



Robert Ogilvie Elementary

Framework for Enhancing Student Learning
2020/2021





We Are Royals!

And you're gonna hear us
ROAR!!!



Building the Framework

We are excited to build upon the new cycle of planning which began last fall and focus on enhancing student learning at Robert Ogilvie. We continued our voyage during our September 2020 Planning Day, utilizing a PATH planning process combined with a Spiral of Inquiry approach.



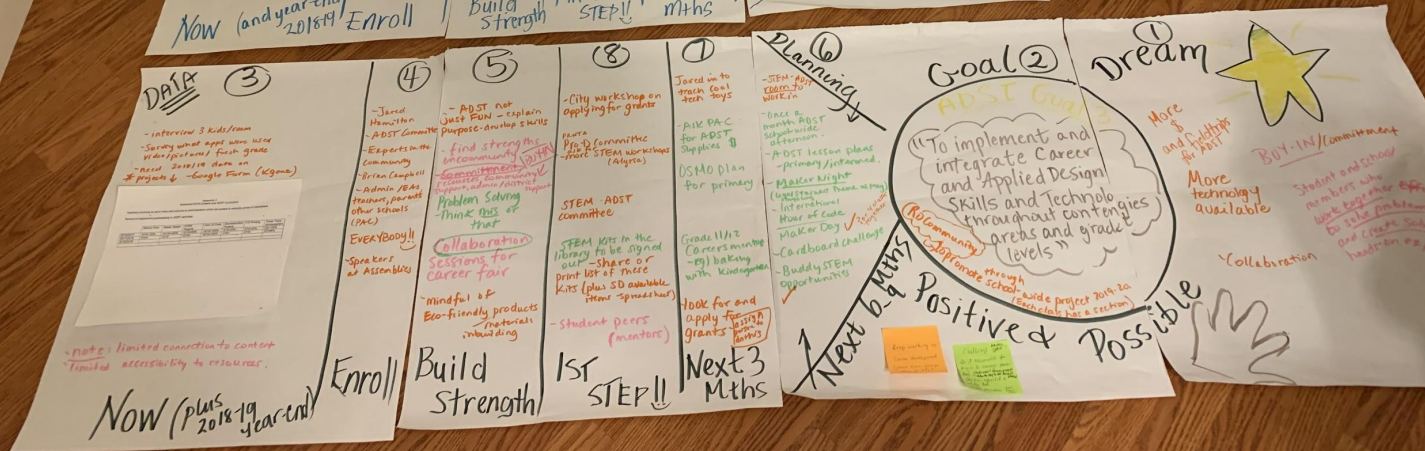
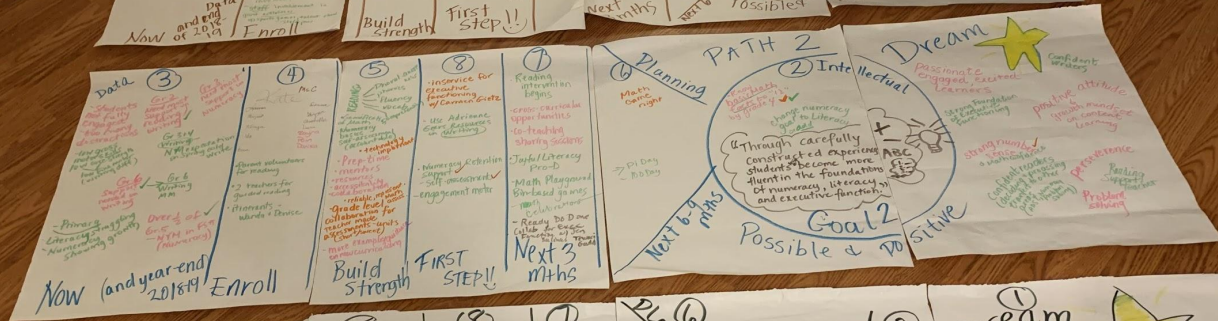
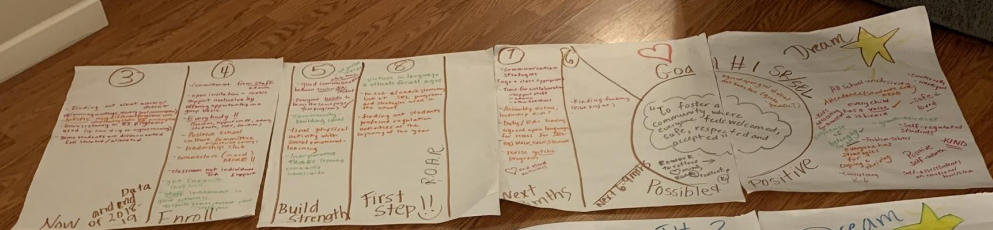
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Appendix A

Goal 1: Human and Social Development

Performance Indicators/Evidence:

