

Robert Ogilvie Elementary

Framework for Enhancing Student Learning
2021/2022



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 2021



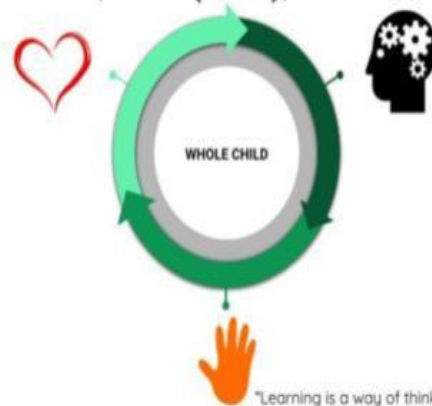
Opening

"NOT EVERYTHING THAT
COUNTS
CAN BE
COUNTED,
AND NOT EVERYTHING
THAT CAN BE COUNTED
COUNTS"

- ALBERT EINSTEIN



Our goals: heart, head (mind), and hand



"Learning is a way of thinking and doing and being"

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 213 students (November 2021) and a diverse and notably transient demographic including a 35 percent indigenous population and 15 percent English Language Learners. Robert Ogilvie has a full teaching and support staff (Educational Assistants, Indigenous Youth Care Worker and SEL/Wellness Support Worker) complement which includes a principal, vice-principal, learning assistance/ELL ELL teacher and librarian. In our second year of a significant decrease in student population and a return of students from home learning, we are noticing more stability in our school atmosphere. We have all worked hard to adjust to this transition with our steadfast “Royal” spirit while maintaining the strength, resilience and pride of our school community.

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, while facing the challenge of planning changes due to staff and student absenteeism and availability of TTOC and EA replacements. 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**
- **Open door policy**



THEME: 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
Dream	 <ul style="list-style-type: none">• Warm, welcoming, inclusive community• Every child has a voice and is heard• Students have strategies for coping and thriving• Positive self-worth• Growth mindset• Celebrating cultural differences• Emotional intelligence• Consistent attendance• Students who can self-advocate• Increased sense of belonging• Students feel safe and loved

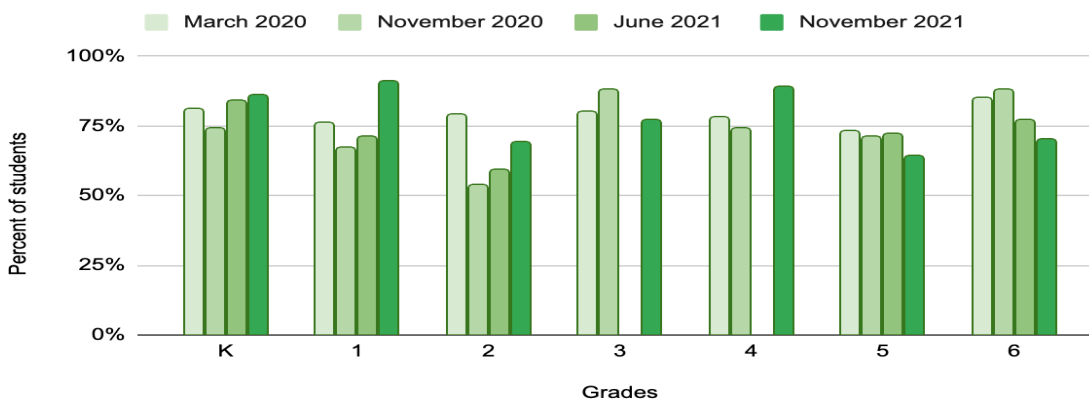
Robert Ogilvie Community Expectations



Report Card Data (March 2020 - November 2021)

