



Robert Ogilvie Elementary

Framework for Enhancing Student Learning
2019/2020



MISSION STATEMENT: At Robert Ogilvie Elementary we are creating a community of respectful, responsible, lifelong learners.

SCHOOL CONTEXT: Robert Ogilvie is a vibrant and caring school community (K - Grade 6) located in Northeastern British Columbia. Robert Ogilvie has a present population of 309 students (September 2019) and a diverse demographic including a 30 percent indigenous population and 15 percent English Language Learners. Robert Ogilvie has a full teaching and support staff (Educational Assistants and Indigenous Support Worker) complement which includes a principal, vice-principal, learning assistance and ELL teachers, school counselor and librarian.

STRENGTHS & CELEBRATIONS: Robert Ogilvie has a strong sense of community and teamwork throughout our staff, student, and parent groups. This community is supported by frequent and ongoing communication. A particular strength within the staff is a willingness to collaborate. This is made evident by the frequency of co-teaching, collaboration groups, and support teachers in our building. Staff at RO are consistently displaying a growth mindset which encourages students to be resilient.

COMMUNICATION PLAN:

- **Weekly Parent “Week Ahead”**
- **Monthly Newsletter** - Update on one goal area each month
- **Website**
- **Facebook page**
- **Monthly PAC meetings**

Building the Framework

We are excited to begin a new cycle of planning and focus on enhancing student learning at Robert Ogilvie. To help launch this voyage and guide us during our September 20 Planning Day (and beyond) we utilized a PATH planning process.



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Goal 1: Human and Social Development

Now	<p>We noticed:</p> <ul style="list-style-type: none"> • Need for a focus on resilience and problem solving (vulnerable students, behaviour referrals , SR results etc) • Inconsistency in SEL programs/language • Some students are disconnected/feel isolated, consider data on vulnerable and indigenous students • See Appendix A
Enroll	<ul style="list-style-type: none"> • Commitment from whole staff • Positive School Culture Committee • Leadership Club • Inclusive supports (offering opportunities for all vs. 1-1) • Counselling support • Parent involvement • School wide activities (sports, talent shows, presentations, house teams) • Buddy classes, peer mentors, community supports
Build Strength	<ul style="list-style-type: none"> • Increase collaboration and communication between teachers, educational assistants, and students • Increase consistency of programming and planning • Link physical activity with social-emotional learning • Incorporate school-wide community building activities • Increase knowledge and understanding of First Peoples Culture
First Step	<ul style="list-style-type: none"> • School virtues presented in language and visuals appropriate for all ages • Gather and assess SEL programs and resources used throughout the school • Find out students' preferred regulation activities early in the year • Increase communication and expectations around the ROAR matrix





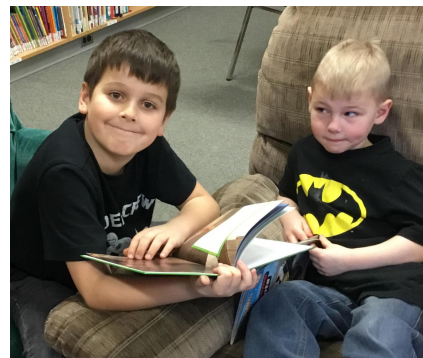
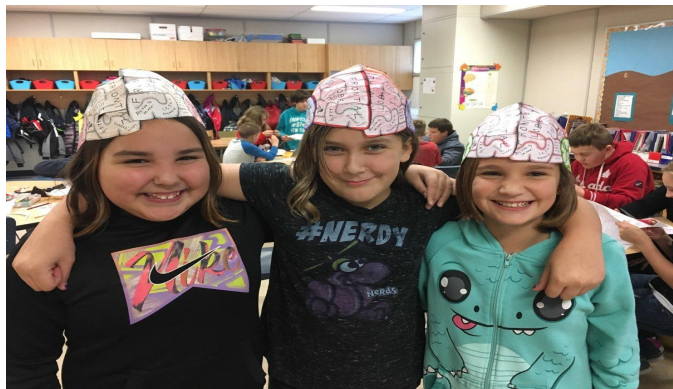
Goal 1: Human and Social Development

Next Three Months	<ul style="list-style-type: none"> • Increase communication strategies that are age-appropriate • Apply for collaboration time between administration, teachers, and educational assistants • Increase school awareness of virtues at assemblies • Build consistency for behaviour/self regulation strategies for all playground supervisors (ex. Walk and Talk) • Consider revision of Royal Ticket system • Increase use of Heart and Mind lessons and activities 	
Next Six to Nine Months	<ul style="list-style-type: none"> • Re-do surveys • Review Mission statement in light of new focus on resilience, consider DREAM statements in this plan • CELEBRATE 	
Goal	To foster a community where everyone feels welcomed, safe, respected, and accepted.	
Dream 	<ul style="list-style-type: none"> • Whole school inclusivity • Emotional intelligence • Consistent attendance • Students who can self-advocate • Increased sense of belonging • Students feel safe and loved 	<ul style="list-style-type: none"> • Every child has a voice and is heard • Students have strategies for coping and thriving • Positive self-worth • Students able to • Growth mindset