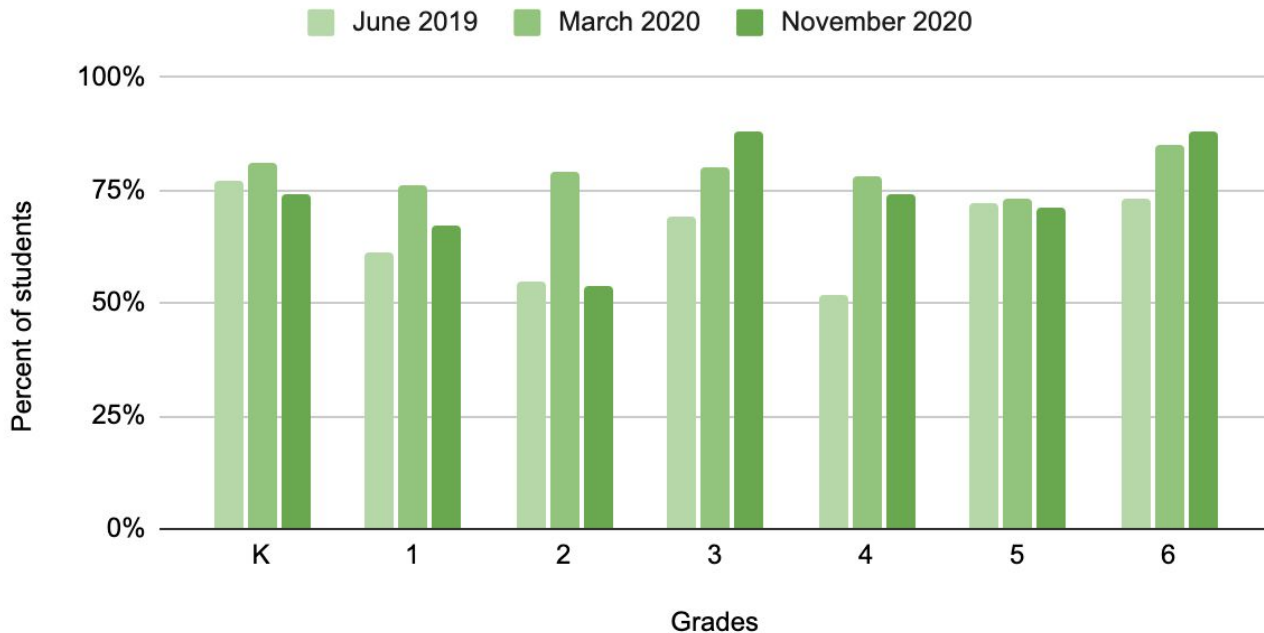
1. Report Card Data- Social Responsibility
2. Heart - Mind Student Survey (4 out of 25 questions)



Report Card Data (June 2019 - November 2020)

Contributing to Classroom and School Community

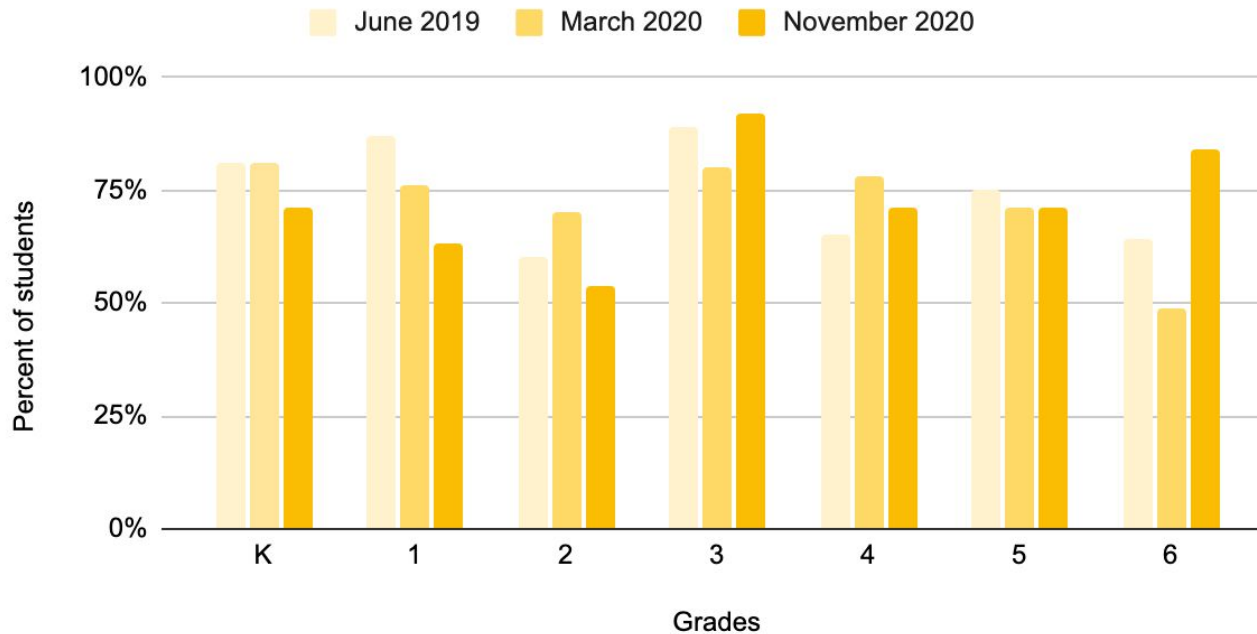
Meeting or exceeding expectations as reflected in report card comments



Report Card Data (June 2019 - November 2020)

