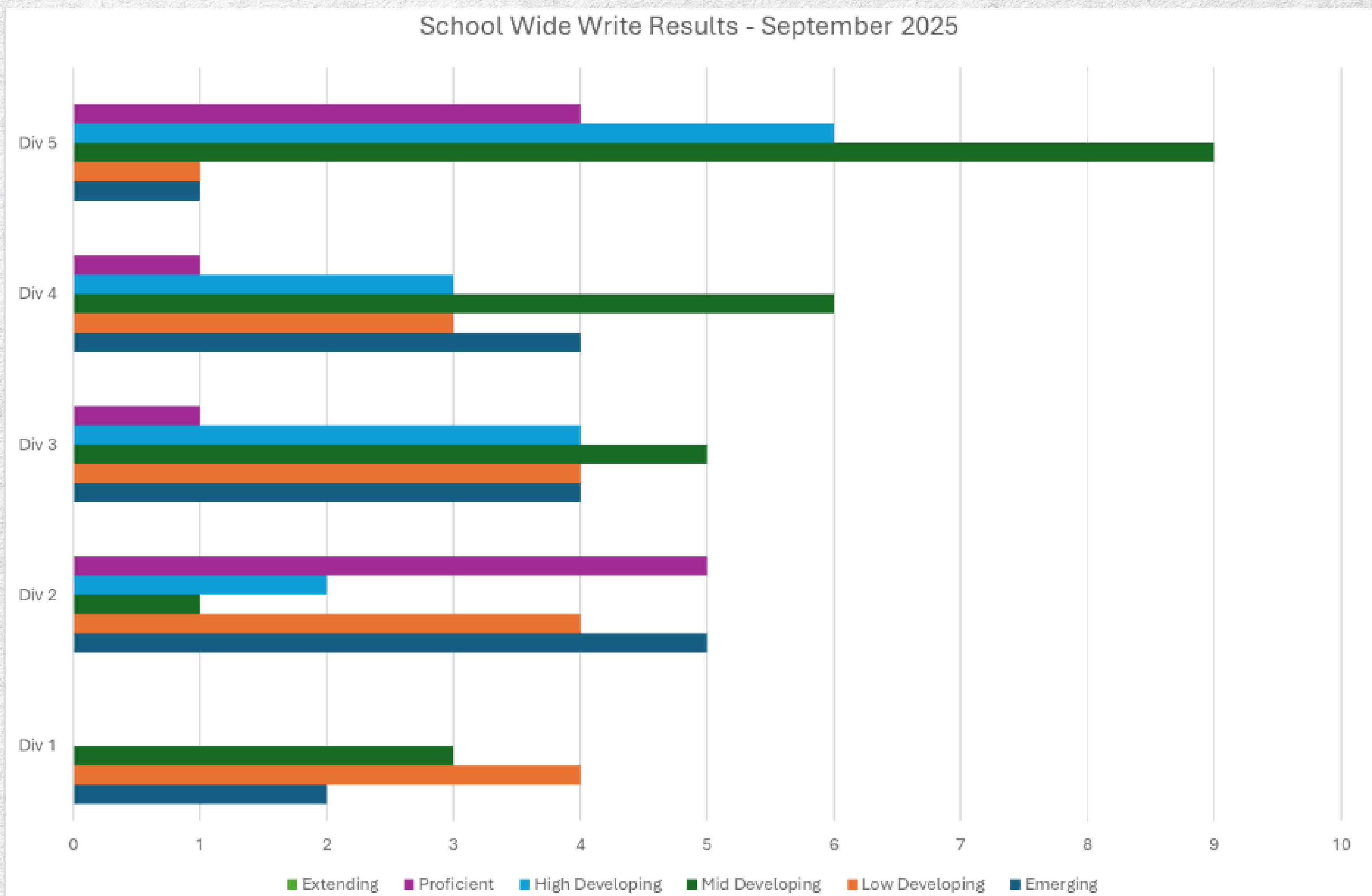
#7 When you are asked to write, how does it make you feel? (Whole School)



57% of our student feel less than positive when asked to write



School Wide Write #1



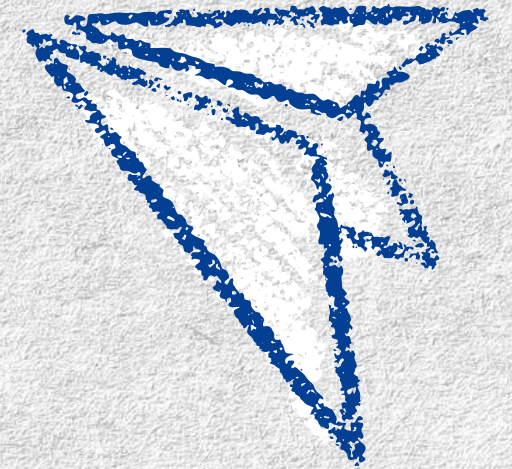


FOCUSING

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

DEVELOPING A HUNCH

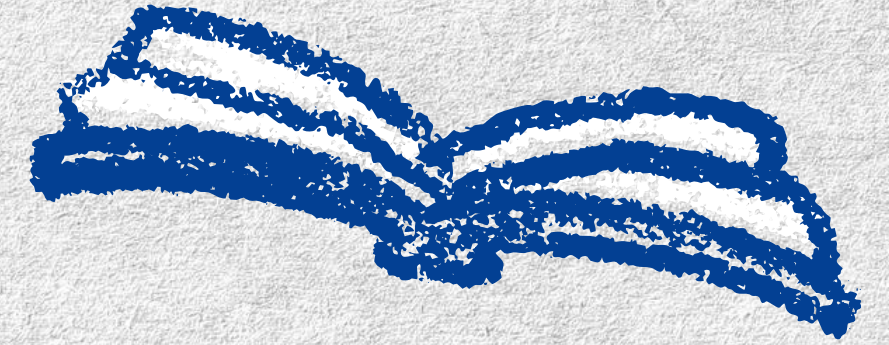
- ☒ Are we clear on what students should have learned before they enter the next class and what they need to know before moving on?
- ☒ Do students know what they are learning and why?
- ☒ Are we providing enough opportunities for students to work on oral language?
- ☒ Are we creating enough purposeful 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
- Bump It Up Program