Goal 2: Intellectual Development

Now	<p>We noticed:</p> <ul style="list-style-type: none">• Primary students -struggling with literacy, numeracy showing growth• Grade 2 need most support in reading, Grade 3 in numeracy• Over half of Grade 5 (NYM in numeracy on FSA) Grade 4 & 6 need development in writing• Some students are disengaged or easily distracted• See Appendix B
Enroll	<ul style="list-style-type: none">• Parent volunteers for reading• Multiple teachers for guided reading• Access to support/itinerant teachers
Build Strength	<ul style="list-style-type: none">• Build reading skills: phonological awareness, phonics, fluency, vocabulary, comprehension• Develop mathematical communication skills and quality examples• Implement technology to support• Access to support/itinerant teachers• Grade level collaboration for lessons and assessments• Increased resources and manipulatives• Prep time• Increased skill development and students self-awareness for basic facts
First Step	<ul style="list-style-type: none">• Inservice for staff on executive functioning• Utilize Adrienne Gear resources• Use of engagement meters and self-assessments• Support for MAPs





Goal 2: Intellectual Development


Next Three Months	<ul style="list-style-type: none">• Reading interventions begin• Develop and support cross-curricular activities• Plan and support co-teaching• Joyful Literacy professional development and collaboration• Explore Math Playground• Ready, Do, Done executive functioning collaboration with itinerant support
Next Six to Nine Months	<ul style="list-style-type: none">• Math Game Night• Pi Day• 100s Day
Goal	To develop fluency in numeracy, literacy, and executive function.
Dream 	<ul style="list-style-type: none">• Passionate, engaged, and excited learners• Strong foundation of executive function• Strong number sense• Confident readers (decoding and processing skills that transfer to other subject areas)• Confident writers• Positive attitudes and growth mindset for content learning• Perseverance

Goal 3: Careers and Applied Design, Skills, and Technologies

Now	<p>We noticed:</p> <ul style="list-style-type: none">• Lots of excitement over projects• Need more connection to content and accessibility to resources• Need to develop data set
Enroll	<ul style="list-style-type: none">• Access coaches and itinerant teachers for support• Contact and collaborate with local community experts• Commitment and engagement from all stakeholders• Speakers at assemblies
Build Strength	<ul style="list-style-type: none">• Develop understanding of the purpose of ADST activities (authentic learning experiences that develop skills)• Access and develop strengths within our school community• Increased mindfulness of eco-friendly materials• Collaboration sessions
First Step	<ul style="list-style-type: none">• Attendance at workshop for grant applications• Increased professional development activities for ADST• Creation of a STEAM/ADST committee• Access STEAM kits from school library (create spreadsheet of materials)• Support student mentoring (buddy classes)



Goal 3: Careers and Applied Design, Skills, and Technologies

Next Three Months	<ul style="list-style-type: none">• Access support from itinerants and support teachers• Approach PAC for support of materials• Collaboration with NPSS for Careers mentorship• Apply and access grant funds to support materials• Gather info- survey students on apps and projects used (3 per room)
Next Six to Nine Months	<ul style="list-style-type: none">• Create space for an ADST classroom• Collaboration to plan primary/intermediate activities• Family Maker Night/Maker Day• Hour of Code• District challenges• Buddy class STEAM opportunities
Goal	To increase implementation and integration of Applied Skills and Technologies throughout content areas and grade levels (including First Peoples ways of knowing and doing).
Dream 	<ul style="list-style-type: none">• Participate in a school-wide project to promote ADST• Increased support for field trips• Increased technology to support outcomes• Commitment from all stakeholders• Students and staff working together to solve problems and create solutions through hands-on experiences