Solving Problems in Peaceful Ways

Meeting or exceeding expectations as reflected in report card comments

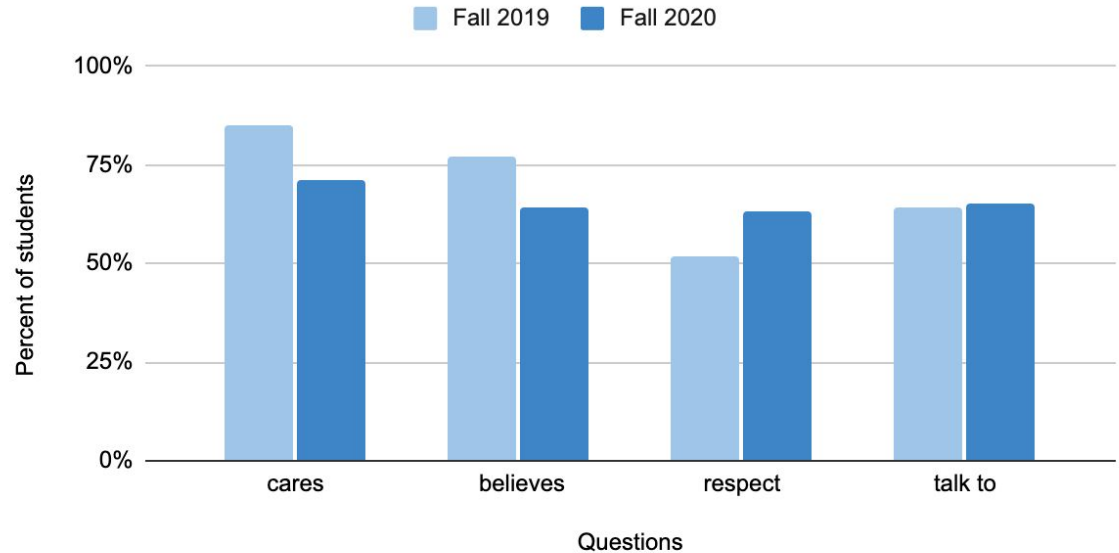


Heart Mind Survey - (Fall 2019 - Fall 2020)

1. There is a teacher or another adult who really cares about me.
1. There is teacher who believes that I will be a success.
1. Students in this school treat each other with respect.
1. I feel I can talk to teachers in this school about things that are bothering me.

Heart - Mind Survey (Grades 4-6)

pretty true or very true




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) • Some students are disconnected/feel isolated, consider data on vulnerable and indigenous students • Lack of awareness of social emotional needs and self regulation strategies, K- 3 • See Appendix A
Enroll	<ul style="list-style-type: none"> • Commitment from whole staff • SEL Committee/SBT with Erin Schaubel • Leadership Club (need to find ways to adapt during COVID) • Using RTI method for supports • Counselling support • Parent involvement • Cohort activities • Buddy classes, peer mentors (also need to find ways to adapt during COVID) • community supports
Build Strength	<ul style="list-style-type: none"> • Increase collaboration and communication between teachers, educational assistants, and students • Commitment to focus on SEL strategies • Incorporate cohort community building activities • Increase knowledge and understanding of First Peoples Culture • Increase understanding of Trauma Informed Practice
First Step	<ul style="list-style-type: none"> • New school wide matrix for community expectations • Find out students' preferred regulation activities early in the year • Post, discuss and practice ways to build ROAR expectations in all school settings

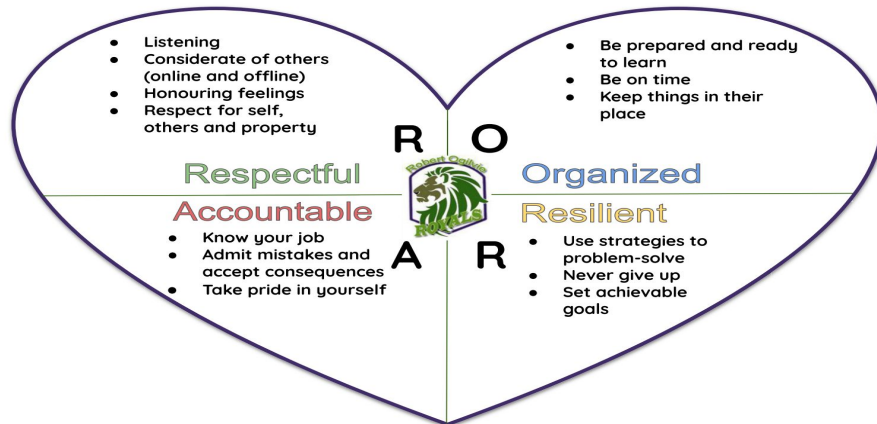
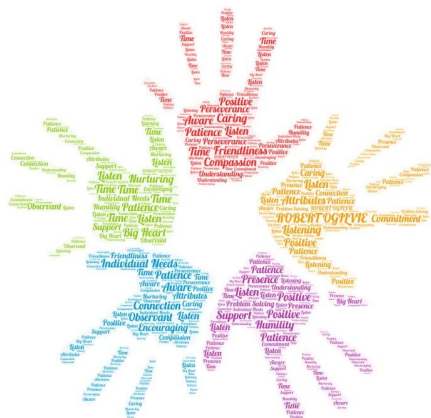


Goal 1: Human and Social Development

Next Three Months	<ul style="list-style-type: none"> • Increase communication strategies that are age-appropriate • Apply for collaboration time for SEL School Based Team • Consistent review of ROAR community expectations during cohort assemblies and class meetings • Build consistency for behaviour/self regulation strategies for all playground supervisors (ex. Walk and Talk) • Royal Ticket system highlighting positive behaviour • Utilize ALERT Program, Zones of Regulation, Mind Up and Heart and Mind resources for building SEL skills 		
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 safe, welcomed, respected and accepted.		
Dream 	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Warm, welcoming, inclusive community • Celebrating cultural differences • Emotional intelligence • Consistent attendance • Students who can self-advocate • Increased sense of belonging • Students feel safe and loved </td> <td> <ul style="list-style-type: none"> • Every child has a voice and is heard • Students have strategies for coping and thriving • Positive self-worth • Growth mindset </td> </tr> </table>	<ul style="list-style-type: none"> • Warm, welcoming, inclusive community • Celebrating cultural differences • 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 • Growth mindset
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Robert Ogilvie Community Expectations



