

Robert Ogilvie Elementary

Framework for Enhancing Student Learning

2025/2026



Inspired by the Robert Ogilvie staff, students and school community and developed in consultation with all stakeholders. Revised October 2025

MISSION STATEMENT:

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

OUR CORE VALUES IN ENGLISH AND Dane-zaa ᑭᓐᓂᓐᓂᓐ

- * Respect - Dane ejínúúnaheh
- *Accountability – (waiting for translation from the DOIG elders)
- *Organized-
- *Resilience-

Robert Ogilvie Community Expectations



OUR PRIORITY GOALS

Student Learning and Wellness: Our goal is to support every student in developing strong academic skills while also nurturing their social and emotional well-being. We believe that students learn best when they feel safe, connected and confident. By focusing on the whole child —mind, body, and heart —we aim to create a balanced learning environment where all students can grow, take risks, and achieve success.

Community Building: We are committed to creating a positive, inclusive school community where everyone feels a sense of belonging. Through teamwork, collaboration, and shared experiences, we strengthen relationships among students, staff, and families. Building community helps our students learn empathy, respect, and responsibility —skills that extend beyond the classroom and prepare them for life.

Truth and Reconciliation: Our school honours the Truth and Reconciliation Calls to Action by learning about and respecting Indigenous histories, cultures and perspectives. We are working to build meaningful connections with local Indigenous communities and to ensure that all students develop understanding, respect and a sense of shared responsibility for reconciliation. This learning helps us move forward together in the spirit of truth, respect and hope.

FRAMEWORK FOR ENHANCING STUDENT LEARNING 2025-2026

Goal 1: Social-Emotional: To foster an inclusive community where everyone feels Safe, Welcome, Respected and Accepted.

Goal 2: Academic Goal: To improve Literacy and Numeracy outcomes for all students. Specifically, to enhance success in reading and writing. Students will also have a better understanding of number sense.

Goal 3: Career Goal: Students will have a clearer understanding of the core competencies to achieve their career and life goals. Students will unpack the competencies of Communication, Thinking and Personal and Social Skills.

INTRODUCTION

At our school, we are proud to be part of the Peace River North School District, where learning, wellness, and community are at the heart of all we do. We respectfully acknowledge that we learn, play and grow on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Robert Ogilvie is a vibrant and caring school community (K-6) with approximately 232 students. We have a Strong Start and Pre-School Facility, along with the YMCA Before and After School Care. Our Framework for Enhancing Student Learning reflects our shared commitment to helping every child feel successful, supported and connected. Together — with families, staff, and our community—we work to build a caring, inclusive environment where students develop confidence, kindness, and a love of learning. Guided by our district's vision, we continue to grow together in the spirit of respect, reconciliation, and hope for the future.

TRUTH AND RECONCILIATION

In our school, we honour Truth and Reconciliation by learning about the histories, cultures, and stories of Indigenous peoples. We include Indigenous perspectives in our lessons, art, and school activities, so students can understand and respect different ways of knowing and living. This helps students develop kindness, empathy, and a sense of responsibility for making our community stronger and fairer. By learning together, we grow as caring students who value truth, respect, and working towards a better future.

FRAMEWORK DEVELOPMENT, PROCESS AND COMMUNICATION

FESL goals are developed in collaboration with staff and the community. The goals are aligned with the Board's Strategic priorities and the District FESL. We use qualitative and quantitative data from local and provincial sources to develop goals and monitor progress. We review our goals regularly at our annual Staff planning day, in staff meetings throughout the year, and in FESL presentations. We update our FESL plan at our reviews as needed. We present our FESL to PAC members and share each goal in our newsletters throughout the school year. The link to our FESL is included in the staff and parent resource section of the respective newsletter. We link our core values to our FESL goals and share our plans with students in student-friendly language.