Appendix A

Goal 1: Human and Social Development

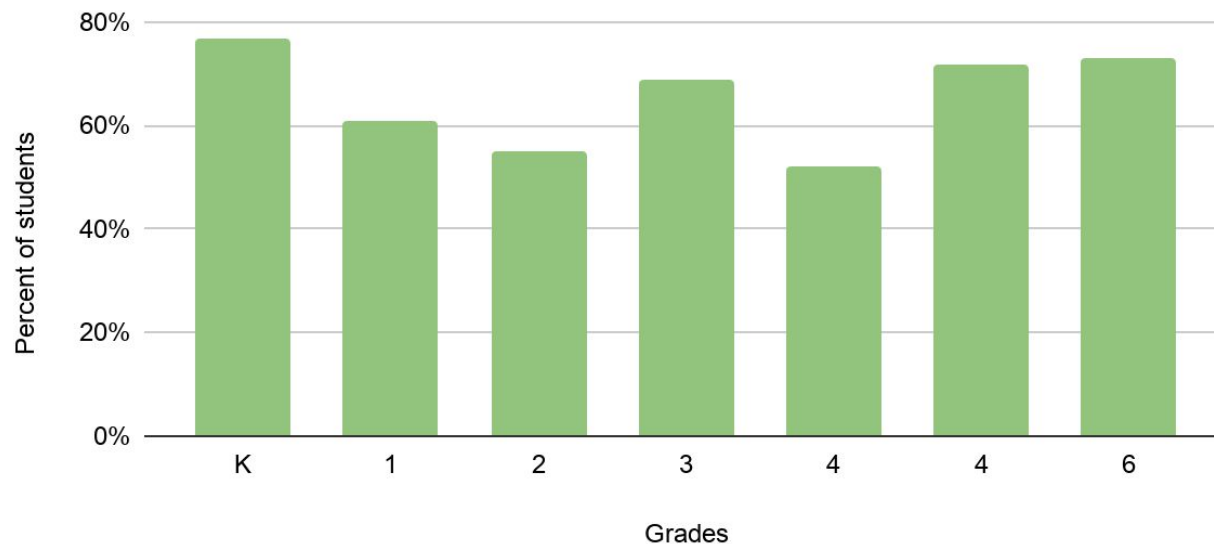
Performance Indicators/Evidence:

1. Report Card Data- Social Responsibility
2. School Connectedness Survey

Report Card Data - Social Responsibility (Third Term 2018-2019)

Contributing to Classroom and School Community (June 2019)

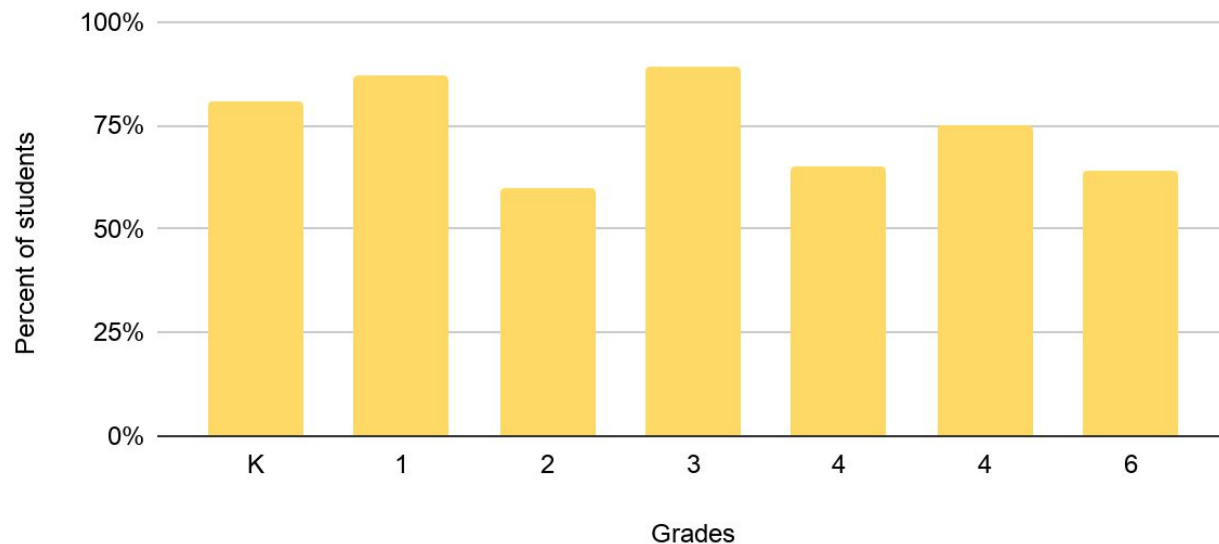
Meeting or exceeding expectations as reflected in report card comments



Report Card Data - Social Responsibility (Third Term 2018-2019)

Solving Problems in Peaceful Ways (June 2019)

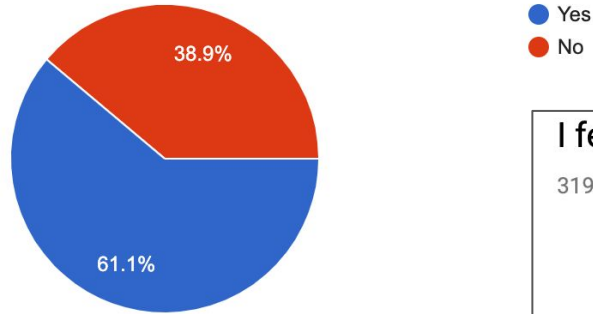
Meeting or exceeding expectations as reflected in report card comments