2024/2025



- 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



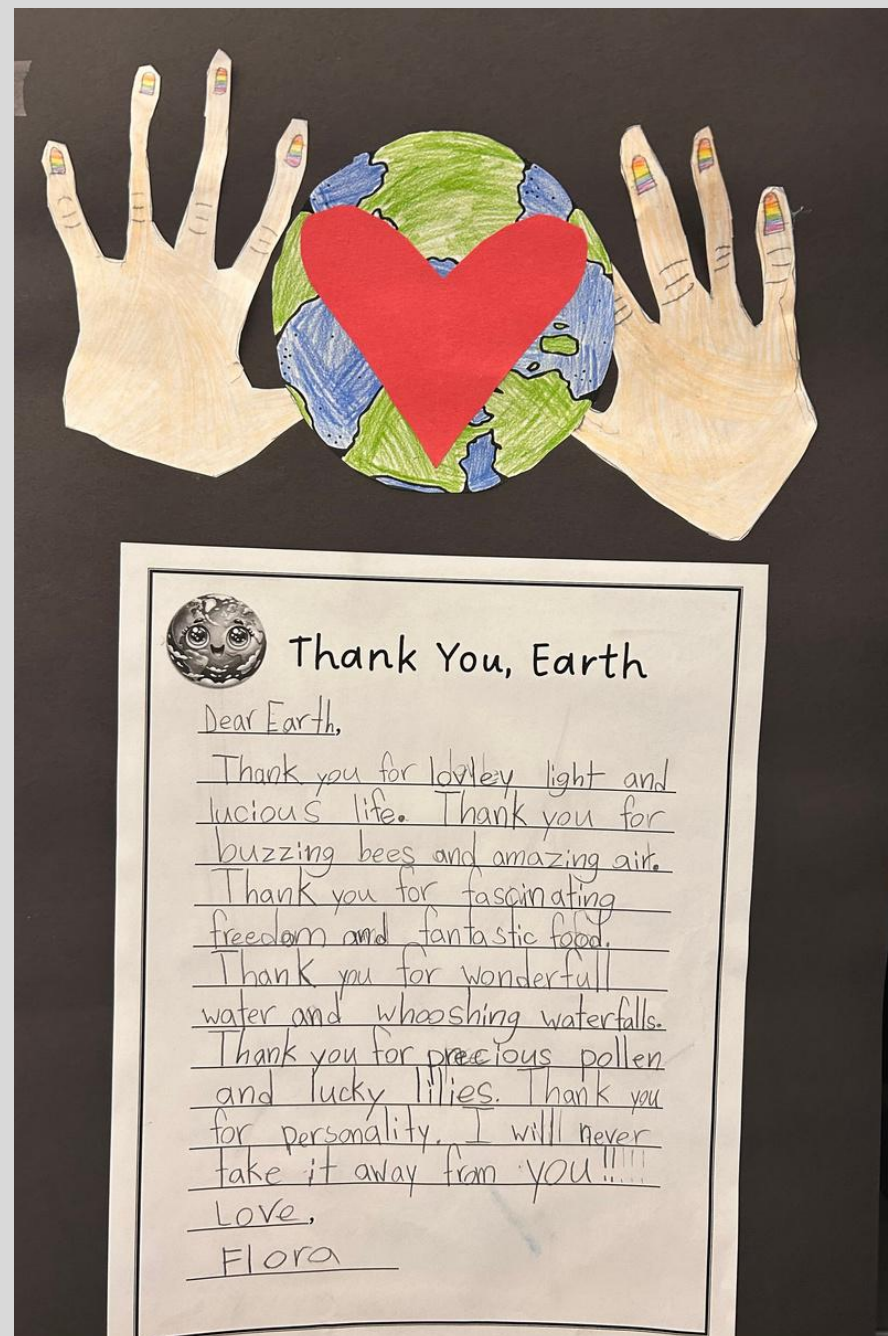
TAKING ACTION

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

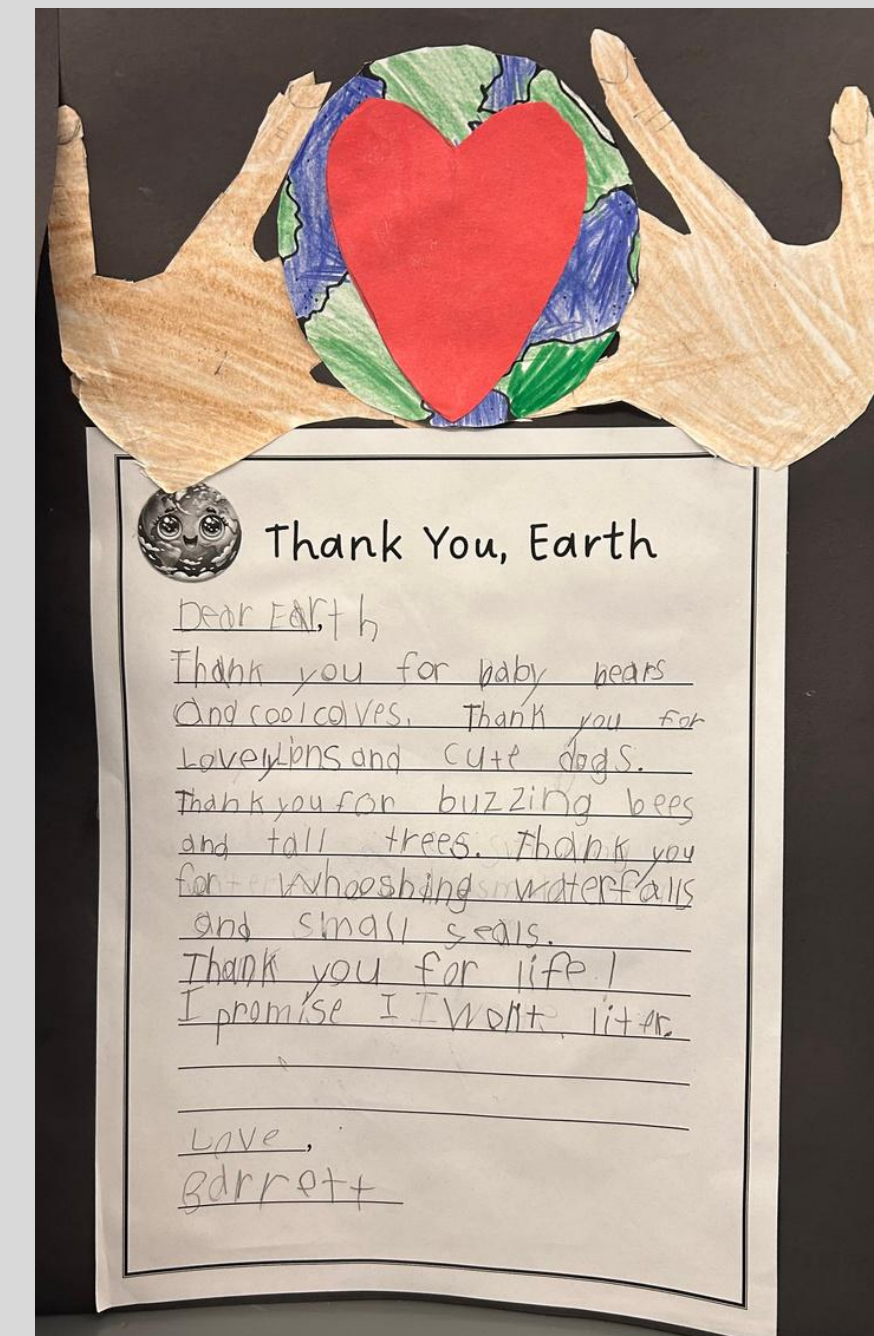
- To create a scope and sequence for all educators to refer to
- Use of Adrienne Gear's resources and lessons
 - To create writing resource folders for each classroom
- Intentionally discussing the purpose of their writing lessons and giving relevancy to writing concepts and activities
- Bump It Up Program
- Giving choice for writing topics
- Consistent and specific feedback (sticky notes, Spaces comments, peer editing, Bump It Up)
- 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

Creating a list of strategies for writing that students and teachers can refer to

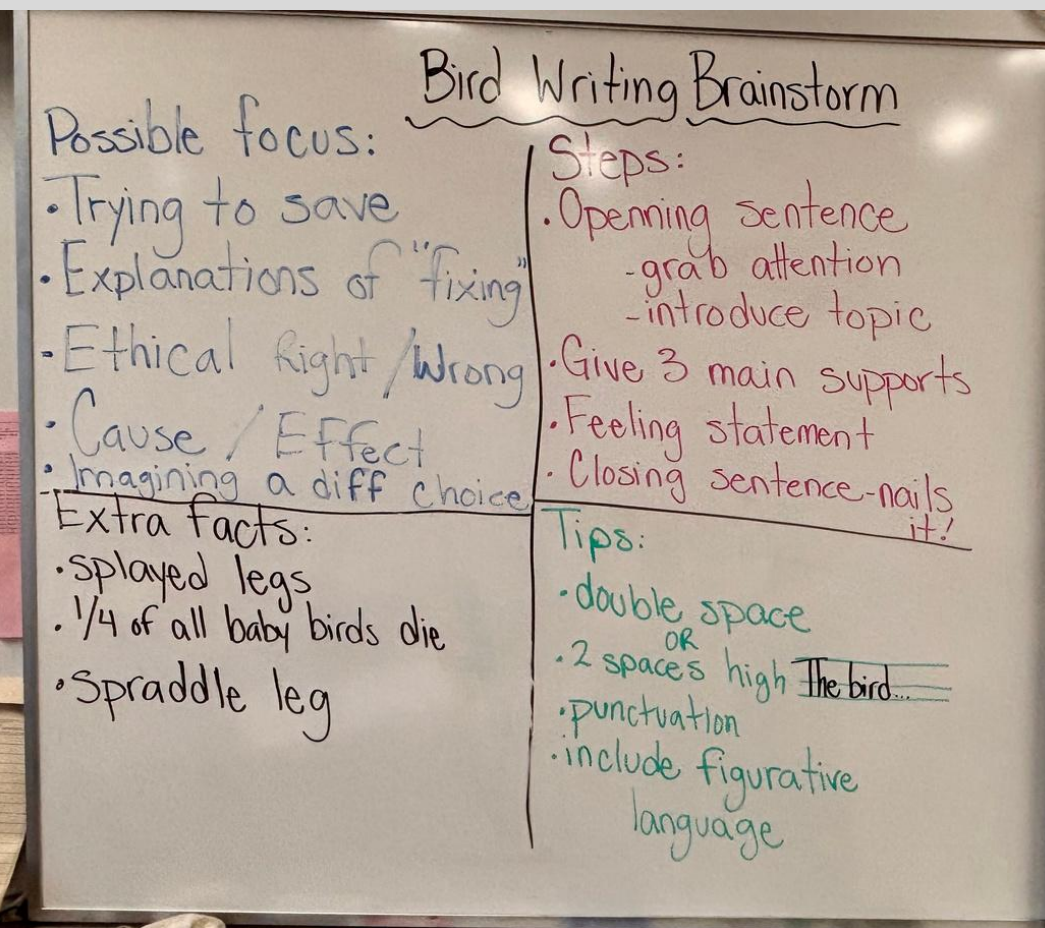
Grades 2&3 wrote about relevant topics using Adrienne Gear's Lesson Plan to increase their quality of writing.