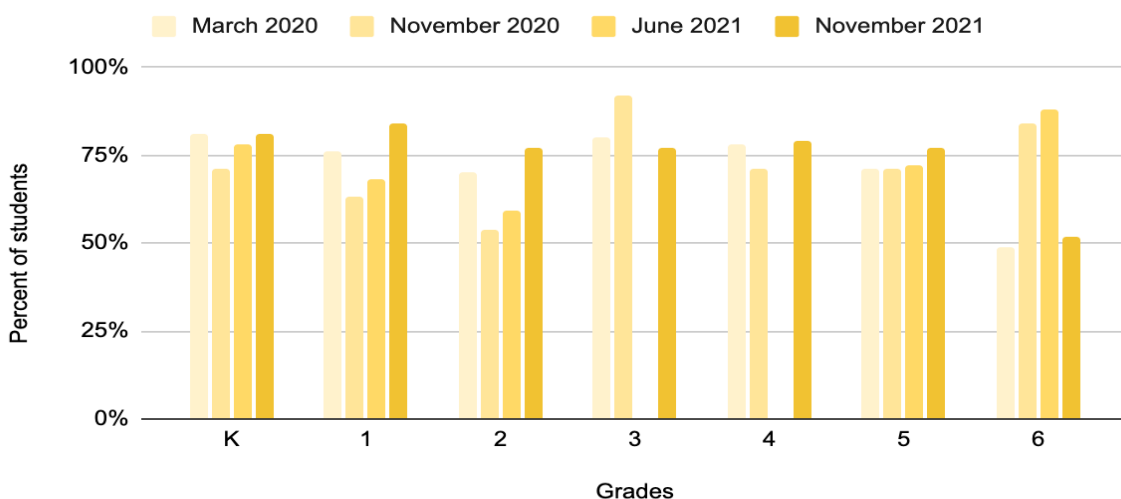
Contributing to School and Classroom Community

Meeting or exceeding expectations as reflected in report card comments



Solving Problems in Peaceful Ways

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

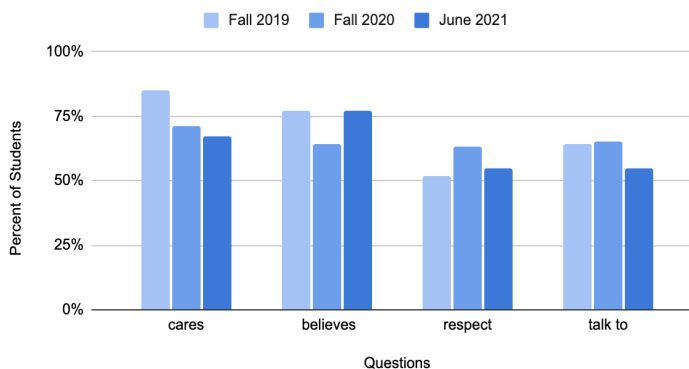


Heart Mind Survey - (Fall 2019 - June 2021)

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

Heart Mind Surveys (Grades 4 - 6)

pretty true or very true





Goal 1: To foster a community where everyone feels **Safe, Welcome, Respected and Accepted.**

Objective 1.1 Supportive School and Classroom Climates

School-wide and classroom learning environments are supportive, culturally-responsive and focused on building relationships and community.

Key Strategies	Timelines
<ul style="list-style-type: none"> • SEL Committee (Amy TeBulte, admin, CTs, Ayza Fontaine and Fawn Wightman) • Student survey • School wide matrix, grounding tool • CASEL Framework • Building strong, supportive relationships within school community (staff, students, parents, community partners,..) • Assembly focus • Community Circles • Artist in Residence Rik Leaf • Announcements • Collaborative bulletin projects • Student leadership (buddy classes, monitors, peer mentors) • Indigenous Education classroom projects and teaching • Indigenous Education component in assemblies and school wide activities 	<ul style="list-style-type: none"> - Ongoing - Fall/Spring - Ongoing - Ongoing - Ongoing - Ongoing - Monthly - Ongoing, class, small-group - November - Ongoing - Ongoing - Ongoing - Ongoing - Ongoing

Objective 1.2 Explicit SEL Instruction

To explicitly teach and integrate SEL strategies that align with our matrix.

Key Strategies	Timelines
<ul style="list-style-type: none">• SEL Committee (Amy TeBulte, admin, CTs, Ayza Fontaine and Fawn Wightman)• Student survey• School wide matrix, grounding tool• Explicit teaching - matrix quadrants• CASEL Framework• Continuous building of students toolbox• Assembly focus• Commitment to explicitly teach strategies weekly• Core Competencies (Positive Personal and Cultural Identity, Personal Awareness and Responsibility, Social Responsibility)• Utilizing current resources and expertise for implementing SEL practise	<ul style="list-style-type: none">- Ongoing- Fall/Spring- Ongoing- Bi-monthly focus- Ongoing- Ongoing- Ongoing- Monthly- Weekly-Ongoing-Ongoing