Appendix B

Goal 2: Intellectual Development

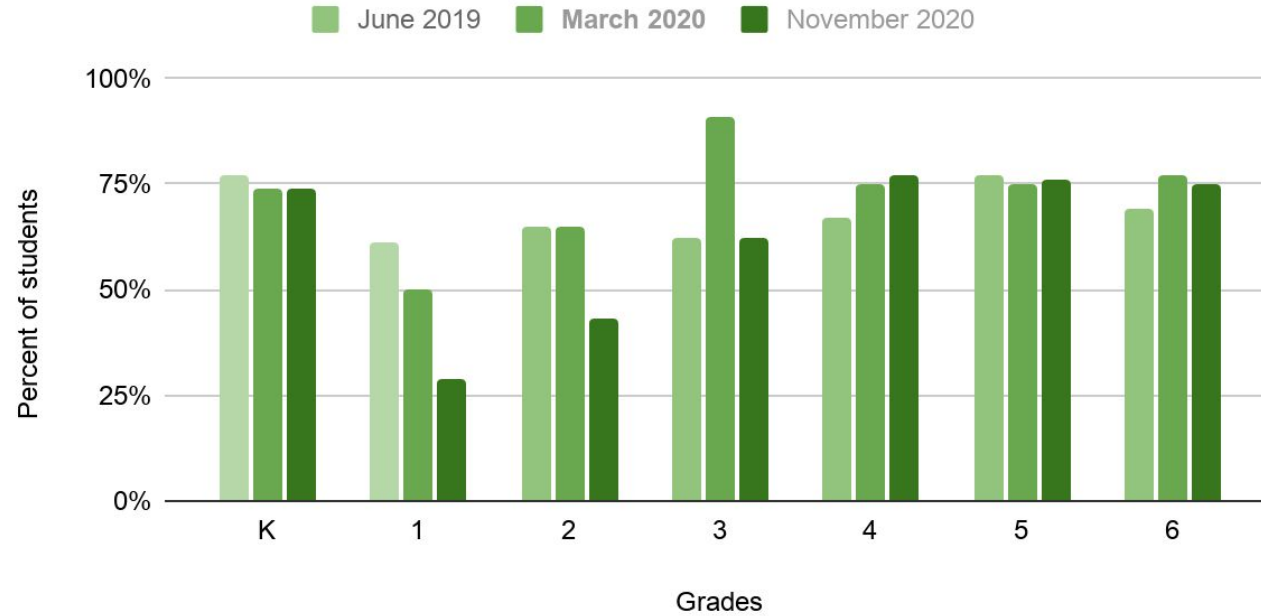
Performance Indicator/Evidence:

1. Report Card Data- Reading, Writing, Numeracy
2. Report Card Data- Indigenous Students
3. Reading Assessments
4. Foundation Skills Assessment

Report Card Data (June 2019 - November 2020)

Reading

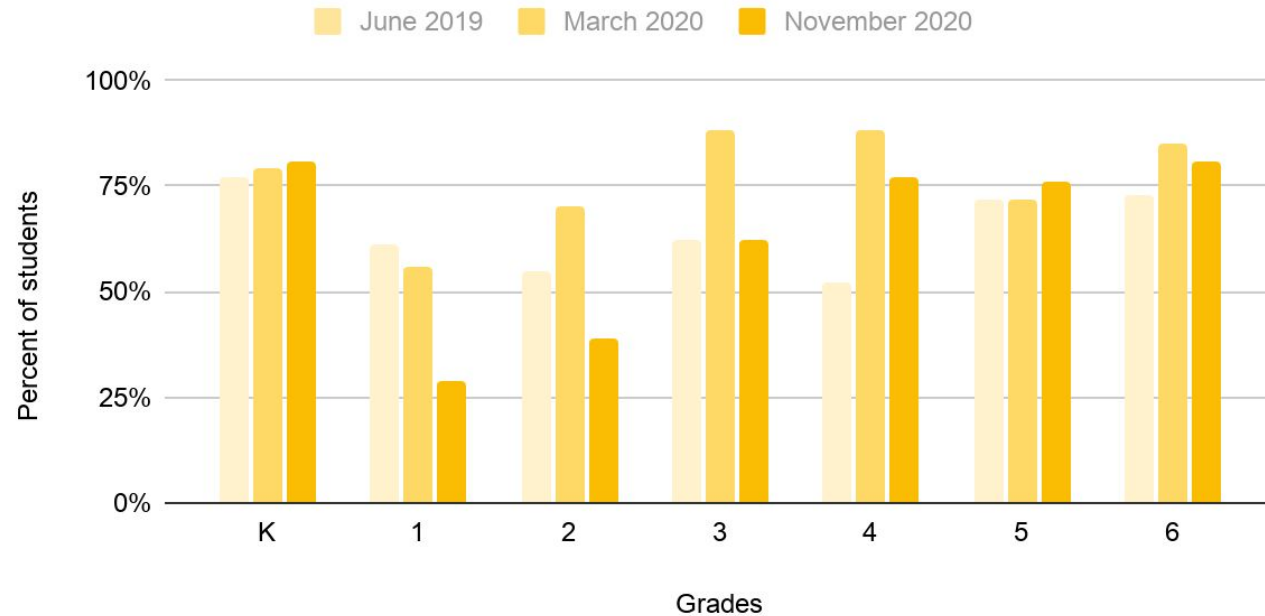
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate



Report Card Data (June 2019 - November 2020)