Your paragraph
text

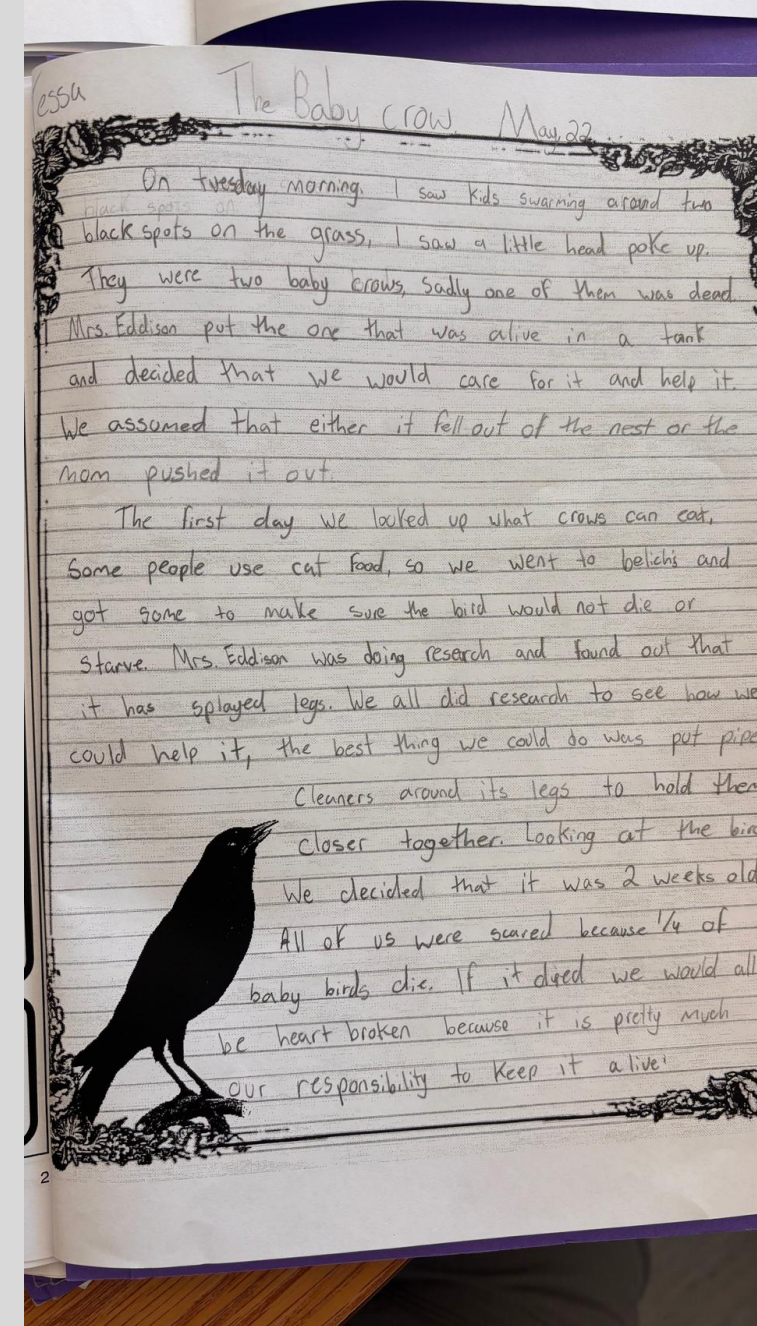


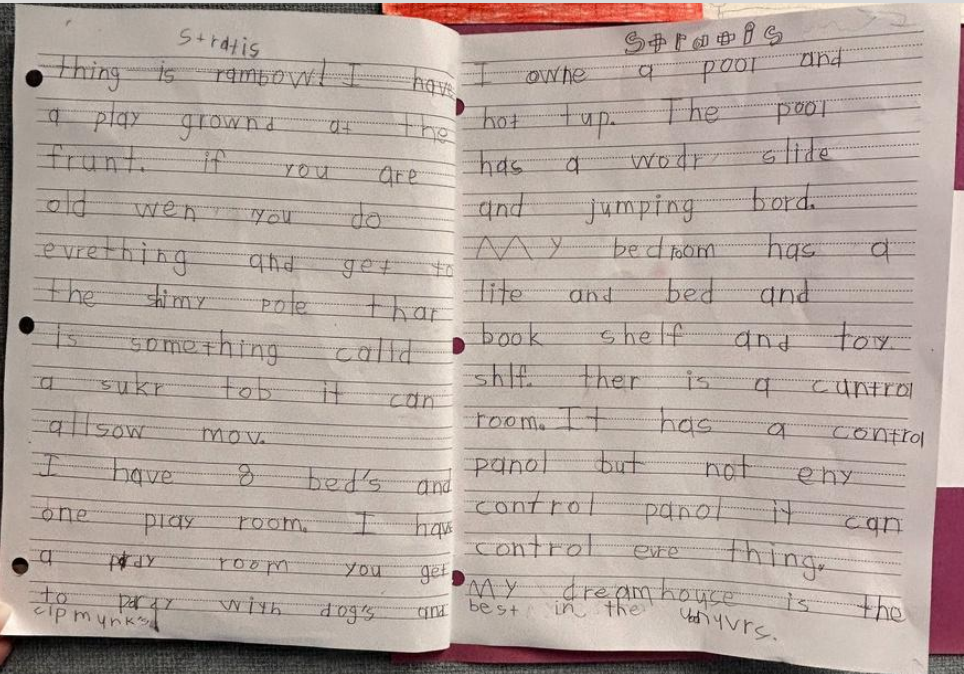
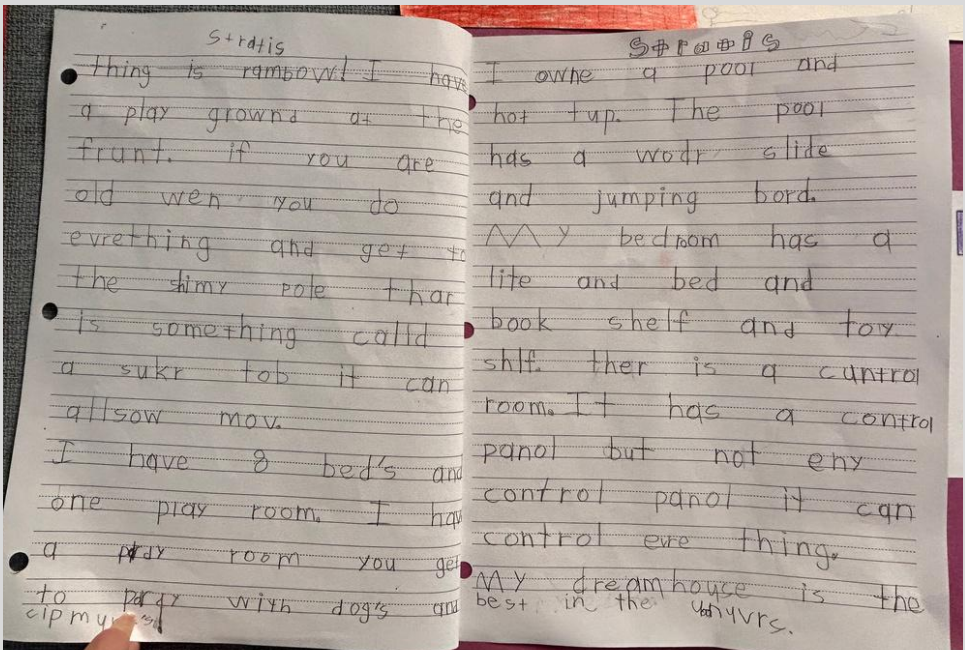
