



SOUTH SLOPE  
ELEMENTARY  
SCHOOL

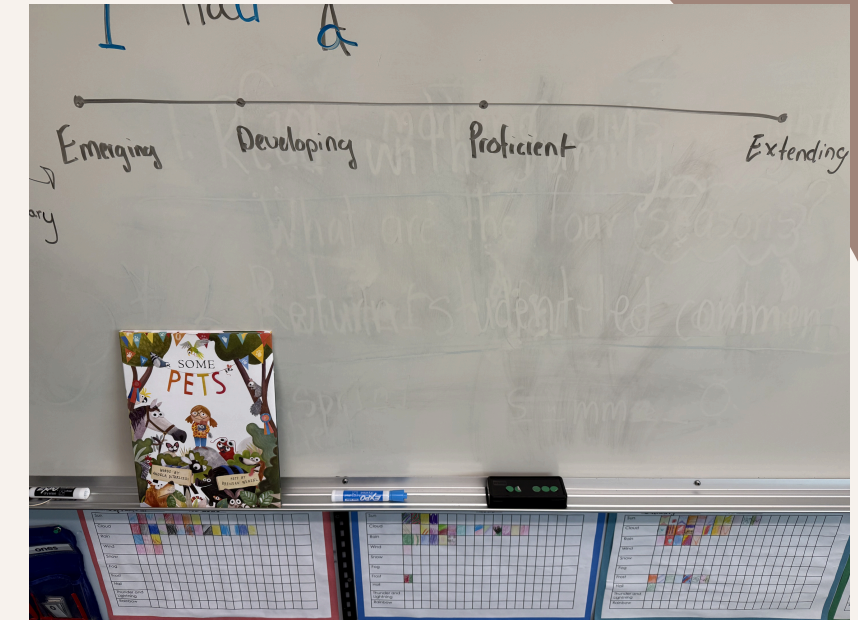
# BACKGROUND

- 215 students (k-7) & 35 staff
- 22 languages
- complex learners with designations in all classes
- high ELL population
- collaboration with BCSD is valued