RESOURCE ALLOCATION:

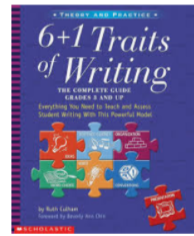
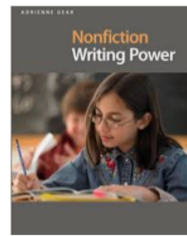
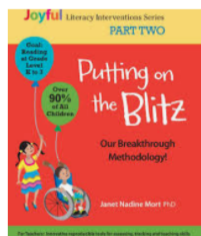
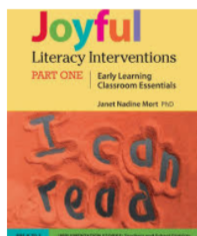
- TTOC meeting release time for collaboration/coaching
- SEL/Wellness Youth Care worker
- Social Worker practicum student, Sept-Dec
- IYCW
- Lunch Club
- Artist in Residence Grant/Cultural fees - Rik Leaf
- Posters, prizes, school swag for promoting school spirit
- Beautification projects (school pride and culture)



THEME: Intellectual Development



<p>Now</p>	<p>We noticed:</p> <ul style="list-style-type: none"> • Good communication skills • Grade 2 and 3 weak in literacy skills (reading, writing) • Some students are disengaged or easily distracted • Low participation and willingness to take risks in writing • Weak comprehension compared to fluency in Intermediate grades • Staff are indicating groups of students in Grade 5-6 class very weak in number sense and independence, and engagement
<p>Dream</p> 	<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) • Confident and engaged mathematical thinkers • Positive attitudes and growth mindset for content learning • Self-reflection and critical thinking • Equal access for all learners (UDL, Indigenous Learners)

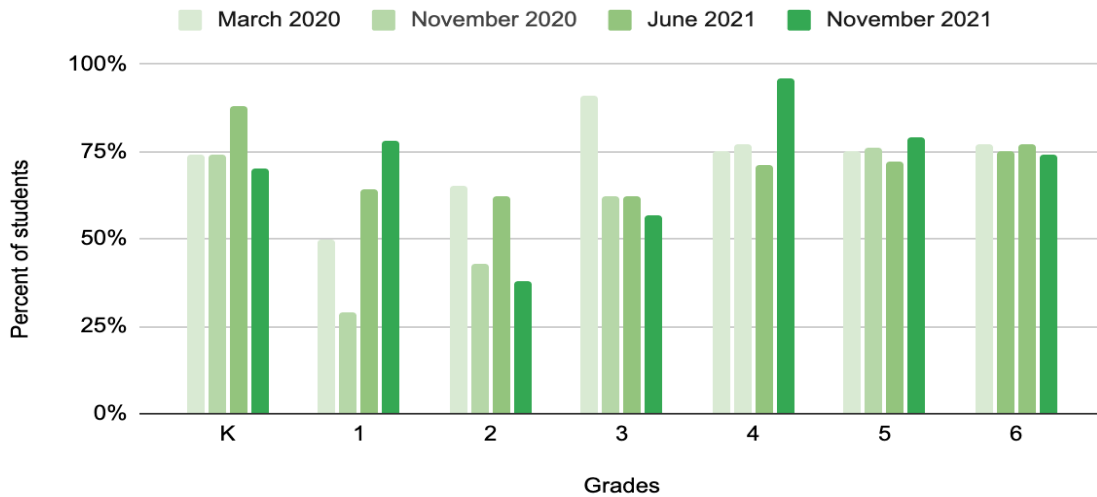


THEME: INTELLECTUAL DEVELOPMENT, **LITERACY**

Report Card Data (March 2020 - November 2021)