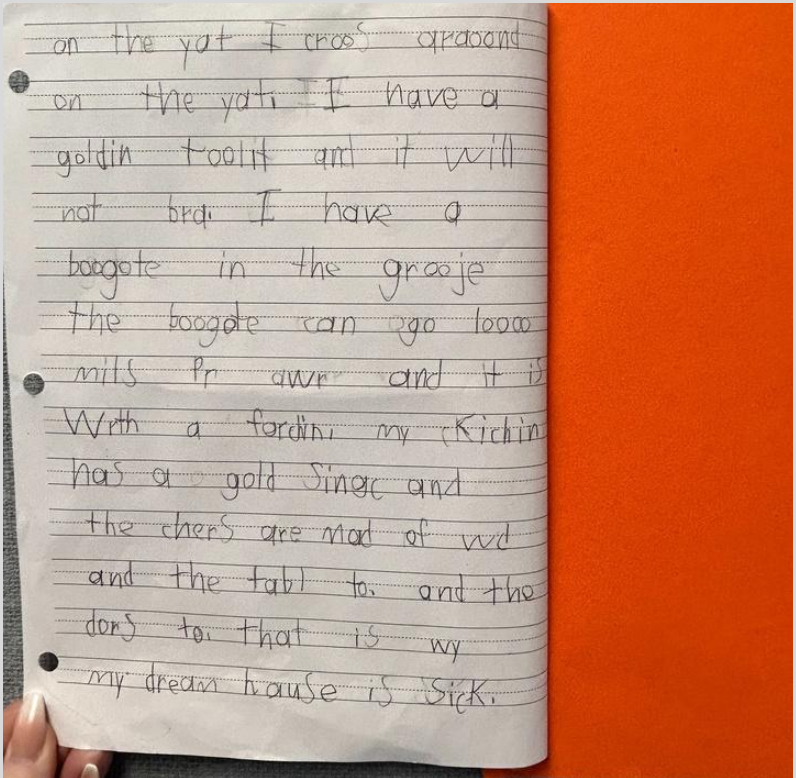
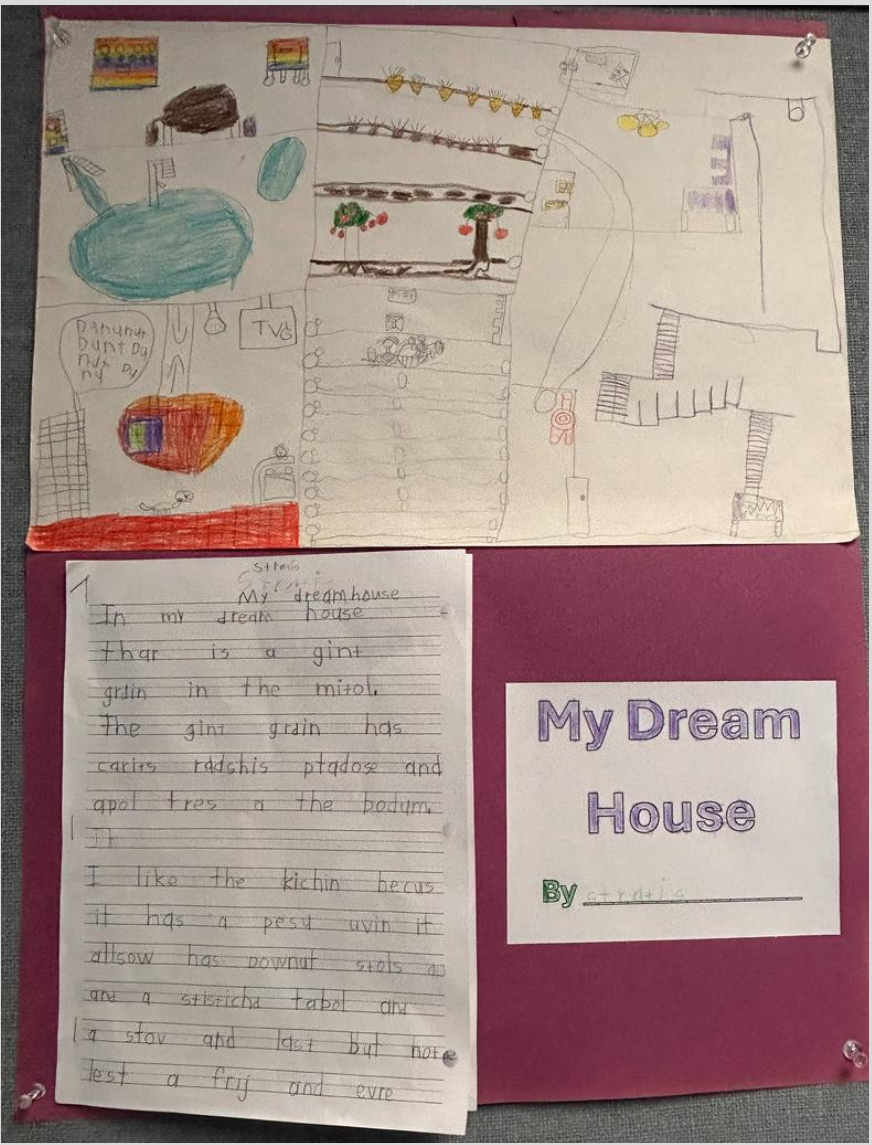
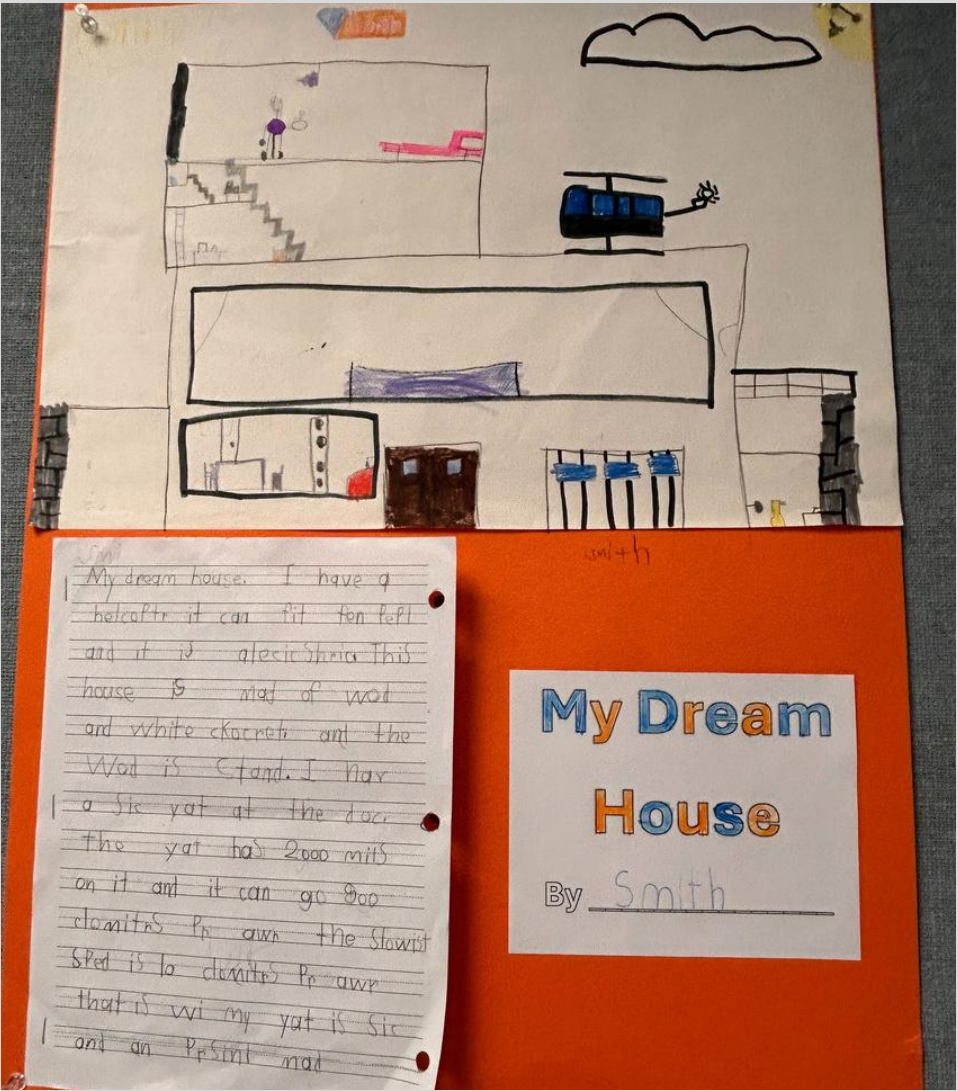
2024/2025