# OUR GOALS

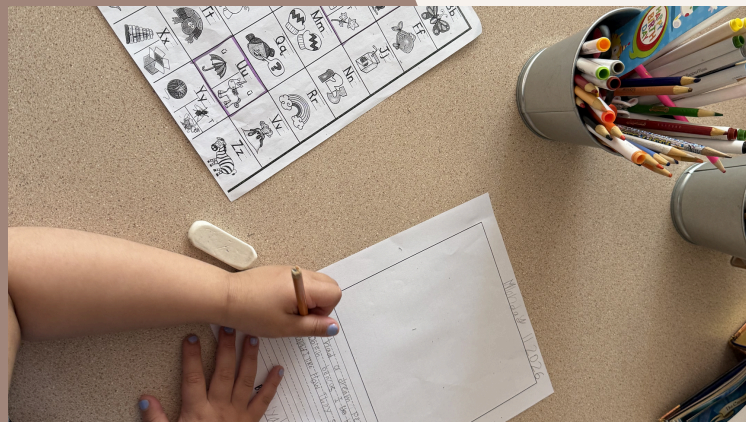
## 01 Literacy

- to increase students' ability and confidence in written expression

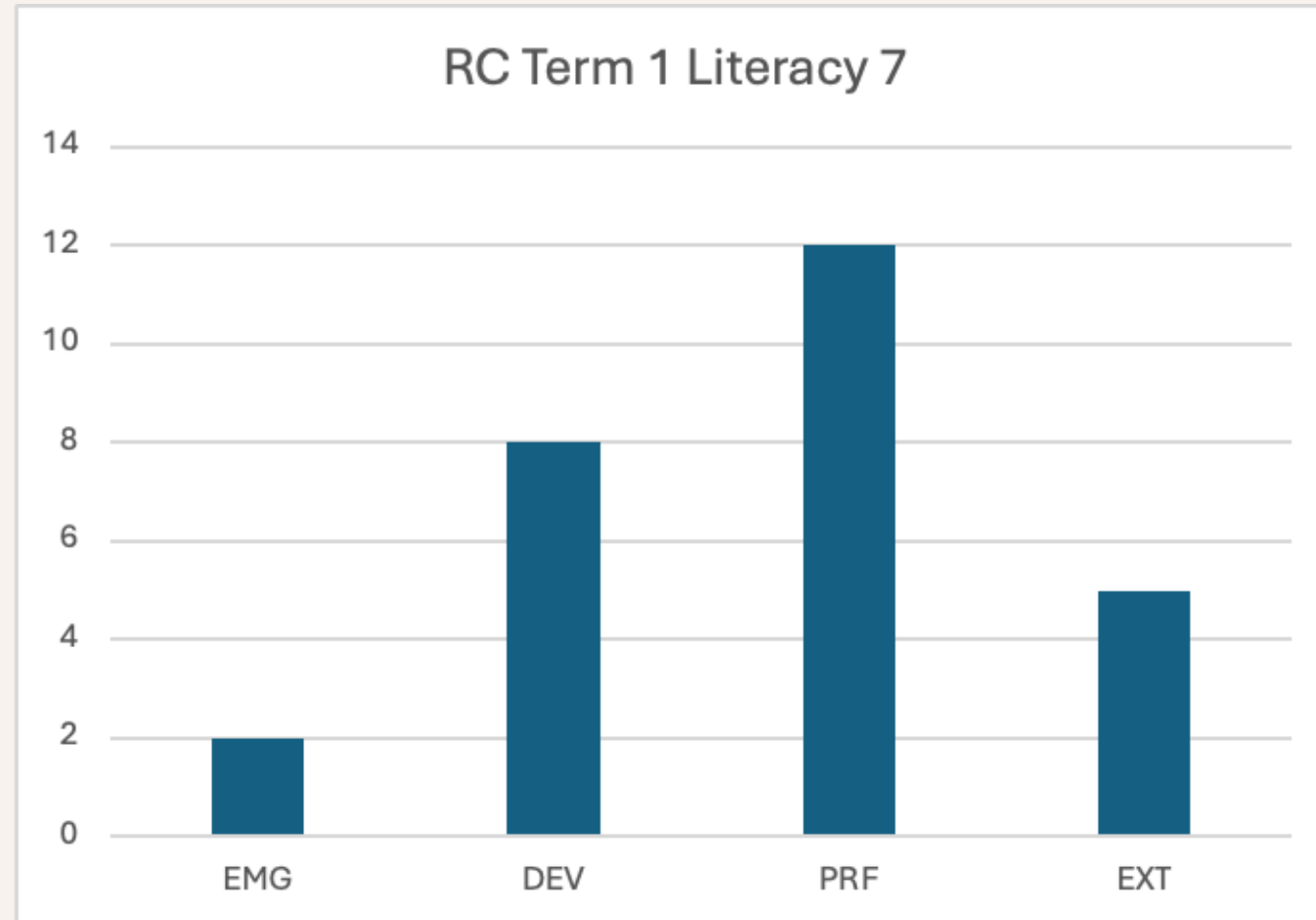
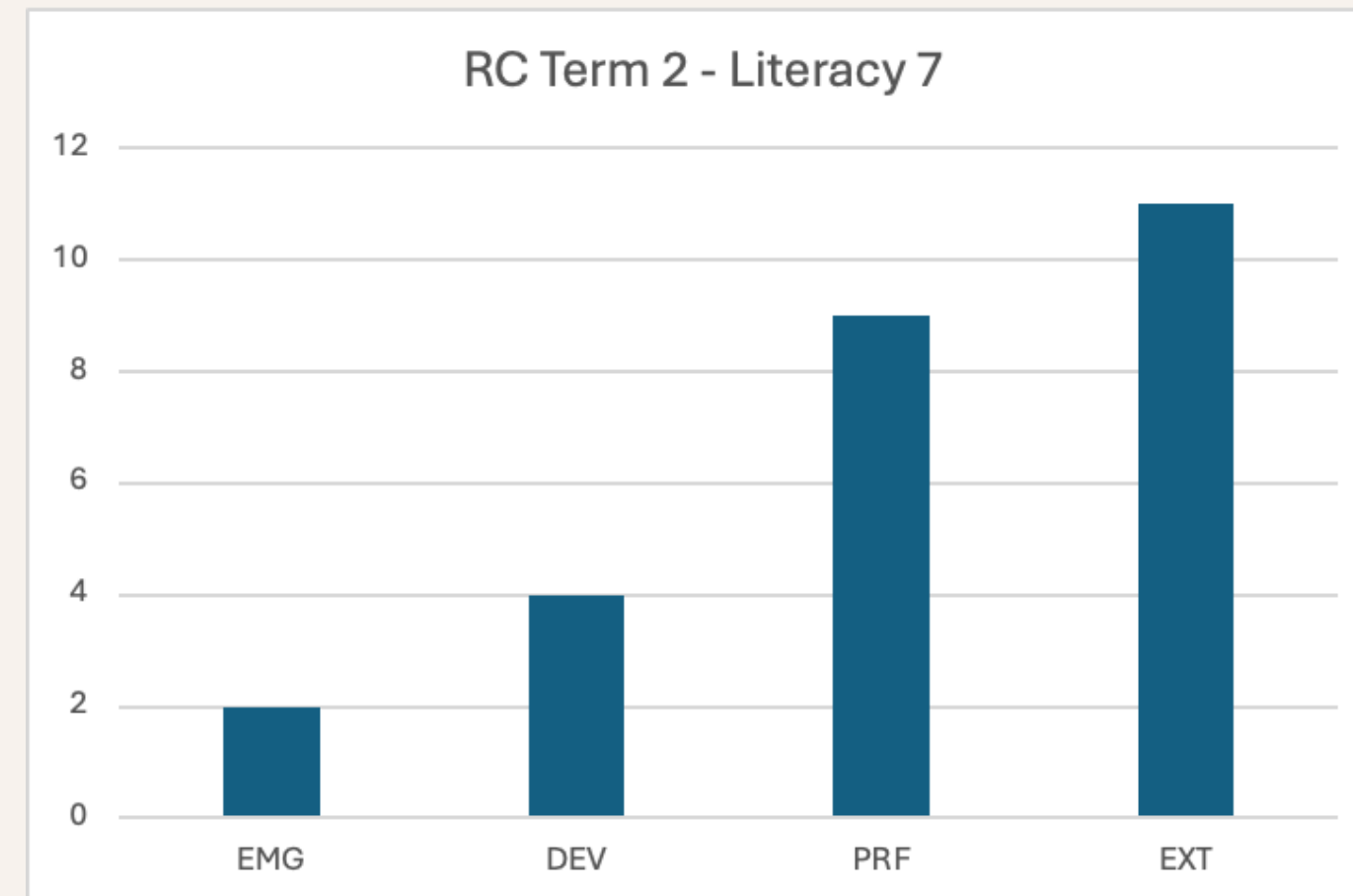