Writing

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

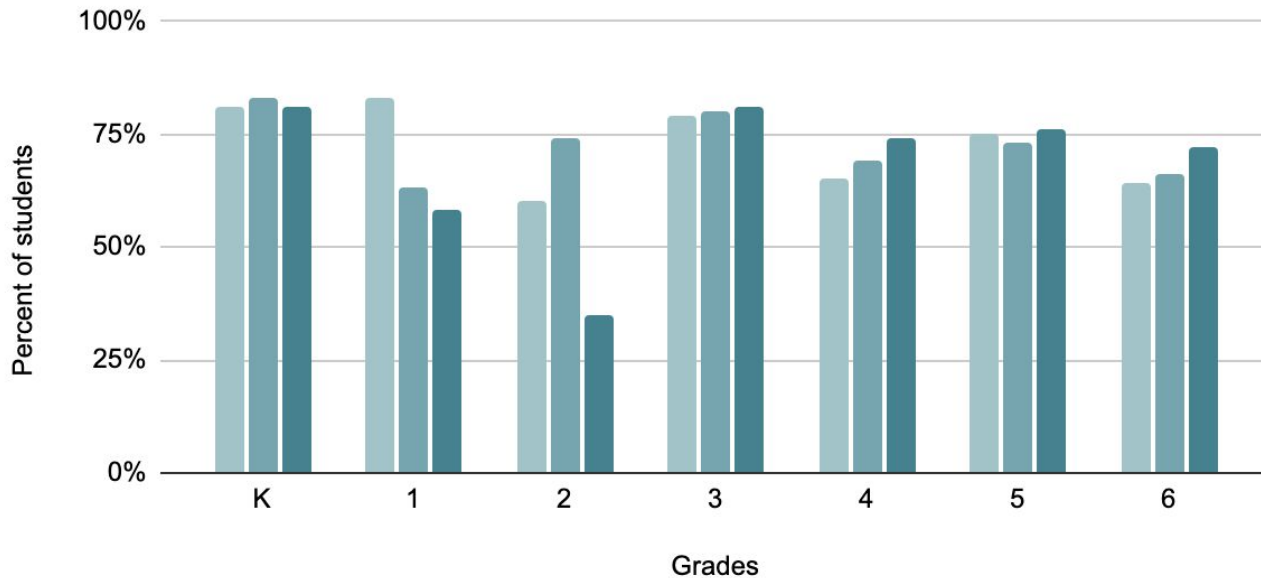


Report Card Data (June 2019- November 2020)

Numeracy

June 2019 March 2020 November 2020

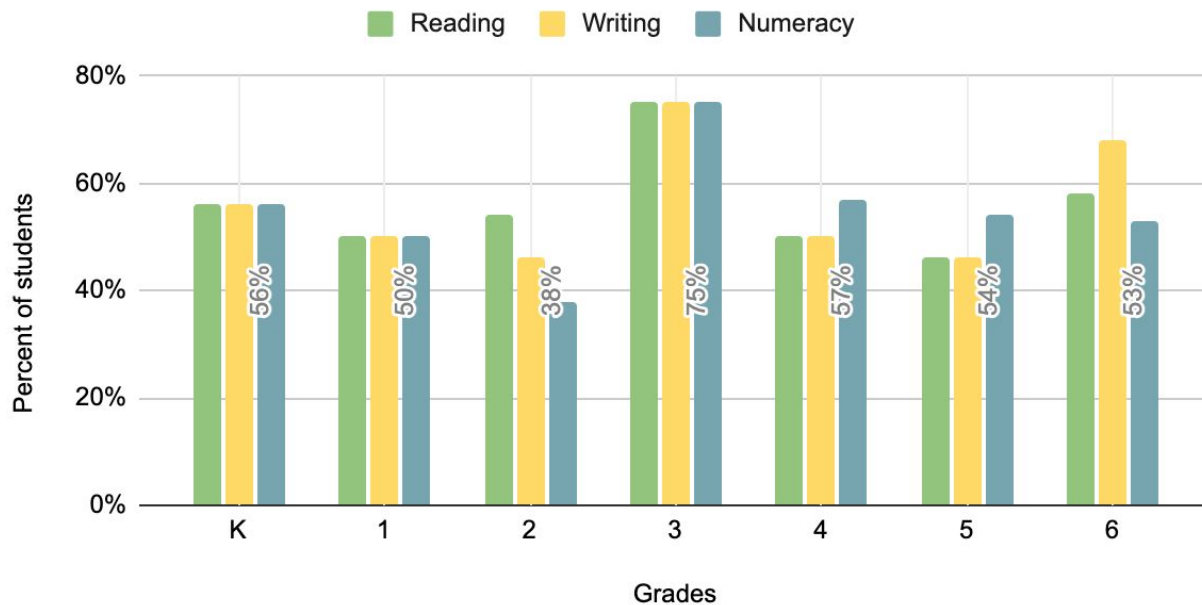
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate g...



Report Card Data (Indigenous Students)

Indigenous Students (March 2020)

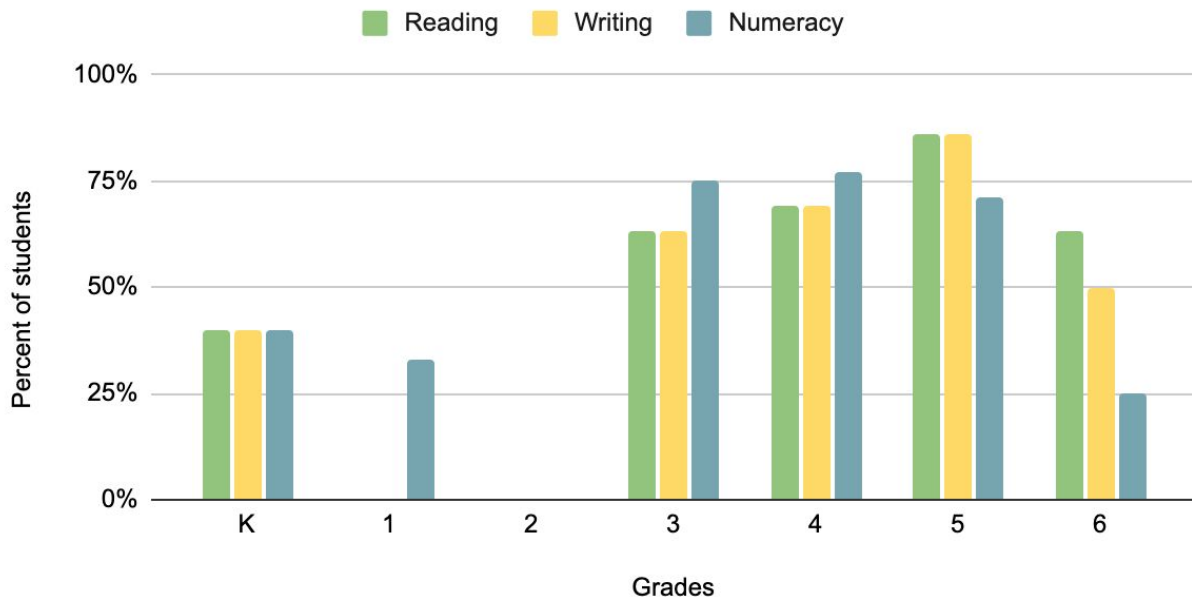
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate g...