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

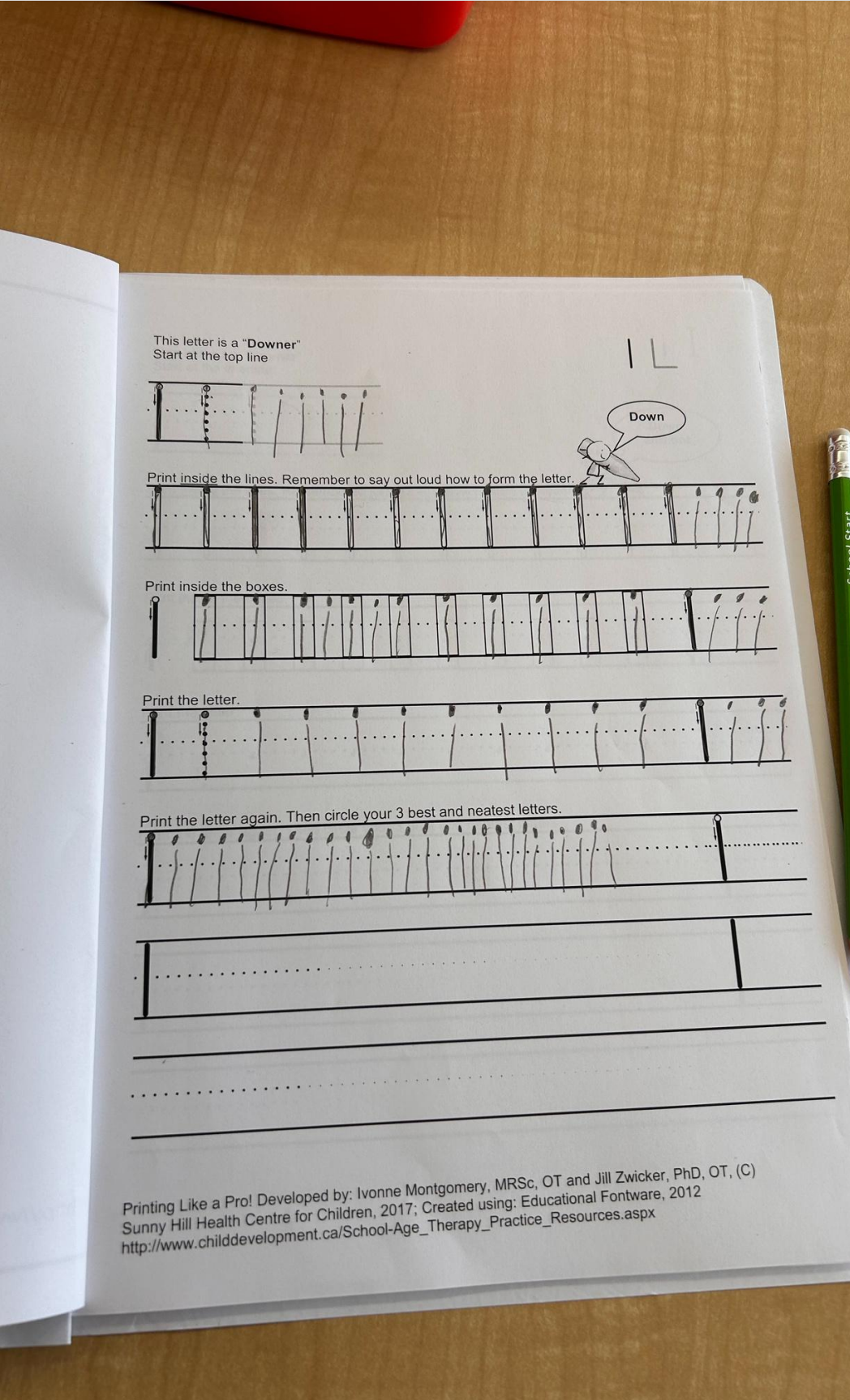
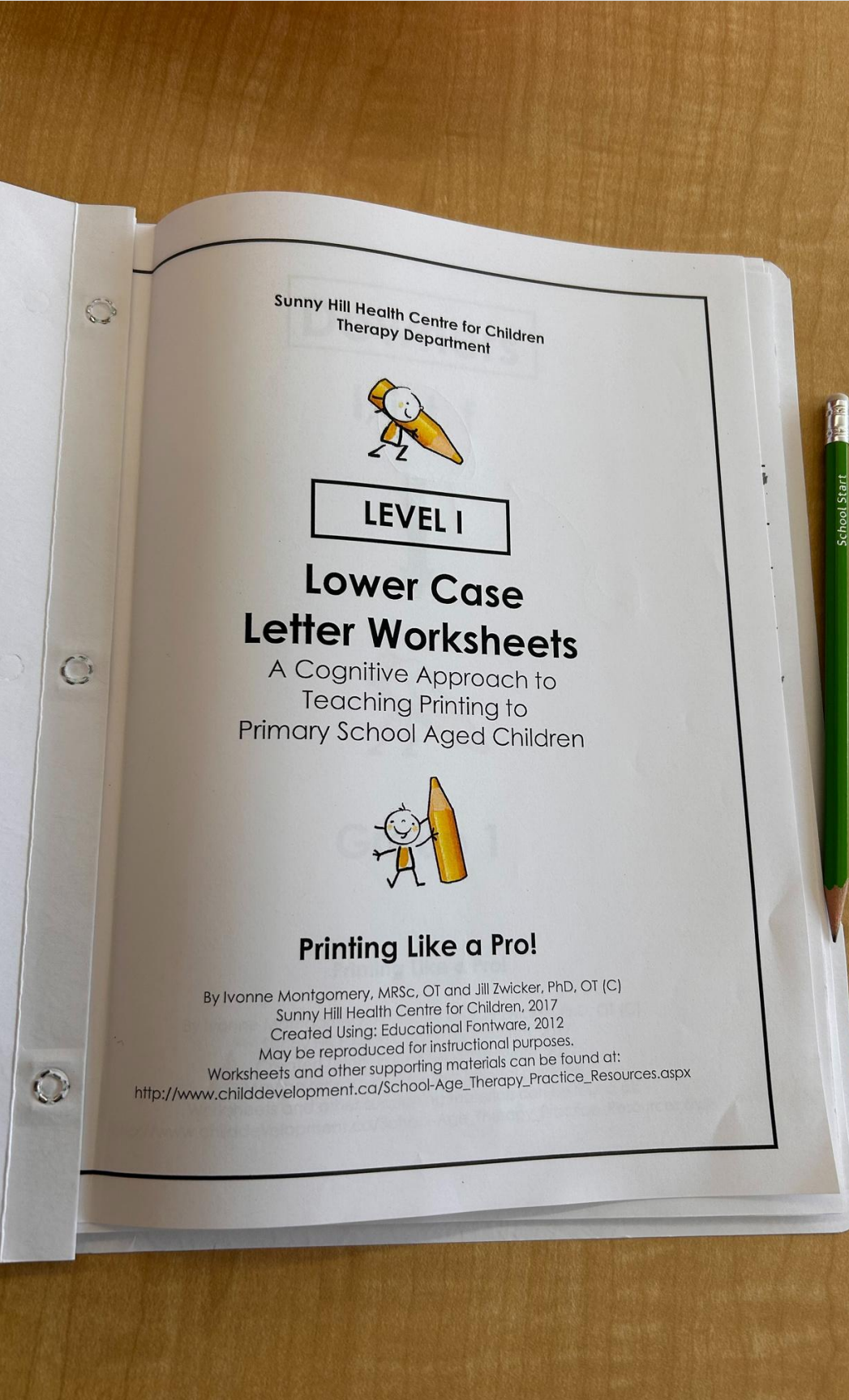
✉ By the end of grade 5, I can

- ☐ 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