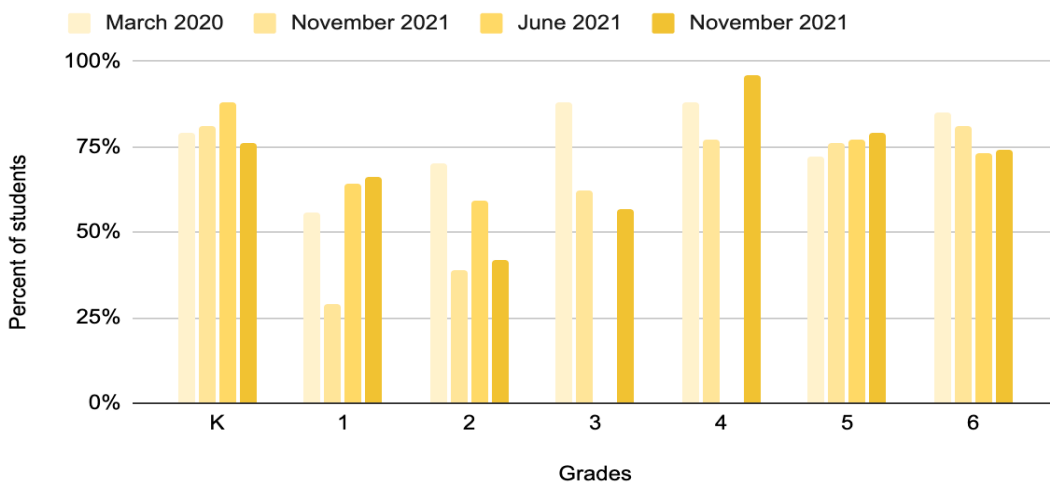
Reading

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



Writing

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



Goal 2: To improve literacy outcomes for all students.

Objective 2.1 To improve student success in reading by prioritizing essential literacy instruction and intervention where necessary.

Key strategies:	Timelines
<ul style="list-style-type: none"> ● Use data collected to plan for and teach appropriate levels of programming and materials (PM Benchmarks, QCA, RAD, K Phono and ongoing running records and other assess) ● Use well researched and robust comprehension activities that support core components of understanding and critical thinking (prediction, connecting, questioning, inferring,transferring and summarizing) ● Access coaching and collaboration grants to support implementation and planning for classroom instruction ● Include multiple modalities of expression in order for students to demonstrate understanding and to accommodate individual strengths/challenges ● Continue conversations around ‘equity for all students’ in our school ● Plan early interventions to target at-risk readers using spirals of inquiry model and strategies such as reading blitzes (eg: alphabet sounds/phonemic awareness - K) ● Creation of a comprehensive K-6 Literacy Plan (WTW, sight word practice, G.Reading, quality text, Daily 5, Spelling City, Reading/Writing Power, SMART Learning, etc) ● Utilize the resources and expertise available RO ● School-wide reading challenge ● Students apply critical and reflective thinking to acquire and interpret information, and to make choices about how to communicate their ideas. 	<ul style="list-style-type: none"> - September 30 (3-6) - October 30 (K-2) - Ongoing - By October 25 - Ongoing - During staff meetings - During /coaching collaboration - Ongoing - Ongoing - Ongoing

Objective 2.2 To improve student success in writing by implementing a daily writing program that is based on modelling and consistent practice of the core components of writing.

Key strategies:	Timelines
<ul style="list-style-type: none"> • Use of proficiency-based assessment language and practice (performance standards, cold writes, rubrics) • Use well researched and robust writing activities that support core components of writing (6 Traits, Writing Power) • Daily writing using a variety of tools and strategies for written expression (structured writing, peer editing, focused writing) • Time devoted to teaching different genres of and formats for writing (inc speeches, presentations, debates) • Access coaching and collaboration grants to support implementation and planning for classroom instruction • Student/Teacher conferences to set and review goals for writing • Resources for building oral to written progression in early years (eg: story workshop, story bins) • Spelling skills practiced then applied to written work with use of word walls, spelling dictionaries and technology 	<ul style="list-style-type: none"> - Each term - Ongoing - Ongoing - Plan fall collaboration session - Plan fall collaboration session - Ongoing

RESOURCE ALLOCATION:

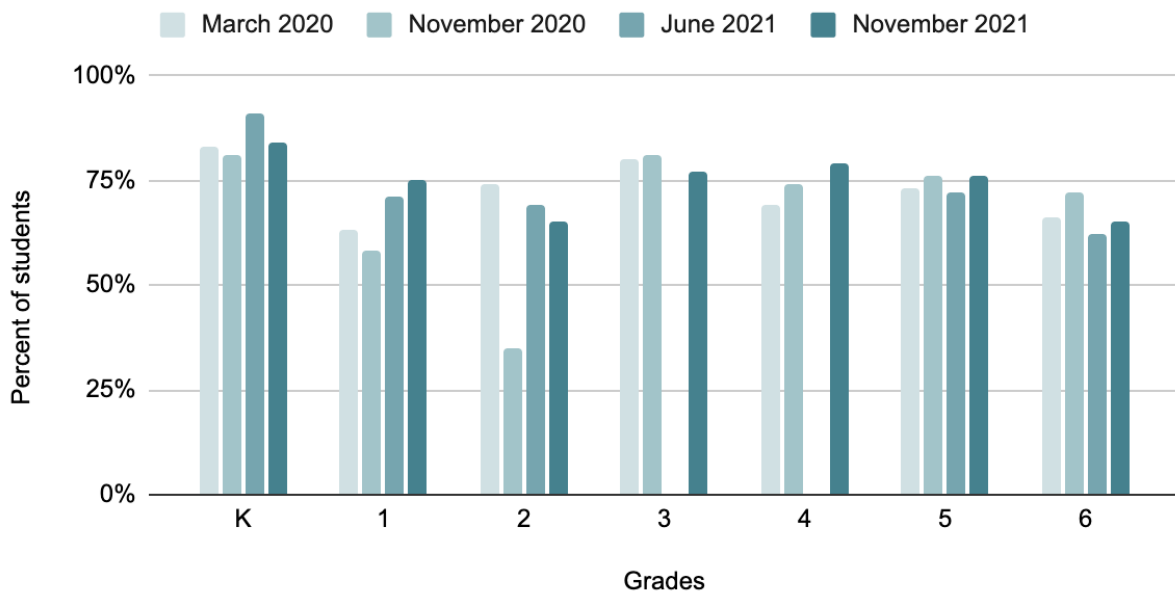
- 0.5 FTE for LAT
- TTOC meeting release time for collaboration/coaching
- Licences for RAZ Kids
- Extra funds put into home reading books
- Guided Reading books with Indigenous content and diversity

THEME: INTELLECTUAL DEVELOPMENT, **NUMERACY**

Report Card Data (March 2020 - November 2021)

Numeracy

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



Indigenous Resources

Celebrate and honour indigenous culture while also supporting math learning in your classrooms with sixteen Mathology Little Books beautifully written by Canadian Indigenous authors and educators.



Goal 3: To improve numeracy outcomes for all students

Objective 3.1 To increase student success in problem solving skills by relating examples to practical applications in life.

Key strategies	Timelines
<ul style="list-style-type: none">● Use data collected to plan for and teach appropriate levels of programming and activities● Use of Mathletics (Gr 5-6)● Use of Mathology (Gr 1-2/3)● MAP (Gr 4-6)● Daily practice and modelling of examples● Ongoing collaboration with district planned Pro-D (Mathology)● Accessing coaching with Barb Wagner● Use of manipulatives● Math games, centers● Use of appropriate apps and other technology resources	<ul style="list-style-type: none">- September- Ongoing- Ongoing- Used throughout the year to assess and plan- Ongoing- Oct 8, 29 (Gr (1-2/3)- As planned by staff/district- As needed- Ongoing- Ongoing- Ongoing

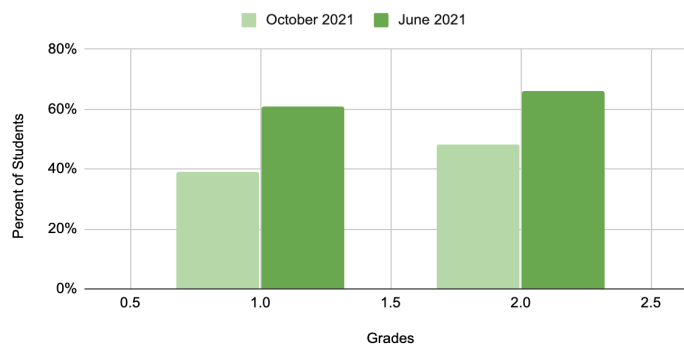
Objective 3.2 To increase understanding of computation skills through daily practice.