Report Card Data (Indigenous Students)

Indigenous Students (November 2020)

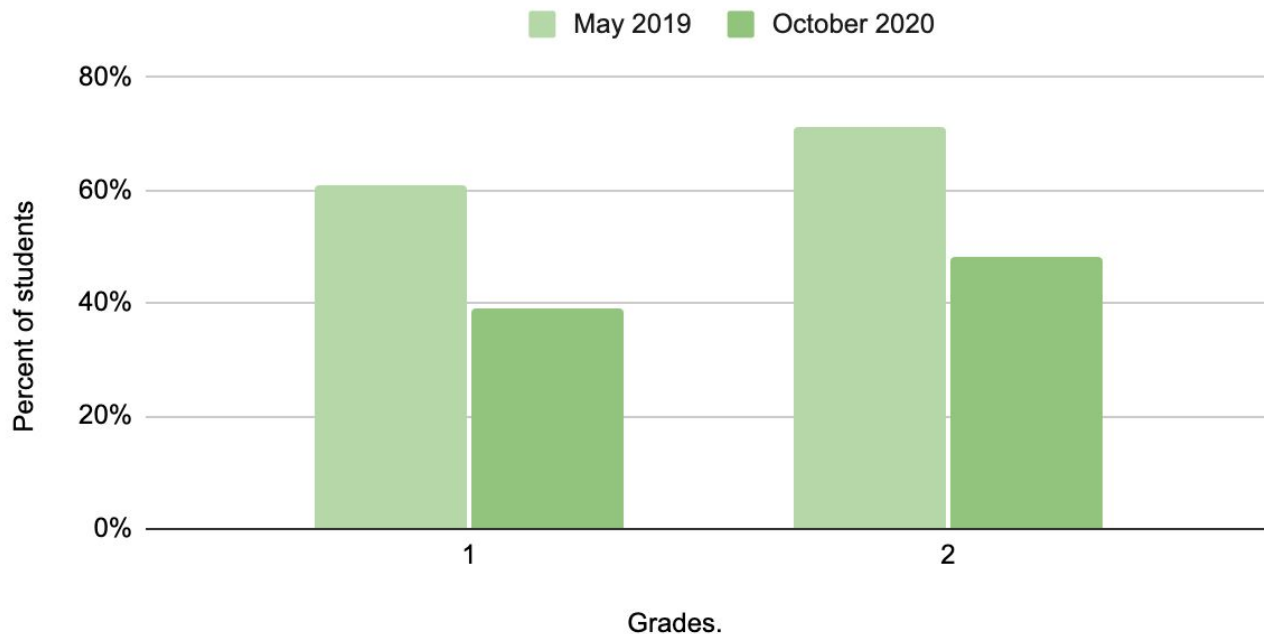
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate g...



Reading Assessments (Grades 1 - 2)

Reading Assessment (May 2019 - October 2020)

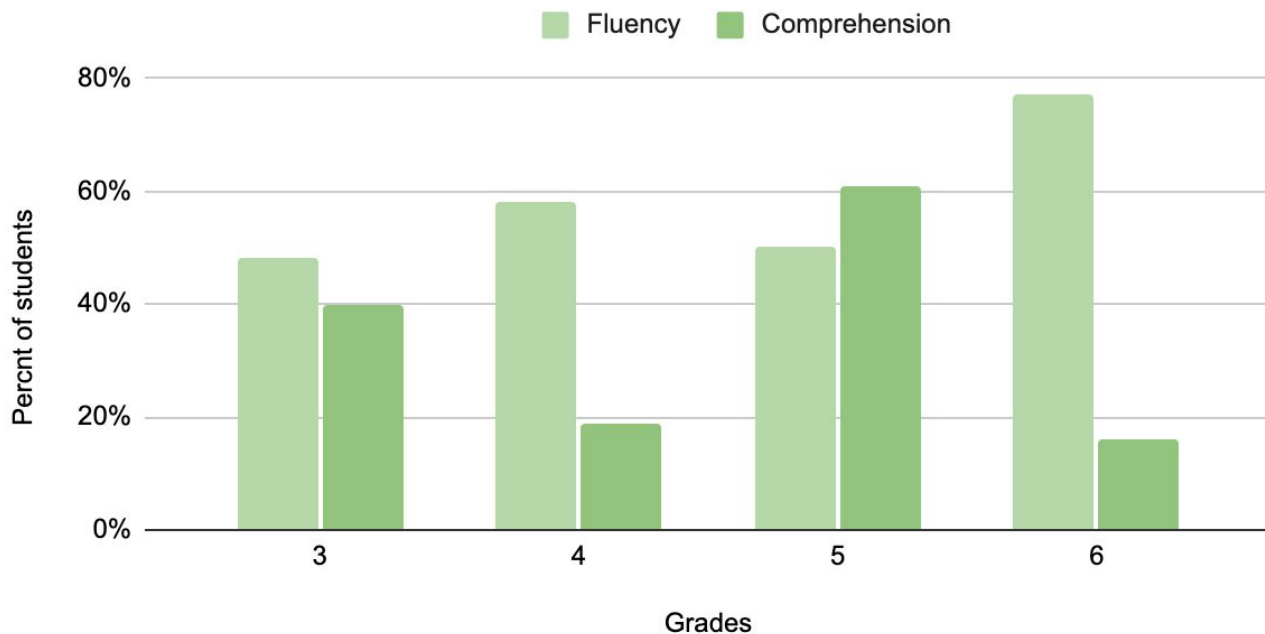
Meets expectations (Gr 1-2 PM Benchmarks)