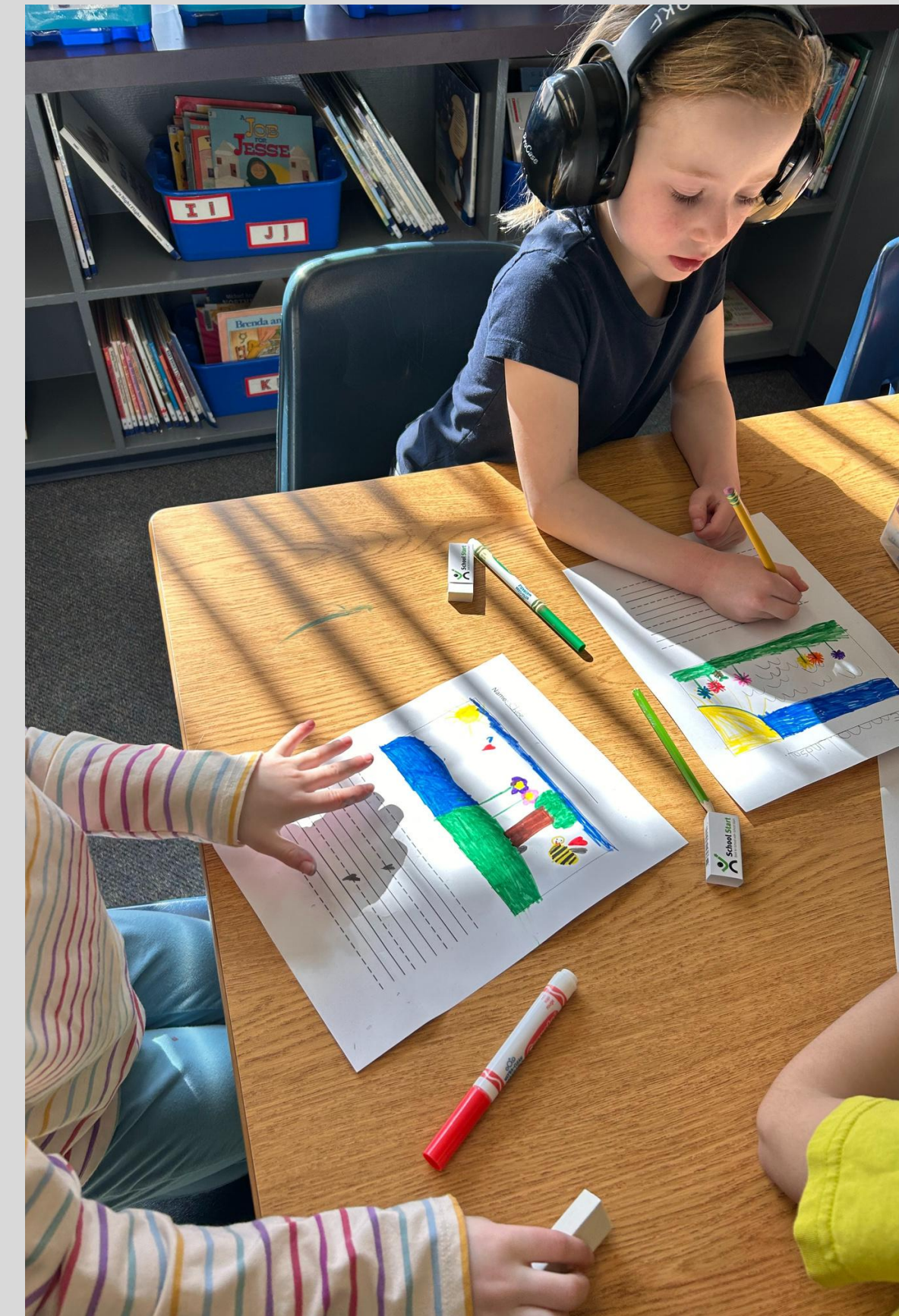
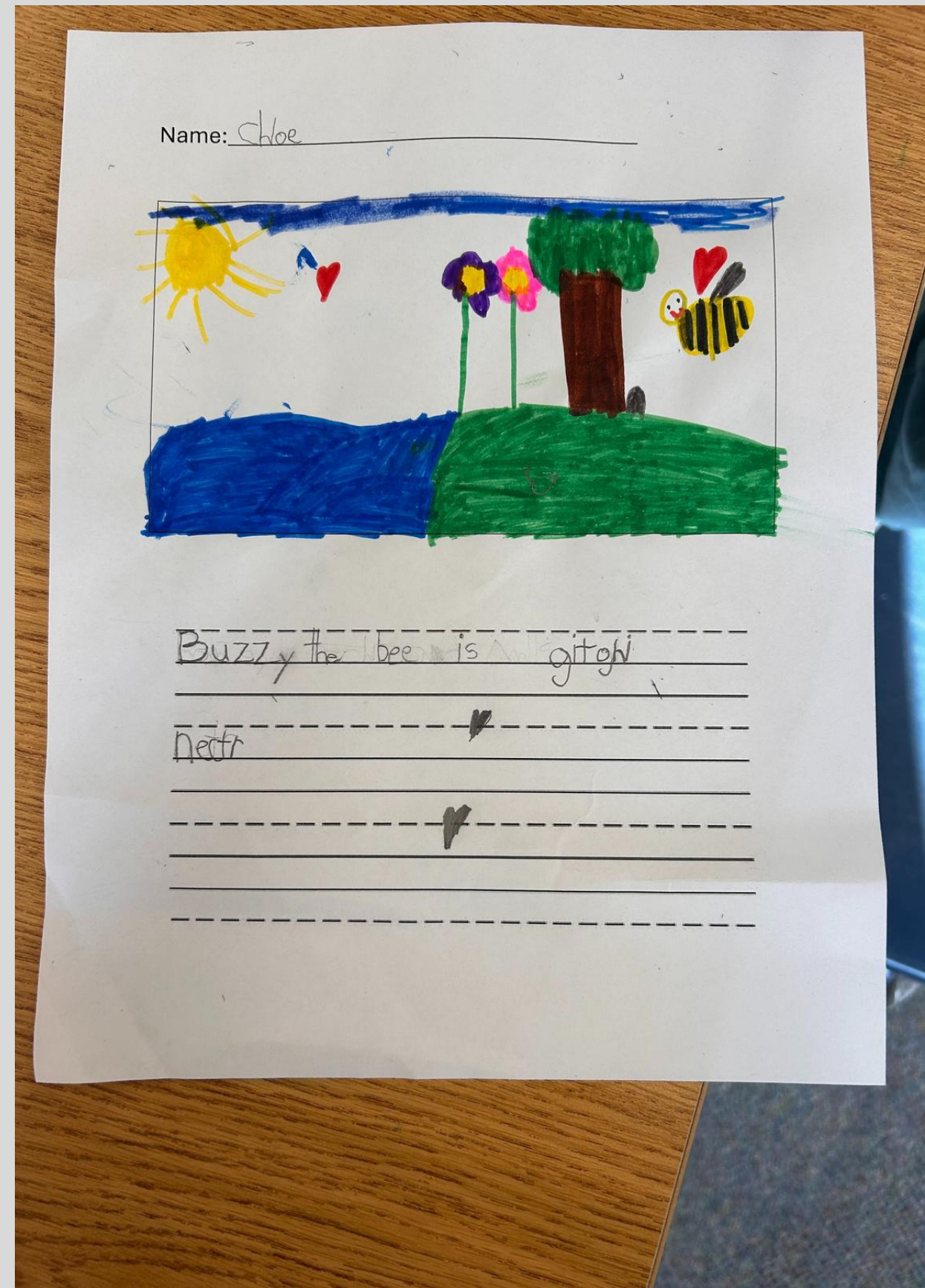
- ☐ create a multi paragraph composition
- ☐ create a composition with clear purpose and content
- ☐ Create a paragraph / composition with a strong thesis sentence