School Connectedness Survey - Spring 2019

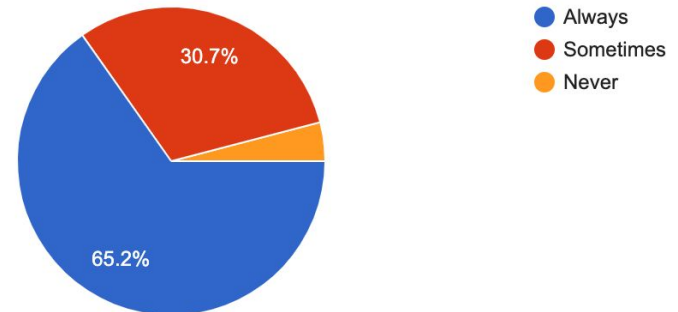
At school, there is a teacher or adult who will be concerned when I am not at school.

319 responses



I feel safe at school.

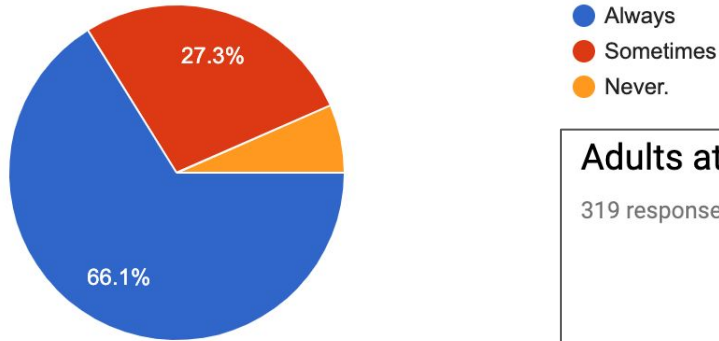
319 responses



School Connectedness Survey - Spring 2019

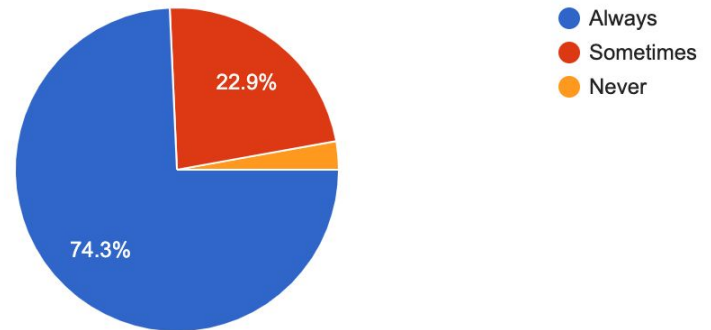
If there's a problem at school I can talk to at least one trusted adult.

319 responses



Adults at school treat me with respect.

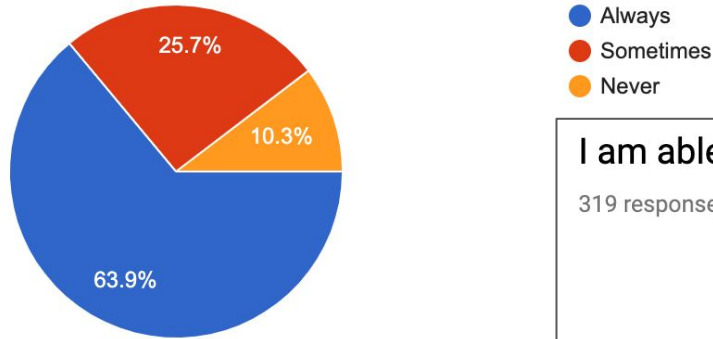
319 responses



School Connectedness Survey - Spring 2019

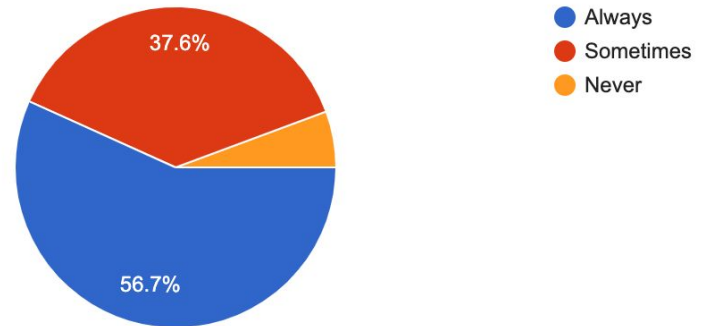
I feel like I belong in my school.

319 responses



I am able to show my learning in different ways.