Reading Assessments (Grades 3 - 6)

Reading Assessment (October 2020)

Meets expectations (Gr 3-5 QCA, Gr 6- RAD)




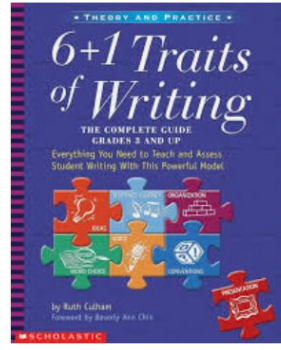
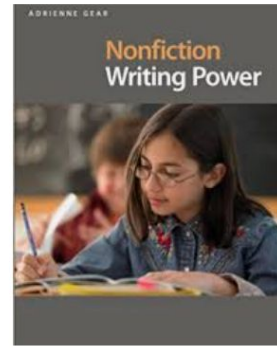
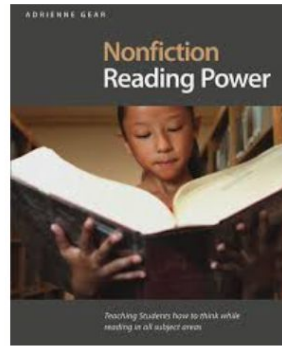
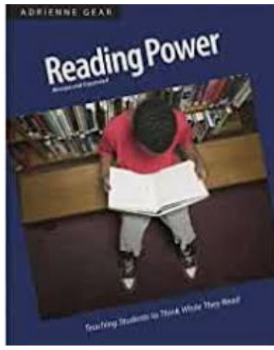
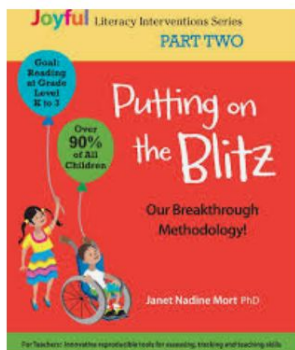
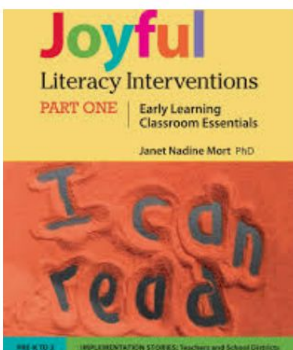
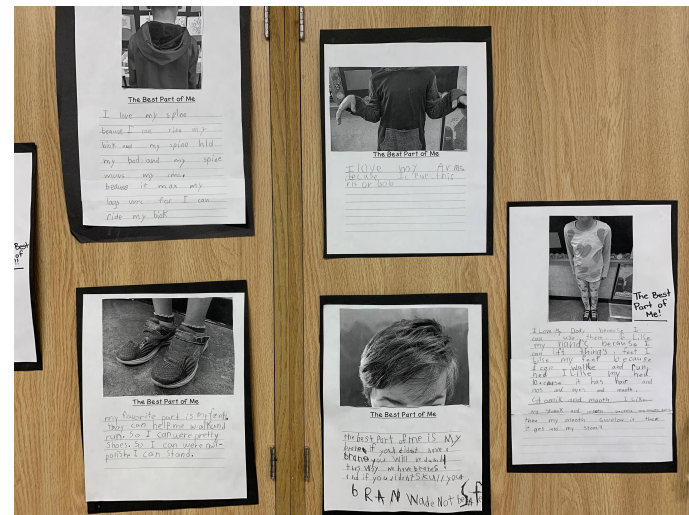
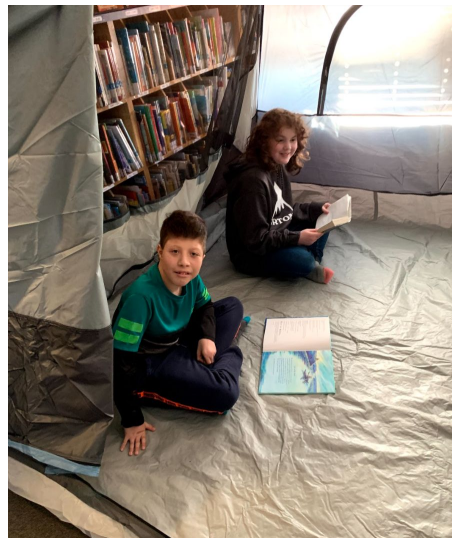
Goal 2: Intellectual Development

Now	<p>We noticed:</p> <ul style="list-style-type: none">• Good communication skills• Grade 1 and 2 weak in early literacy skills (reading, writing)• Some students are disengaged or easily distracted• Low participation and willingness to take risks in writing• See Appendix B
Enroll	<ul style="list-style-type: none">• Parents to assist in home reading/skills practice• 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• Implement technology to support• Access to support/itinerant teachers• Grade level collaboration for assessments, reviewing data, and interventions• Utilize the resources and expertise available in our building
First Step	<ul style="list-style-type: none">• Fall assessments (Phonological Awareness Screen-K, PM Benchmarks (1-2) QCA (3-6) Joyful Lit circles• Class Reviews• Assign technology to classes (Gr 5 new ipads- order new ones through grant money)• Utilize Joyful Literacy, Adrienne Gear and 6 Traits of Writing resources