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

2024/2025



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

2024/2025

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 outside 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

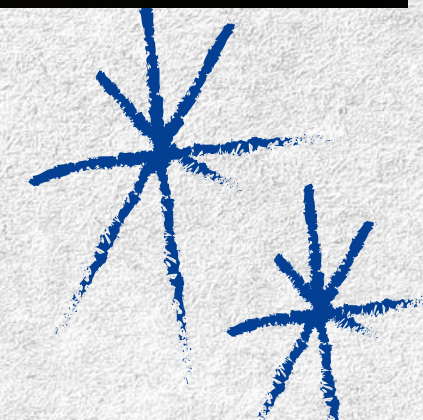
Why? I chose this becaus red is a bright colour personality.

Inclusion 1: tiny micro chocolate chips

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

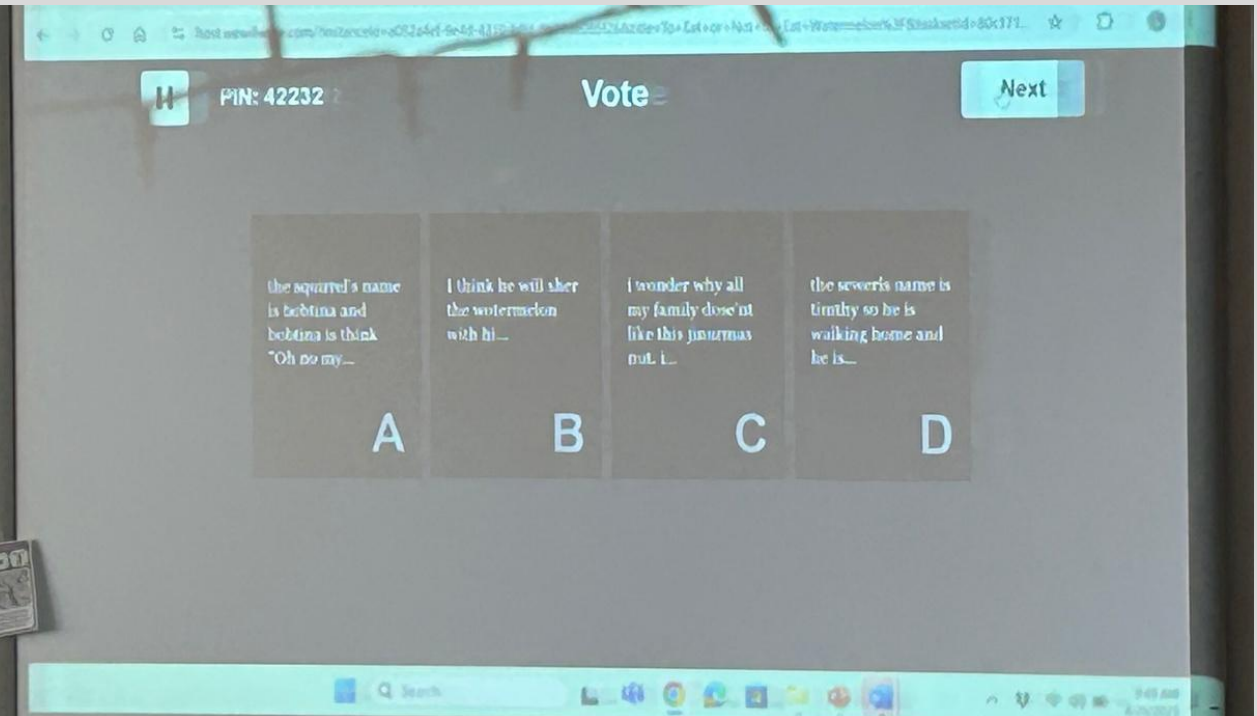
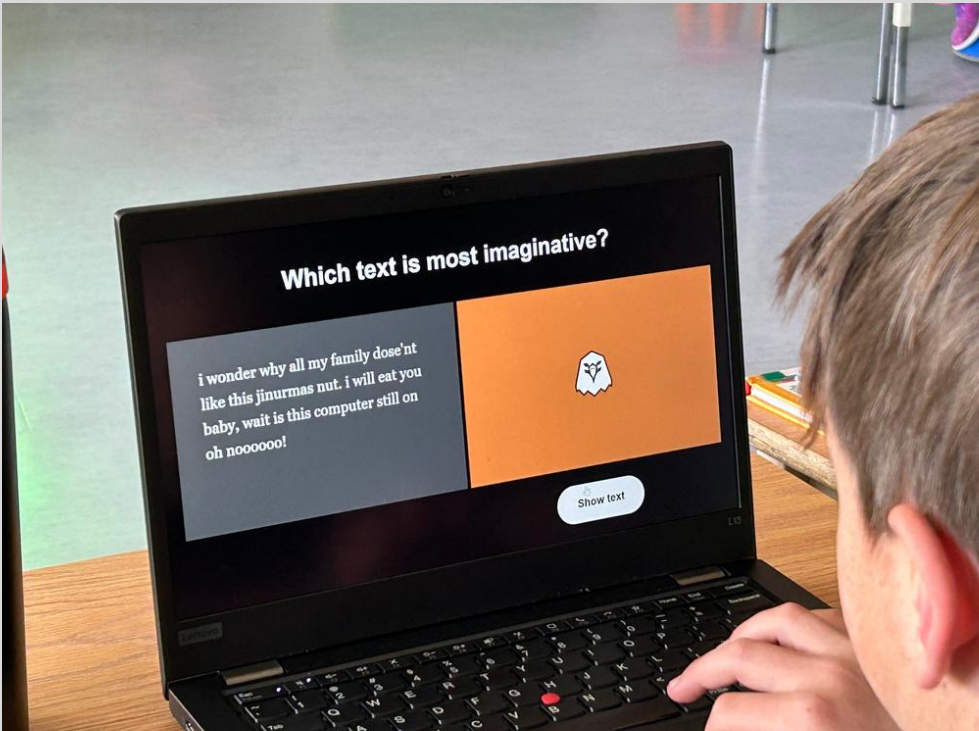
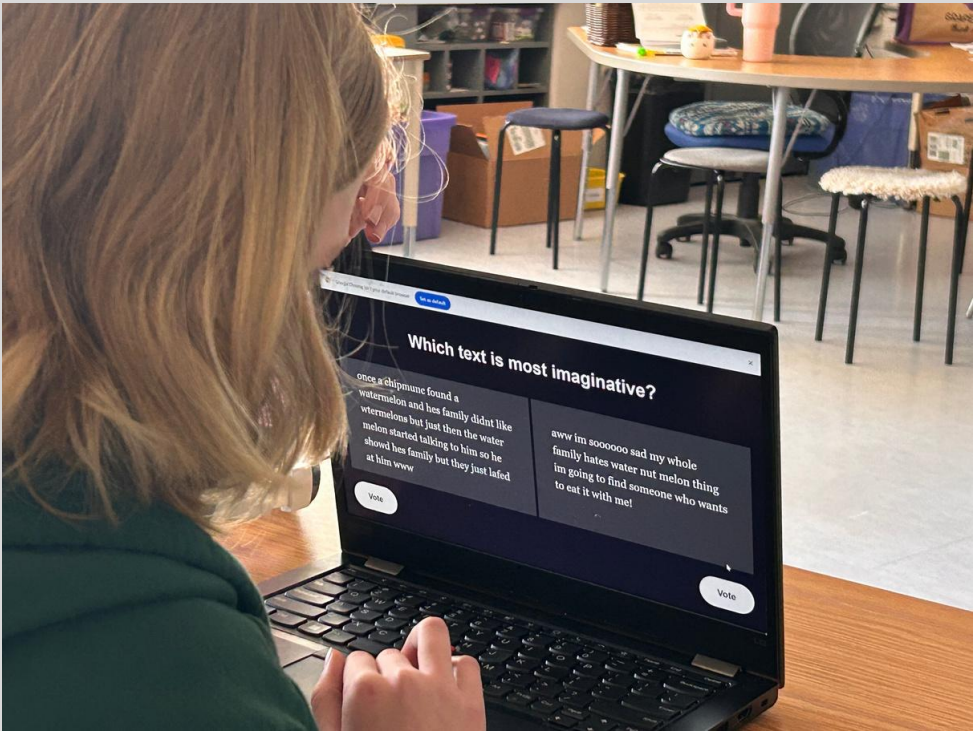
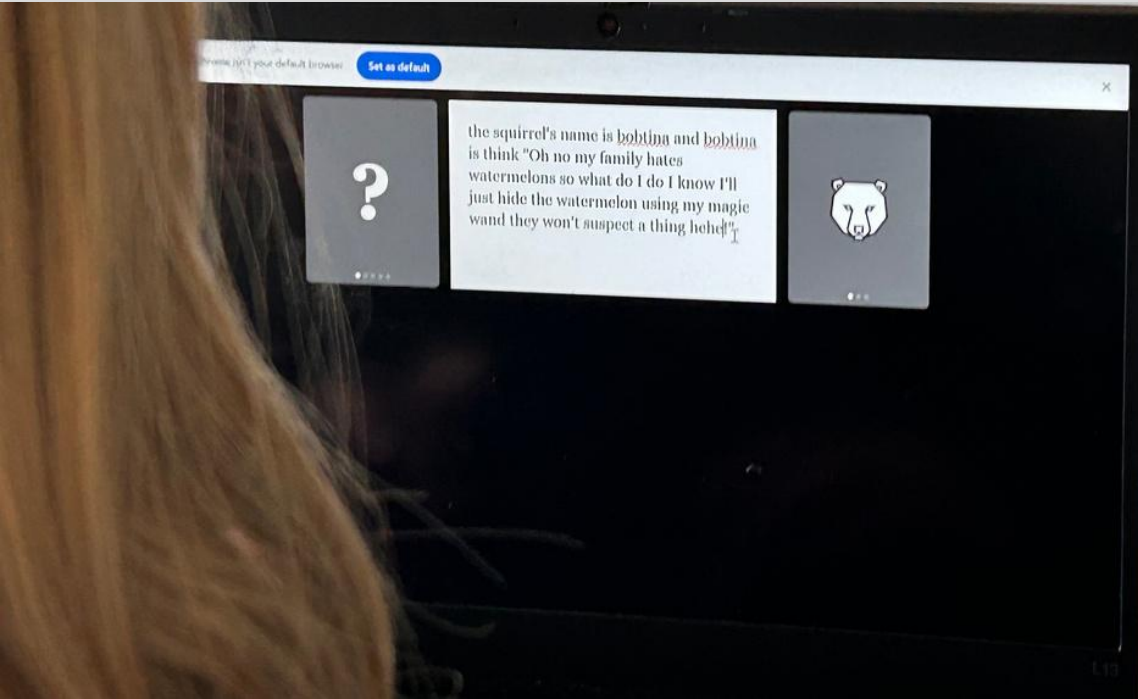
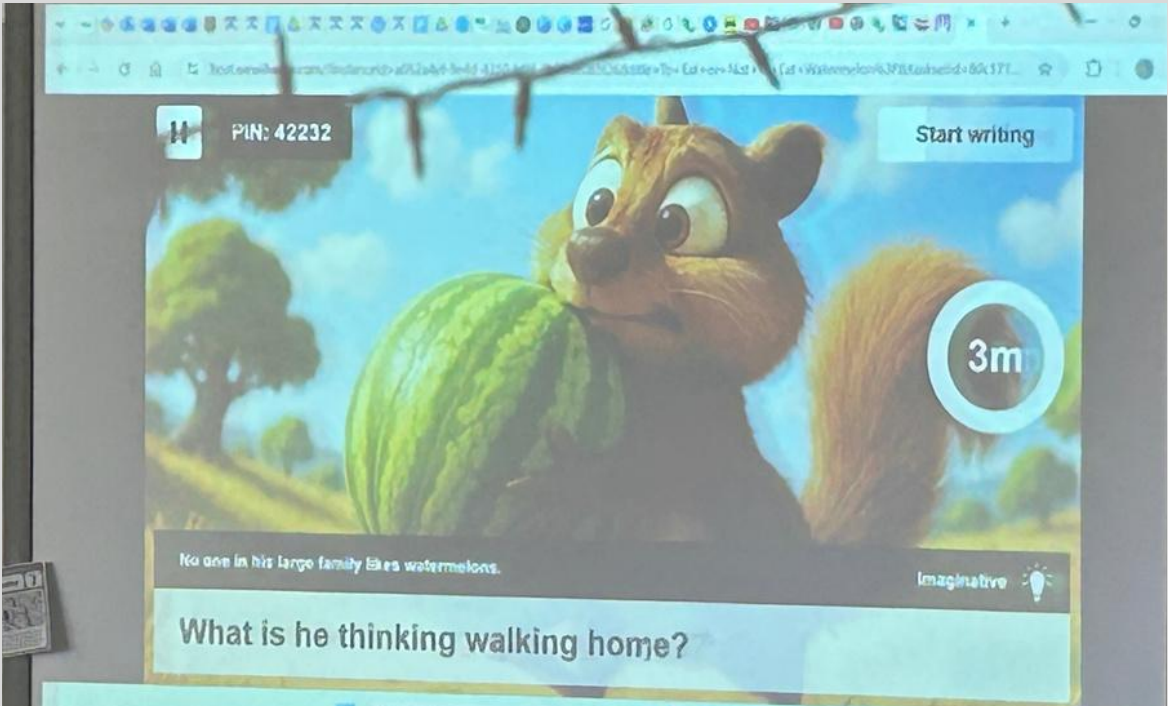
Inclusion 2: Blue and white sprinkles.

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.