## 02 SEL

- to develop students' ability to identify, understand and respond to emotions



# THE DATA WE COLLECTED



- we used report card data to compare literacy & numeracy progression
- we compared report data to FSA results for Gr. 4s & Gr. 7s
- all primary teachers, from K-3, used Acadience as part of their literacy assessment and participated in a primary-wide write

# WHAT THE DATA TELLS US

## 01

- we notice the grade 4s and 5s are mainly developing
- grade 2s had little progression for literacy where the majority of students stayed at developing
- there are fewer students in grades 6 and 7 that are emerging

## 02

- FSA data and report card data for grade 4s & 7s were similar, implying a literacy is a consistent area for growth compared to numeracy

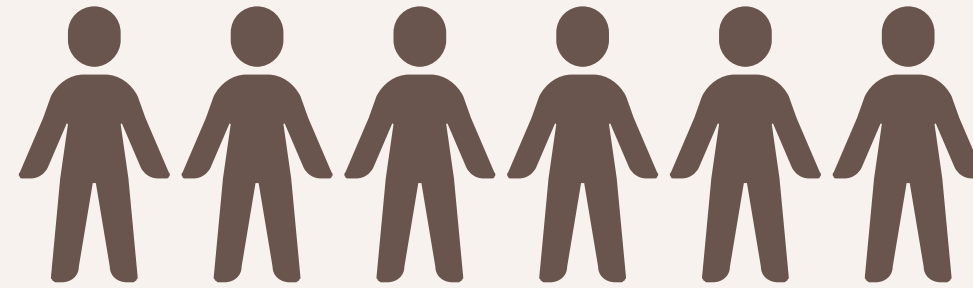
## 03

- teacher instruction and grouping matters ex. increase in students in intermediates progressed to developing/exceeding due to teacher intervention,
- the learning profile of each grade group plays a role in data collection ex. ELL 1s in primary

# WHAT WE ARE NOTICING

- students were engaged and excited to write during the story workshop in the library
- we saw an increase in stamina for writing, such as in book-making sessions
- intermediates are becoming more engaged in lit circles
- students are beginning to voice their emotions for primary

# WHERE TO GO NEXT?



- finding specific strands of literacy to focus on, ex looking at the spring primary wide write and finding common threads that would allow teachers to follow a scope and sequence
- having the plan available as a visual to allow for all teachers to be aware or to refer to ex. new teachers coming in, part-time teachers, non-enrolling teachers
- dedicating time for South Slope staff to work on their school growth plan ex. before our staff meetings with BCSD

# CONCLUSION

The Kindergarten to intermediate literacy data from Term 1 to Term 2 indicates that the school-wide focus on writing is having a positive impact. Across grades, many students are making progress toward Proficient levels, with fewer students remaining at the Emerging level.

In the primary grades, gains are evident in foundational writing skills. However, a significant proportion of students continue to remain at the Developing level, such as in grade 2, suggesting that while growth is occurring, many students are not yet meeting grade-level expectations.

In the intermediate grades, few students are Emerging, but there is a clear division between Proficient/Extended writers and those at the Developing level. This pattern indicates that the challenge is not basic skill acquisition, but refinement, and consistency in writing organization, elaboration, and revision.

Overall, the data suggests that continued, intentional instruction focused on moving Developing writers to Proficient is needed to sustain and deepen writing growth across the school.

# WHERE TO GO NEXT?

## PLAN FOR NEXT YEAR

- based on collaborative marking on June 5<sup>th</sup>, we will set specific writing objectives to work on for next year
- having more staff meetings built in throughout the year with South Slope Staff (ie separate staff meetings from BCSD)
- scheduling presenters ahead of time
- continue school wide “writes”
- consider common literacy sessions in schedule
- build literacy collab. time into schedule / calendar



THANK YOU