REFLECTION: WHAT THE EVIDENCE TOLD US

Our review of evidence from classroom assessments, school-wide data, district data and teacher observations revealed several key areas of growth for our learners. In numeracy, many students require further development in understanding number sense and applying mathematical concepts with confidence. We want our students to develop their number sense and use it to construct a deeper understanding of math concepts.

In literacy, students are demonstrating a need for stronger reading comprehension skills and encouragement to take risks as they develop as readers and writers. FSA results show that 54% of students are *On Track* or *Extending*, while 46% are *Emerging*. This data indicates that over half of the student population demonstrates proficiency in reading and writing, applying effective strategies to comprehend and engage with text. However, 46% of students identified as *Emerging* exhibit limited comprehension skills, suggesting a need for targeted instructional support. Focused interventions, including increased guided practice and intentional opportunities to build comprehension strategies, will be essential to support these learners in achieving grade-level expectations.

We have also seen an increase in the number of English Language Learners, which has influenced how we support vocabulary development and communication across the curriculum.

In the area of social-emotional learning, the MDI shows us that students are demonstrating a need for explicit instruction and self-regulation strategies to build resilience when faced with challenges. We have also noticed a pattern in students giving up easily or showing limited engagement in learning tasks. Many students benefit from guided opportunities to solve social problems, learn how to persist through difficulty, and view challenges as opportunities for growth.

At the same time, our evidence highlights many strengths within our student body. Students report a high sense of self-concept, belonging and school climate. They feel cared for, safe, and connected to their peers and adults in our building. This strong foundation of belonging and confidence provides an excellent base for continued growth in academic learning and social-emotional development.

Moving forward, our focus will include strengthening literacy and numeracy foundations, building students' capacity for self-regulation and resilience, and nurturing a positive growth mindset. We will continue to celebrate our students' strong sense of belonging and school pride while encouraging them to approach learning with curiosity, persistence and confidence.

OUR DREAMS FOR OUR STUDENTS

Dream 	● Passionate, engaged, and excited learners ● Strong foundation of executive function ● Confident readers and writers (decoding and processing skills that transfer to other subject areas) ● Confident and engaged mathematical thinkers with a strong Number Sense ● Positive attitudes and growth mindset for content learning ● Self-reflection and critical thinking ● Equal access for all learners (UDL, Indigenous Learners)
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Goal 1: Social-Emotional: To foster an inclusive community where everyone feels **Safe, Welcome, Respected and Accepted.**



Objective 1.1 Supportive School and Classroom Climates

Students will contribute to a school culture of continuous improvement by collaborating, encouraging one another, and celebrating growth.

Key Strategies	Timelines
• School-Based Team (Admin, counselor, SEL workers, ISSW, LAT, resource teacher, behavior EA, and classroom teachers/EAs as appropriate) • Working on Resilience Skills and Self-Regulation skills. • School wide matrix, grounding tool • CASEL Framework, MDI • Building strong, supportive relationships within school community (staff, students, parents, community partners) • Assembly focus • Student leadership • Playground ambassadors • Indigenous Education classroom projects and teaching • Indigenous Education component in assemblies and school wide activities	Ongoing – Monday PM ongoing Bi-Monthly Ongoing