2024/2025

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



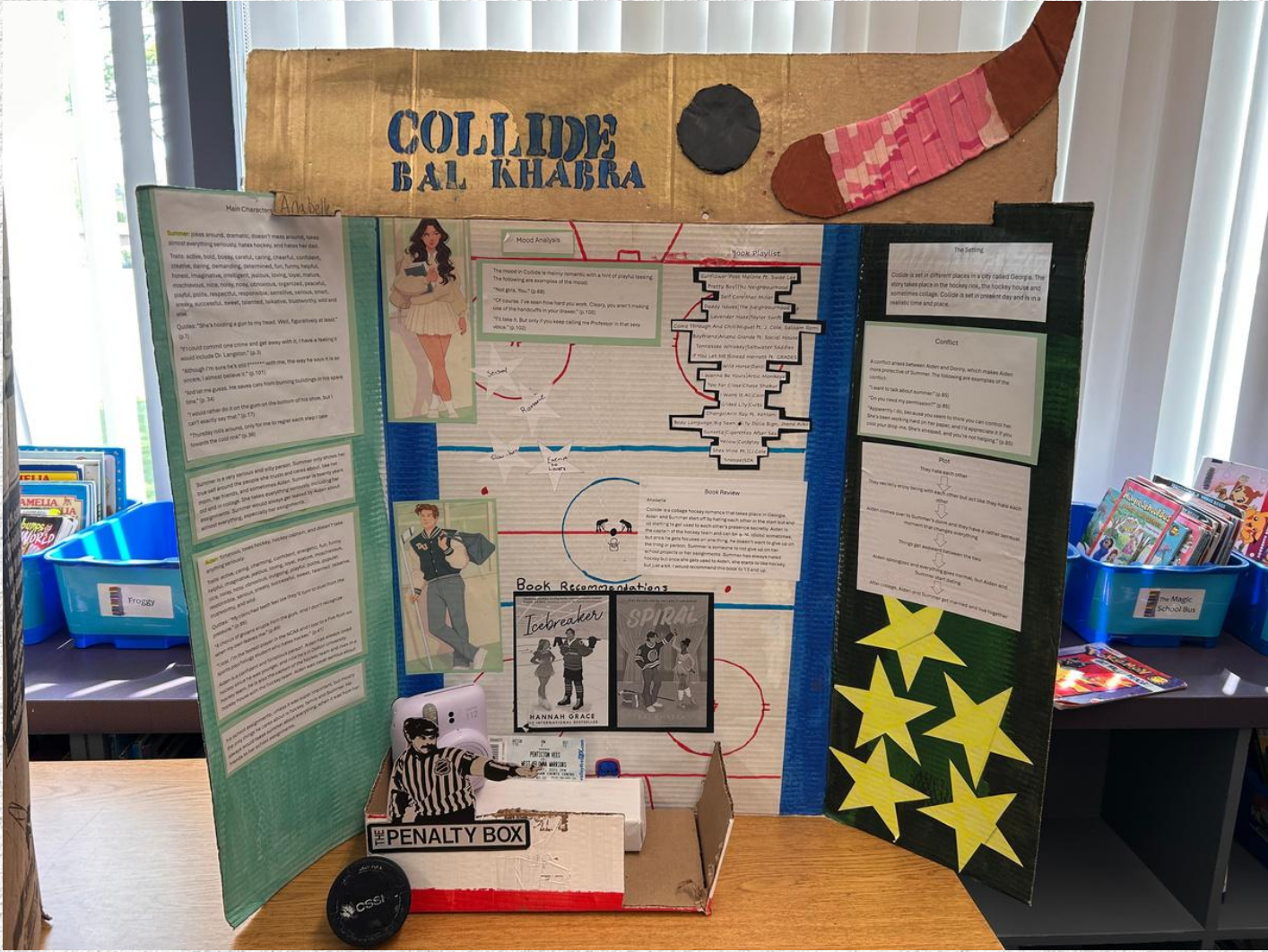
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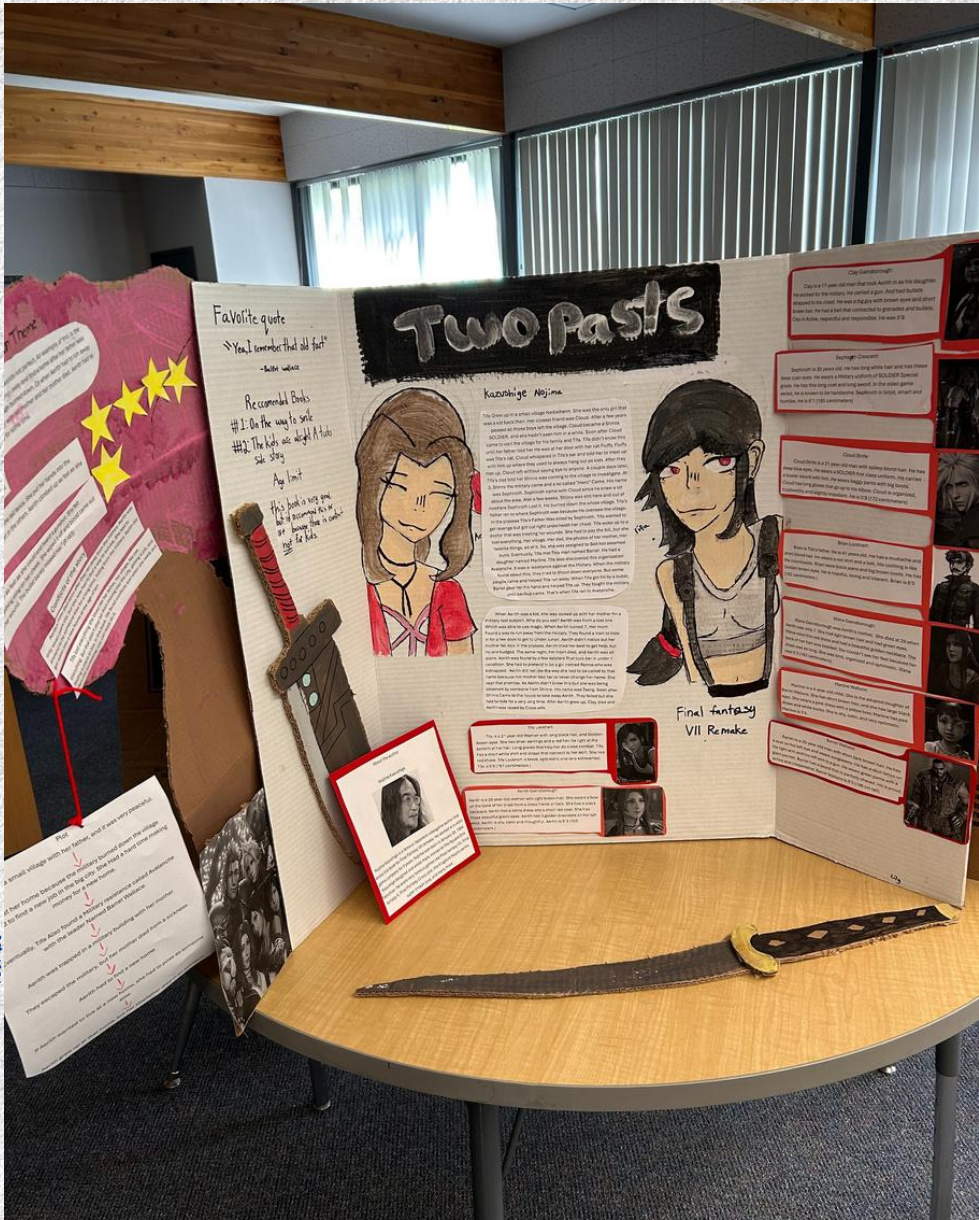
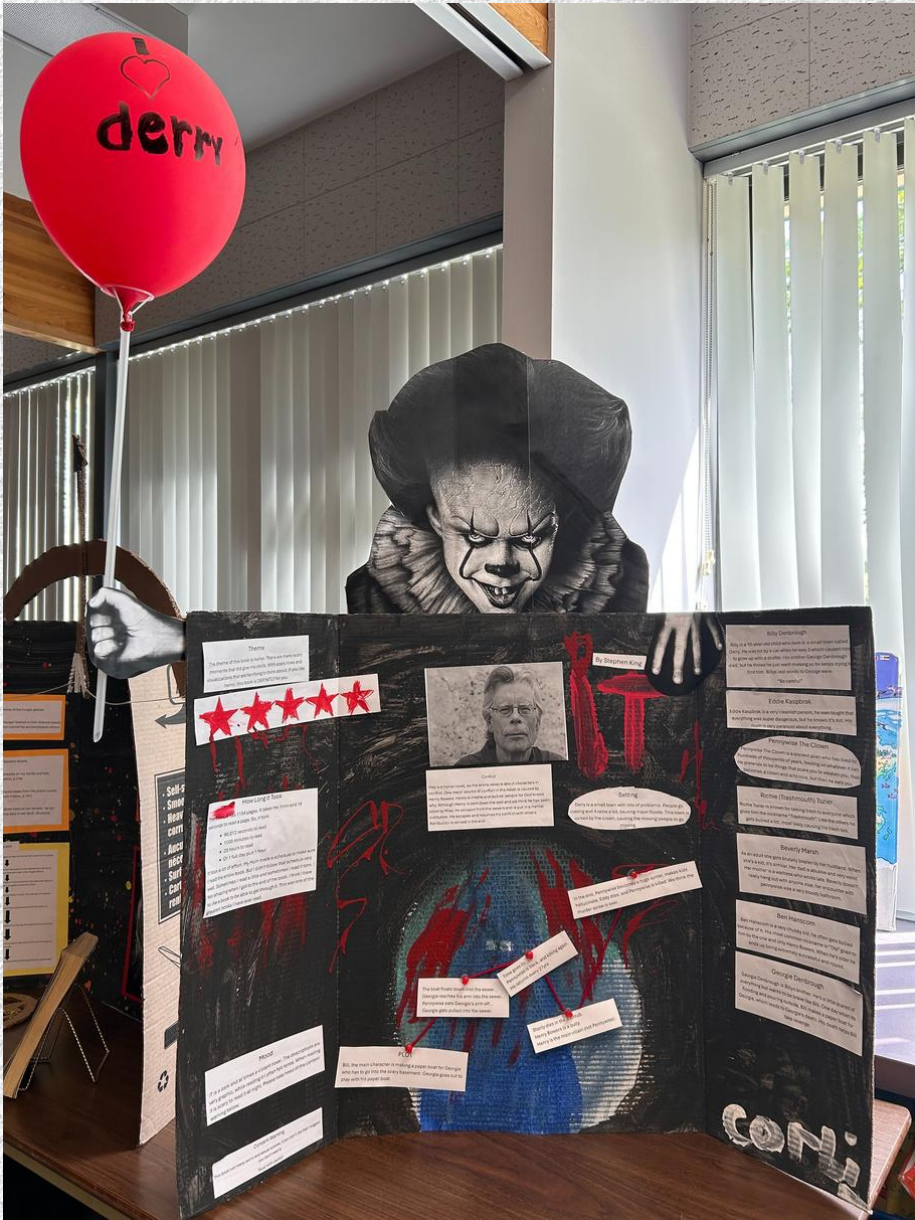
Grades 1 & 2 wrote their own stories and presented them to grade 3 & 4s, which assisted in both quality and stamina



2024/2025



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
- Schoolwide writes (team marking)
- Cohort data?



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!