319 responses



Appendix B

Goal 2: Intellectual Development

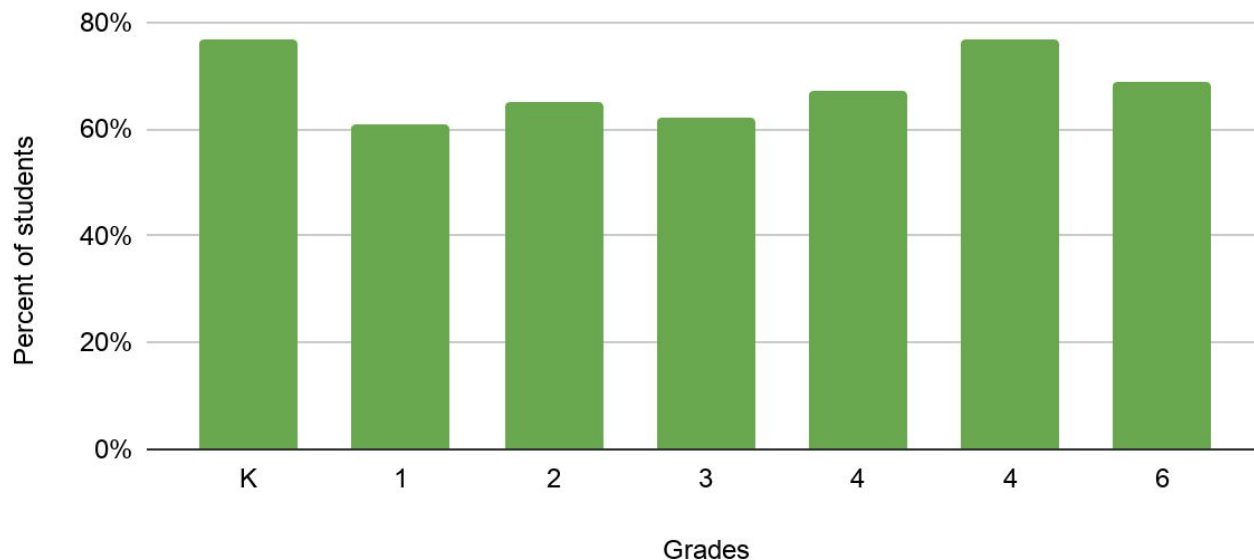
Performance Indicator/Evidence:

1. Report Card Data- Reading, Writing, Numeracy
2. Year End Assessments -Reading (1-2), Writing
3. Foundation Skills Assessment

Report Card Data (Third Term 2018-2019)

Reading (June 2019)

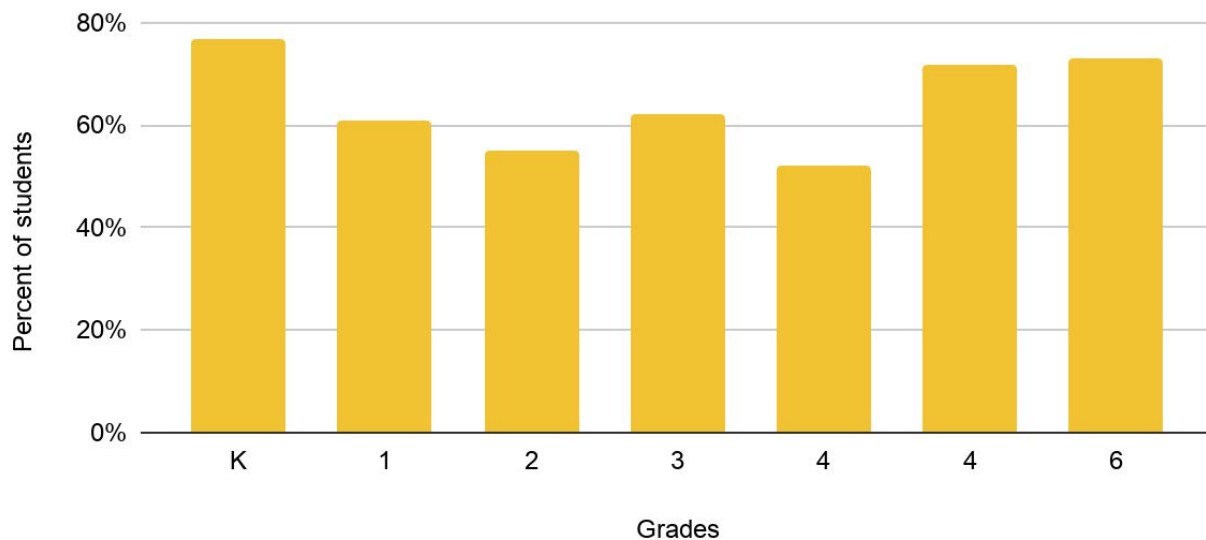
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate



Report Card Data (Third Term 2018-2019)

Writing (June 2019)