Goal 2: Intellectual Development

Next Three Months	<ul style="list-style-type: none"> • Assessment and planning as a group using data walls from fall assessments • Reading interventions begin • Develop and support cross-curricular activities • Joyful Literacy professional development and collaboration • Reviewing reading skills- Intermediate, Fluency programs • Increased daily free writing time (3-6) • School-wide reading challenge
Next Six to Nine Months	<ul style="list-style-type: none"> • Writing activities with cohorts (1 per term - eg) journal entries by genre increasing in length) • Literacy Week- Read and Feed- February
Goal	To develop confidence and fluency in literacy
Dream 	<ul style="list-style-type: none"> • Passionate, engaged, and excited learners • Strong foundation of executive function • Confident readers (decoding and processing skills that transfer to other subject areas) • Positive attitudes and growth mindset for content learning • Self-reflection and critical thinking




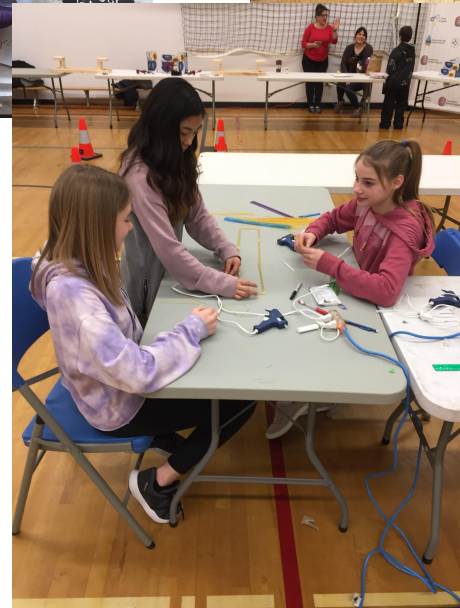
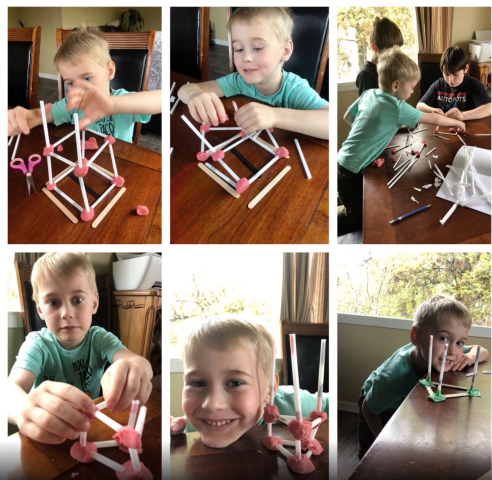
Goal 3: Careers and Applied Design, Skills, and Technologies

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• Need a space for ADST (portables?)
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 with cohorts
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)



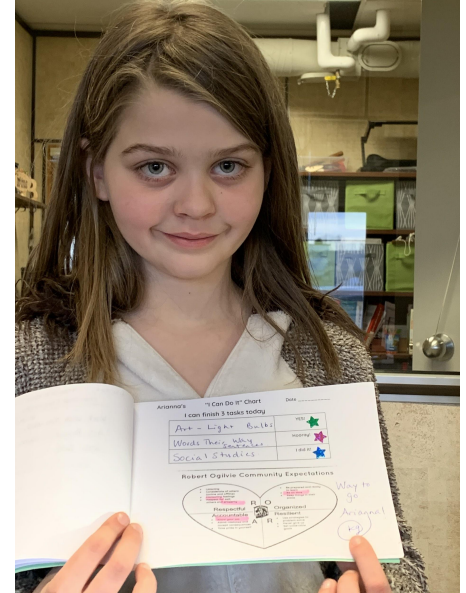
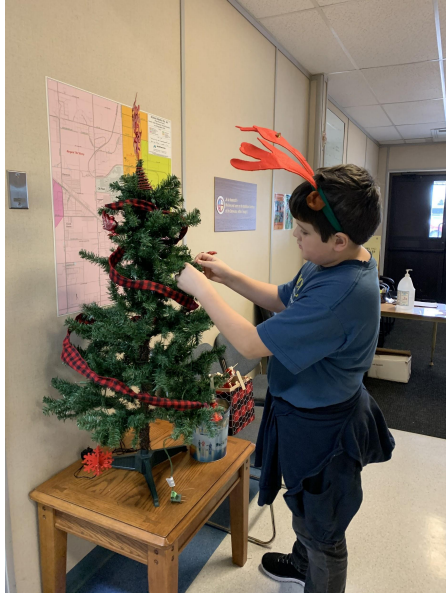
Goal 3: Careers and Applied Design, Skills, and Technologies

Next Three Months	<ul style="list-style-type: none">• Access support from itinerants and support teachers• 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• Maker Day/Hour of Code• District challenges• 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



Celebrations!

Remembrance Day





We Are Royals!

Welcoming
Resilient
Community
Heart

LION TEACHES YOU HOW TO LET THE WORLD HEAR YOUR
"ROAR" ALL WHILE YOU WALK WITH PRIDE IN YOUR STEP!



Framework: Compiled by Karen Gonzales (Principal) and Denise Bragg (Vice-Principal)

Inspired by Robert Ogilvie staff, students and school community and developed through PATH and Spiral of Inquiry processes Fall 2020

