

Robert Ogilvie Elementary

Framework for Enhancing Student Learning
2022/2023



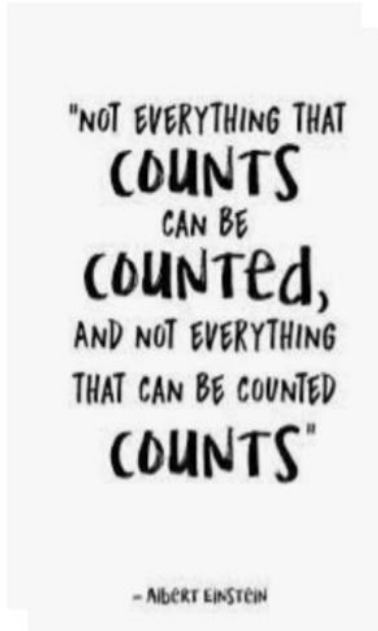
Jerelyn Orcutt - Principal

Denise Bragg - Vice Principal

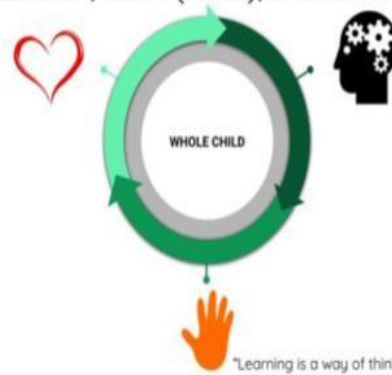
Inspired by Robert Ogilvie staff, students and school community and developed through PATH and Spiral of Inquiry processes ~ Fall 2021



Opening



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



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 student population of 229 students (January 2023) and a diverse and notably transient demographic including a 36 percent Indigenous population and 18 percent English Language Learners. Robert Ogilvie has a full teaching and support staff (educational assistants, Indigenous youth care worker, SEL/wellness support worker, counsellor, and resource teacher) complement which includes a principal, vice principal, learning assistant, ELL teacher and librarian. 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:

- Website
- Facebook page
- Monthly PAC meetings
- Open door policy
- Brochure



THEME: Human and Social Development



Now	<p>We noticed:</p> <ul style="list-style-type: none">• Need for a focus on resilience, problem solving, and leadership (vulnerable students, behaviour referrals , employability skills, heart/mind survey, 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- 6
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

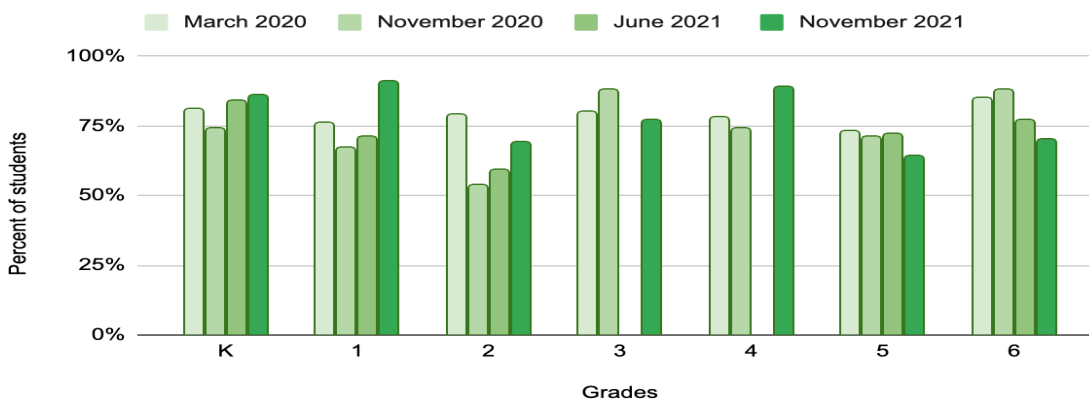
Robert Ogilvie Community Expectations



Report Card Data (March 2020 - November 2021)