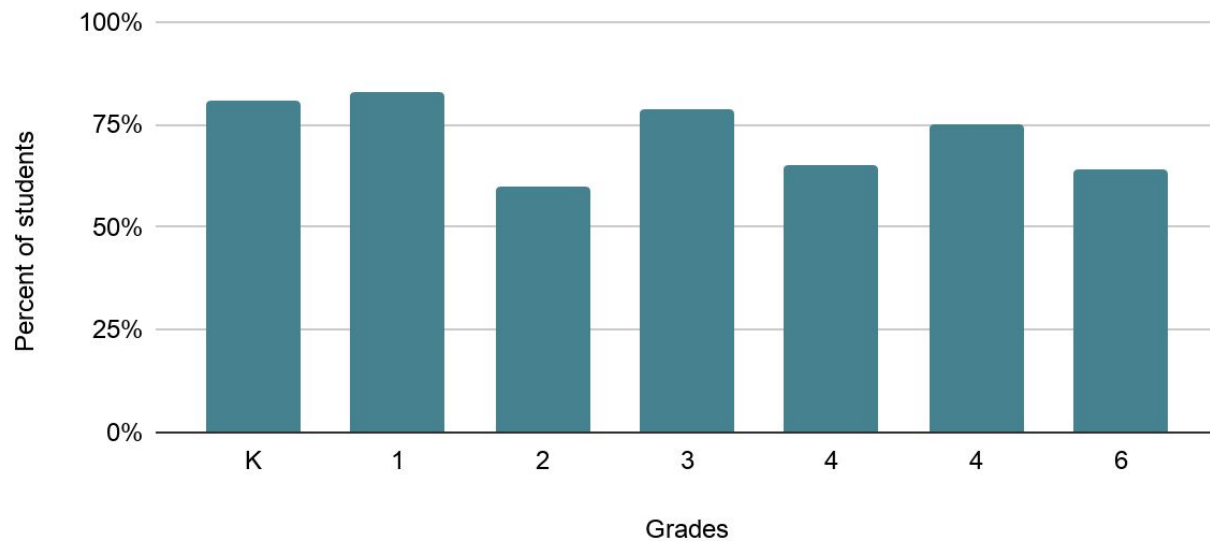
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate



Report Card Data (Third Term 2018-2019)

Numeracy (June 2019)

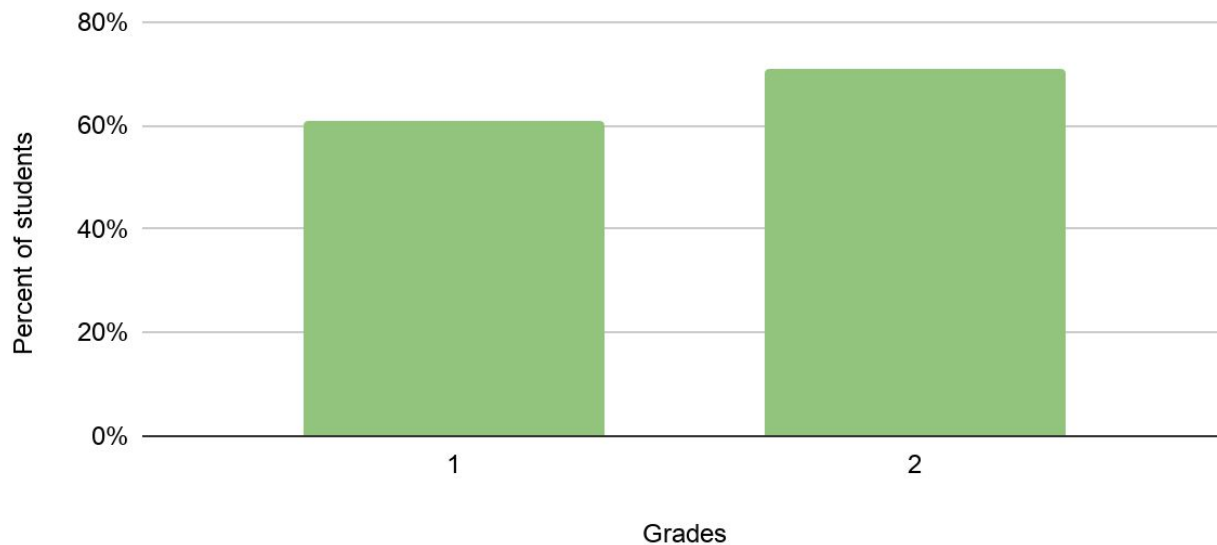
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate



Year End Assessment (2018-2019)

PM Benchmarks (June 2019)