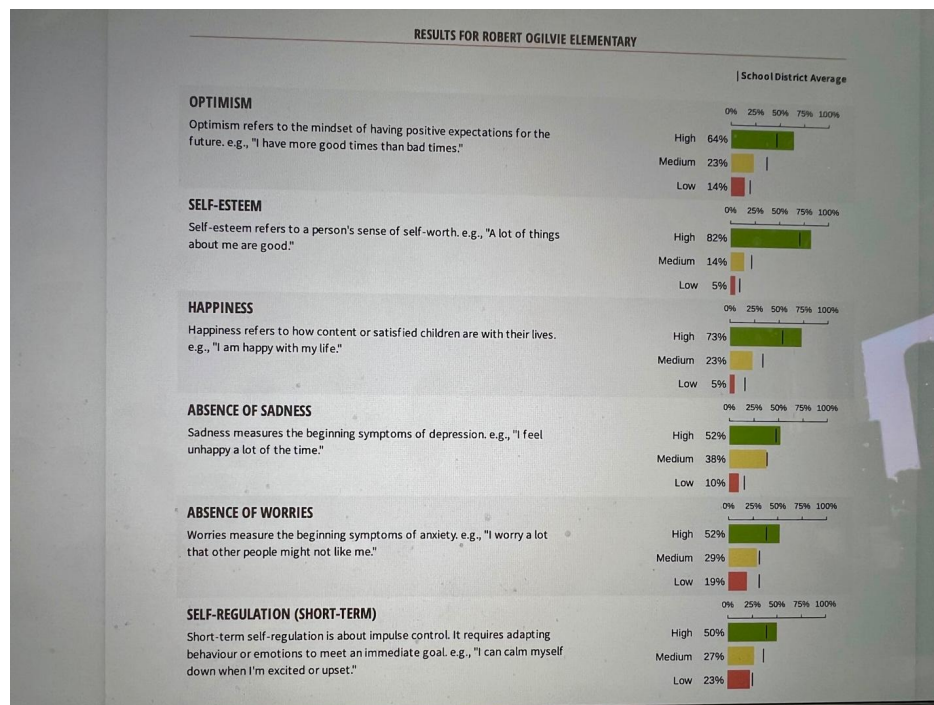
Objective 1.2 Explicit SEL Instruction

Students will develop a growth mindset by engaging in continuous learning, showing curiosity, and striving to improve their skills and understanding in all areas. Students will become reflective and resilient learners who set goals, take ownership of their learning, and persist through challenges.

Key Strategies	Timelines
• SEL Committee / School-Based Team and interested teachers • School wide matrix, grounding tool • CASEL Framework • Provide collaboration in bi-monthly assemblies - teachers meet with SEL counsellor to create action plans to address areas requiring attention • Continuous building of student's toolbox building skills of self-regulation and resilience • 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	Ongoing Ongoing Ongoing Bi-monthly Ongoing

Robert Ogilvie MDI Results: Middle Years Development Instrument

MDI SCHOOL SPECIFIC DATA SUMMARY												
GRADE 5												
	# of Children	Language of home language	Language of home language	Language of home language	Language of home language	Language of home language	Language of home language	Language of home language	Language of home language	Language of home language	Language of home language	Language of home language
		Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Robert Ogilvie 2024-25 "Gr 5	22	50%	10%	45%	24%	33%	18%	81%	90%	30%	53%	80%
Robert Ogilvie 2023-24 "Gr 5	22	60%	35%	30%	33%	38%	75%	79%	84%	60%	71%	80%
Robert Ogilvie 2022-23 "Gr 5	22	65%	25%	25%	40%	30%	67%	69%	90%	52%	67%	80%



Goal 2: Academic: To improve Literacy and Numeracy 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
• 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 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 (e.g.: alphabet sounds/phonemic awareness - K) • Creation of a comprehensive K-6 Literacy Plan (WTW, sight word practice. Reading, quality text, daily 5, Spelling City, Reading/Writing Power, SMART Learning, etc.) • Utilize the resources and expertise available • 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. • Work on vocabulary development (word lists, sight words, morphology)	September
	Ongoing
	Ongoing
	During staff meetings
	During SBTM

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.