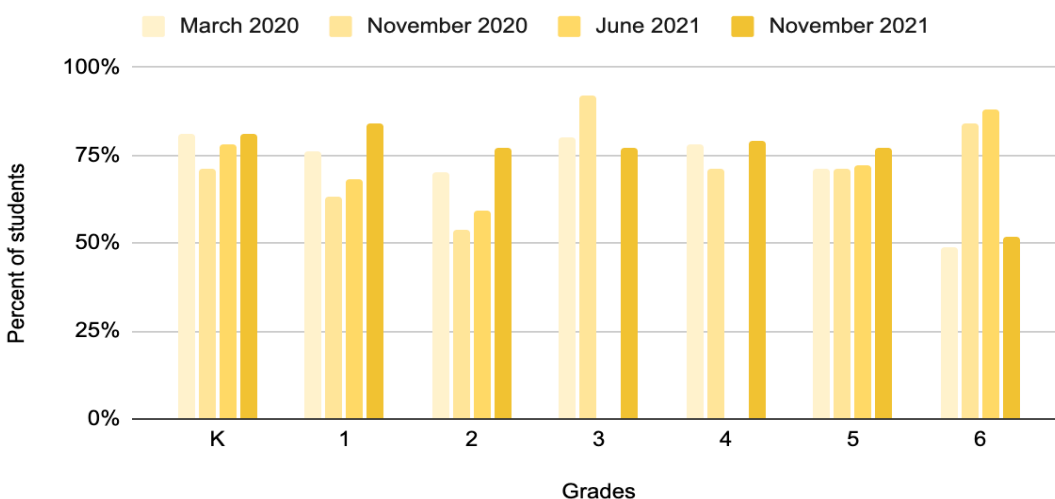
Contributing to School and Classroom Community

Meeting or exceeding expectations as reflected in report card comments



Solving Problems in Peaceful Ways

Meeting or exceeding expectations as reflected in report card comments

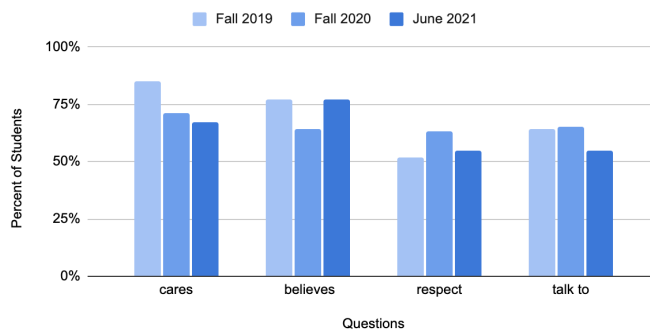


Heart Mind Survey - (Fall 2019 - June 2021)

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">● School-Based Team (admin, counsellor, SEL worker, IYCW, LAT, resource teacher, behaviour EA, and classroom teachers/EAs as appropriate)● Employability skills assessment● Heart/Mind Survey● School wide matrix, grounding tool● CASEL Framework● Building strong, supportive relationships within school community (staff, students, parents, community partners)<ul style="list-style-type: none">○ Orange shirt day / teepee, Open House, soup and fry bread, Indigenous tacos, Mingle Jingle, school-wide lunch, RO community breakfast, Winter Activity Day, bike rally,● Assembly focus● Student leadership (buddy classes, monitors, peer mentors, sports teams, clubs)● Indigenous Education classroom projects and teaching● Indigenous Education component in assemblies and school wide activities	<ul style="list-style-type: none">- Ongoing- Fall / Spring- Fall / Spring- Ongoing- Ongoing- Various dates- Ongoing- Ongoing- Various dates- Various dates

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 / School-Based Team and interested teachers• Planning Day - selection of a program• MindUp training• SEL team led classroom lessons• School wide matrix, grounding tool• 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- September 2022- October 2022- October 2022 - January 2023- Ongoing- Ongoing- Ongoing- Ongoing- Ongoing- Ongoing


RESOURCE ALLOCATION:

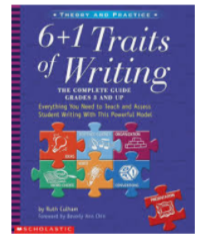
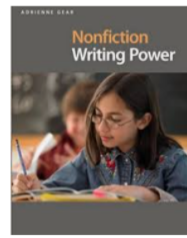
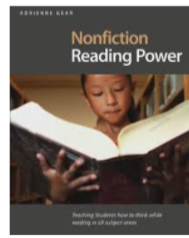
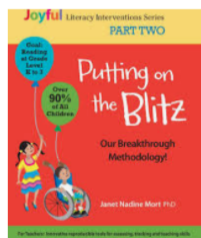
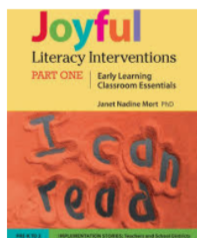
- TTOC meeting release time for collaboration/coaching
- Counsellor, SEL/Wellness Youth Care worker, admin
- IYCW
- Lunch Club
- Behaviour support EA
- Posters, prizes, school swag for promoting school spirit
- Beautification projects (school pride and culture)
- MindUp training and resources



THEME: Intellectual Development



<p>Now</p>	<p>We noticed:</p> <ul style="list-style-type: none"> • Good communication skills • Low K phonological results • Low reading scores (fall) - Grades 1 - 2 especially • Increase in ELL students • Some students are disengaged or easily distracted • Low participation and willingness to take risks in writing • Weak comprehension compared to fluency in Intermediate grades
<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**

Fall Assessments 2022

K Phonological

25 students in Quartile 1

9 students in Quartile 2

2 students in Quartile 3

1 student in Quartile 4

Grade 1 PM Benchmarks

34 students at Levels 0 - 8

1 student at Level 9

1 student at Level 20

Grade 2 PM Benchmarks

12 students at Levels 0 - 14

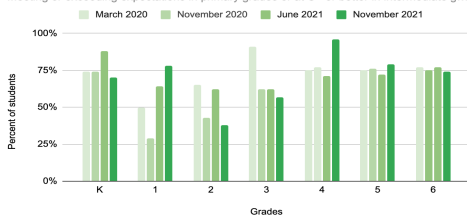
8 students at Levels 16 - 20

7 students at Levels 22 - 25

Report Card Data (March 2020 - November 2021)

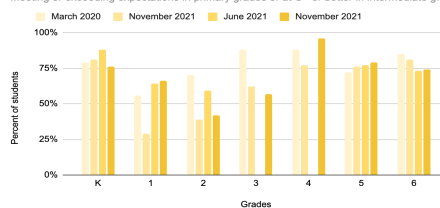
Reading

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)● 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- Ongoing- Ongoing- During staff meetings- During SBTM- Ongoing- Ongoing- January 2022- 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) • 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 - As requested - November - Ongoing - Ongoing

RESOURCE ALLOCATION:

- 0.8 FTE LAT/Resource Teacher
- 0.6 FTE ELL
- 0.4 FTE Reading Recovery
- TTOC meeting release time for collaboration/coaching
- Licences for RAZ Kids
- Extra funds put into home reading books
- Purchase of phonemic awareness resources and decodable readers
- Guided Reading books with Indigenous content and diversity
- January 2023 - additional learning support funds allocated to ELL (0.1 FTE) and literacy (0.1 FTE)

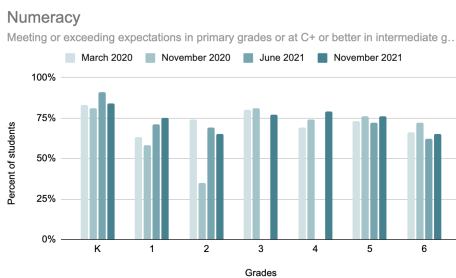
THEME: INTELLECTUAL DEVELOPMENT, **NUMERACY**

Numeracy continues to be monitored. The focus this year is literacy. Early literacy success is a predictor of future success in life.

Report Card Data (June 2023)

Report Card Data (March 2023)

Report Card Data (March 2020 - November 2021)



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- 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 - As planned by staff/district - As needed - Ongoing - Ongoing - Ongoing - Ongoing

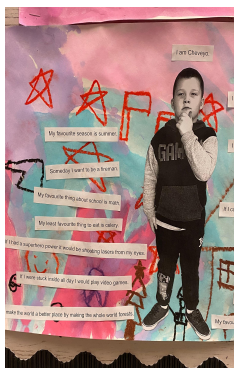
RESOURCE ALLOCATIONS:

- 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)

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!