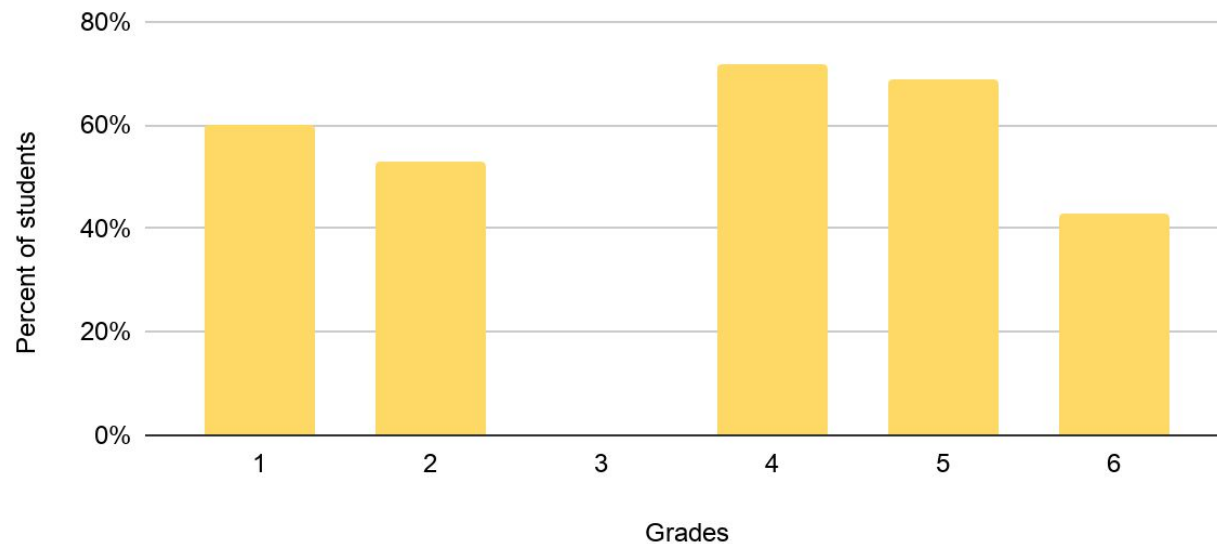
Meeting or exceeding expectations (Level 15-30 -Gr 1) (Level 20-30- Gr 2)



Year End Assessment (2018-2019)

Writing (June 2019)

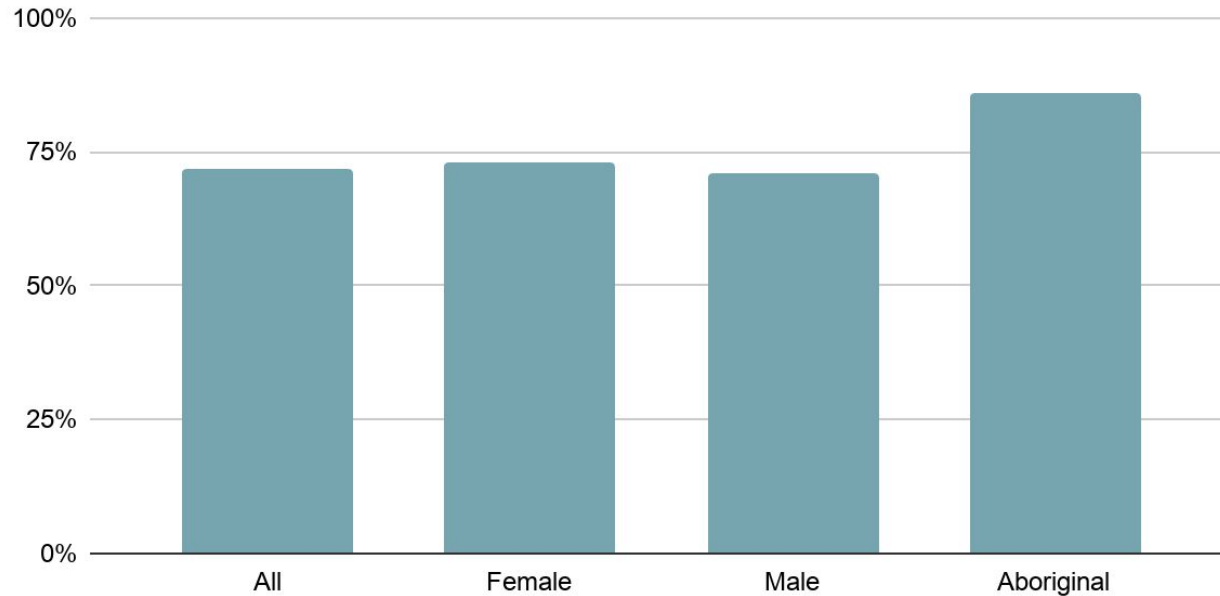
Meeting or exceeding expectations in Writing from Experience (Snapshot)



Foundation Skills Assessment

FSA- Reading (Fall 2018)