Key Strategies	Timelines
<ul style="list-style-type: none"> • Use of Mathletics (Gr 5-6) • Use of Mathology (Gr 1-2/3) • MAP (Gr 4-6) • Daily practice and modelling of examples • Ongoing collaboration with district planned Pro-D, workshops (Mathology) • Access coaching with Barb Wagner • Use of manipulatives • Math games and math centers • Use of appropriate apps and other technology resources • ADST - STEM challenges 	<ul style="list-style-type: none"> - Ongoing - Ongoing - Used throughout the year to assess and plan - Ongoing - Oct 8, 21 (Gr (1-2/3) As planned by staff/district - As needed - Ongoing - Ongoing - Ongoing - Ongoing

RESOURCE ALLOCATIONS:

- Guided Math with literacy connection and Indigenous content
- Osmo kits/Ipads with Math concepts
- Manipulatives for hands-on learning
- TTOC meeting release time for collaboration/coaching
- Teacher-Partner groups
- LAT
- Pilot project, Mathology (Grades 1, 2 and 3)

Question: How can we use our school-based resources (people), strategies, and time to dramatically increase reading levels in our Grade 1/ 2 students?



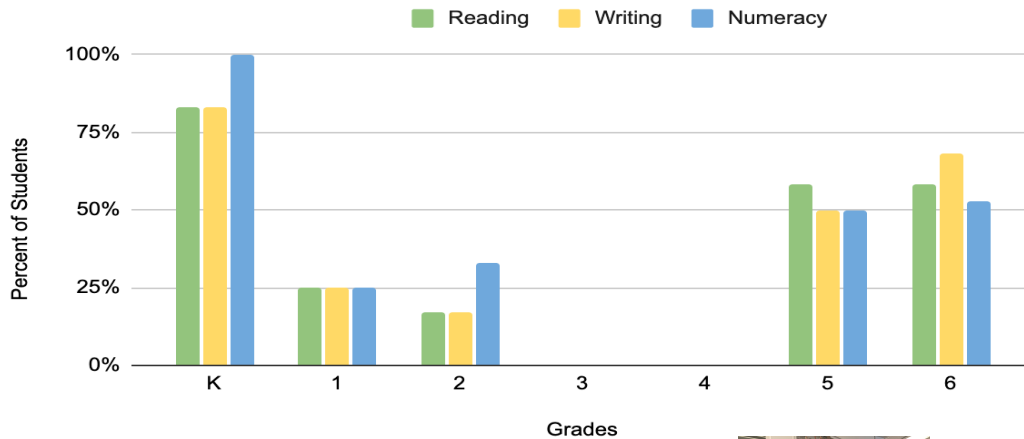
April



Our Indigenous Learners

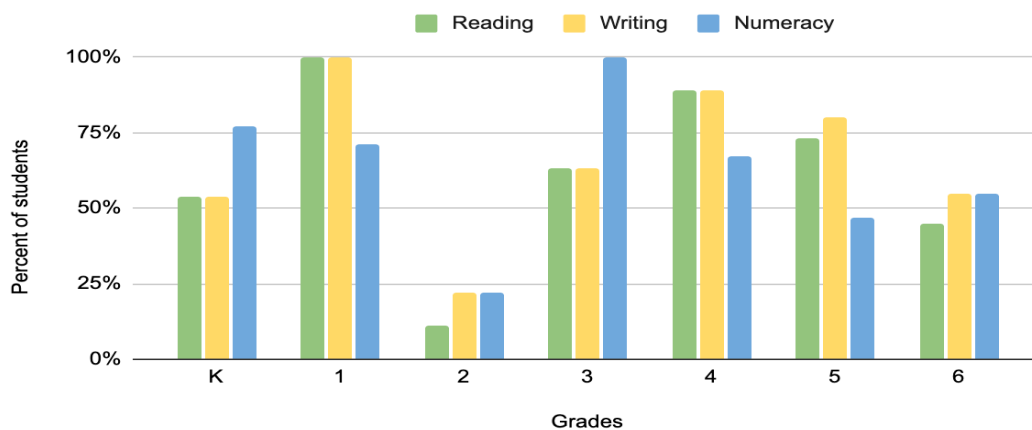
Indigenous Students (June 2021)

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



Indigenous Students (November 2021)

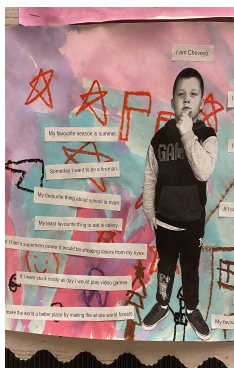
Meeting or exceeding expectations in primary grades or at C+ or better in intermediate g...



We Are Royals!

Welcoming
Resilient
Community
Heart

WE DARE TO DREAM



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