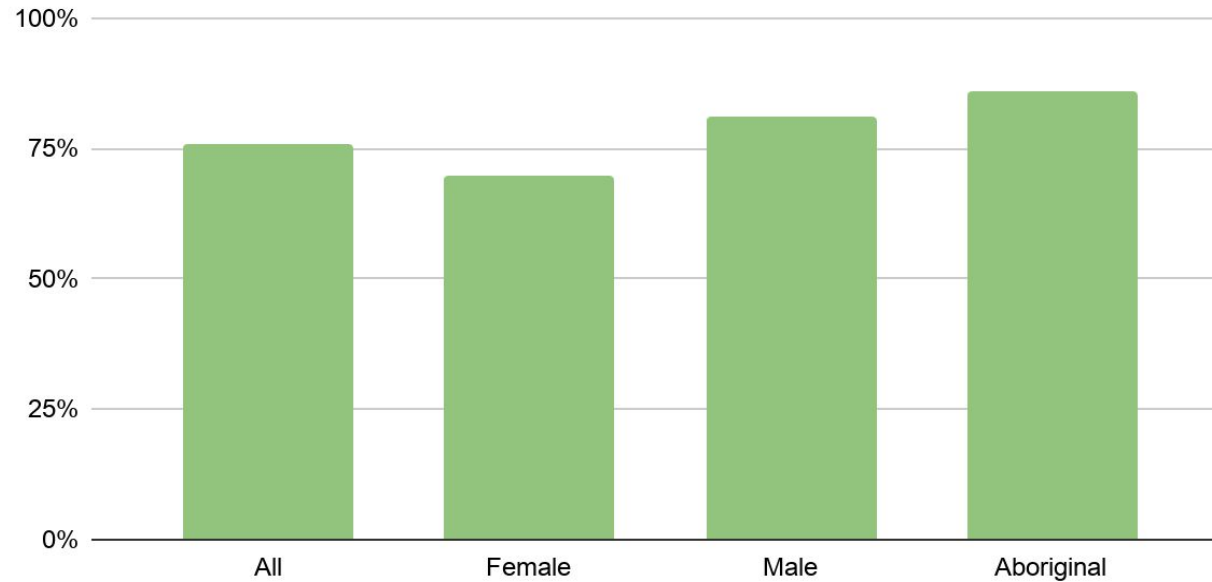
Percent of Grade 4 students “on track” or “extending” (writers only)



Foundation Skills Assessment

FSA- Writing (Fall 2018)

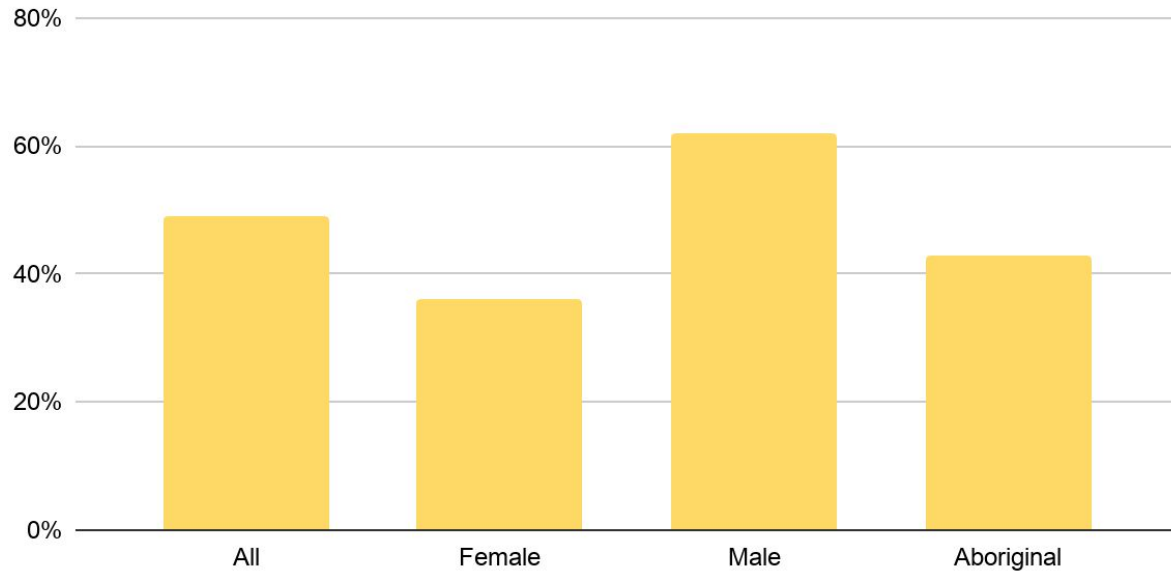
Percent of Grade 4 students “on track” or “extending” (writers only)



Foundation Skills Assessment

FSA- Numeracy (Fall 2018)

Percent of Grade 4 students “on track” or “extending” (writers only)



Appendix C

Goal 3: Careers and Applied Design, Skills, and Technologies

Performance Indicators/Evidence

(need to develop)

Framework: Compiled by Karen Gonzales (Principal) and Melissa DeGroot (Vice-Principal)

Inspired by Robert Ogilvie staff, students and school community and the PATH process



Fall 2019