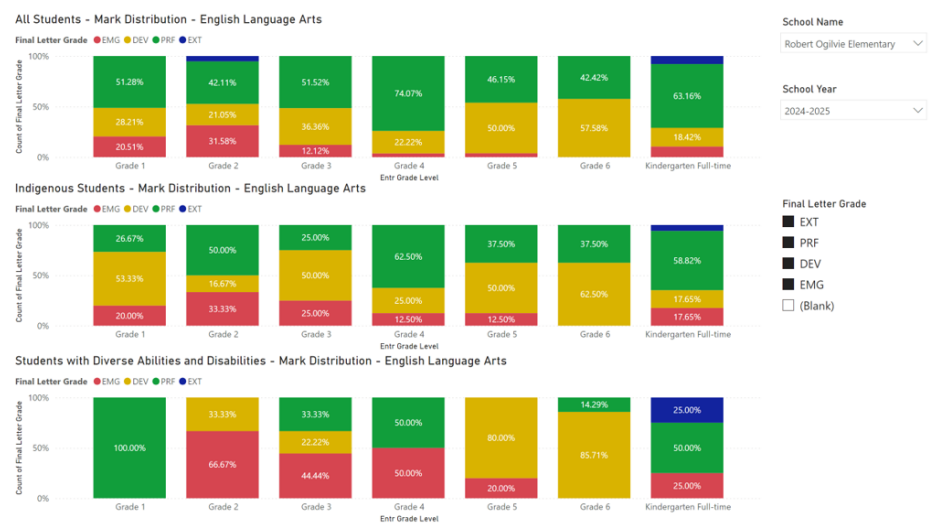
Key strategies:	Timelines
• Use of proficiency-based assessment language and practice (performance standards, cold writes, rubrics) • Use well researched and robust writing activities that support core components of writing (6 Traits, Writing Power) • Daily writing using a variety of tools and strategies 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 • Work on vocabulary development (morphology)	Each term Ongoing Ongoing As requested,

Indigenous Resources

Our school is committed to embedding Indigenous knowledge, perspectives, and authentic resources throughout our literacy practices to create inclusive and culturally responsive learning environments. Grounded in the First Peoples Principles of Learning, this approach recognizes that learning is holistic, reflective, relational, and connected to place, story, and community. By intentionally incorporating Indigenous texts, oral traditions, and local teachings, we aim to deepen students' comprehension, critical thinking, and appreciation of multiple ways of knowing.

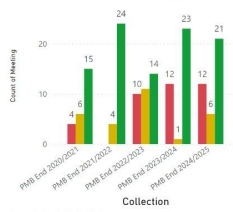


2024-2025 Language Arts Mark Distribution



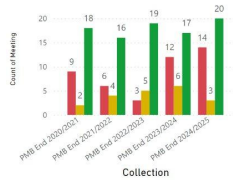
Read Gr1 PM ALL

Meeting ● Emerging ● Developing ● Proficient/...



Read Gr2 PM ALL

Meeting ● Emerging ● Developing ● Proficient/...



Number of Schools in Data

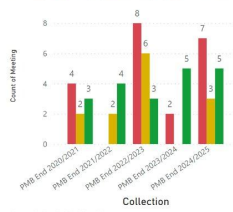
1

Multiple selections

Robert Ogilvie Elementary

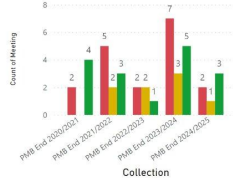
Read Gr1 PM Indigenous

Meeting ● Emerging ● Developing ● Proficient/...



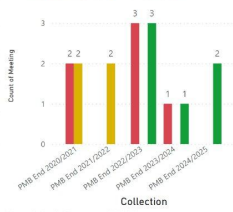
Read Gr2 PM Indigenous

Meeting ● Emerging ● Developing ● Proficient/...



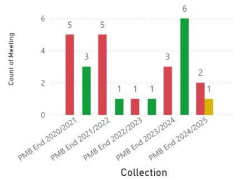
Read Gr1 Diverse Abilities

Meeting ● Emerging ● Developing ● Proficient/...



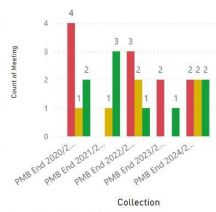
Read Gr2 Diverse Abilities

Meeting ● Emerging ● Developing ● Proficient/...



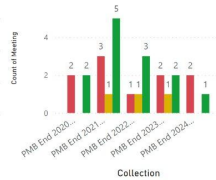
Read Gr1 Ever ELL

Meeting ● Emerging ● Developi... ● Proficie...



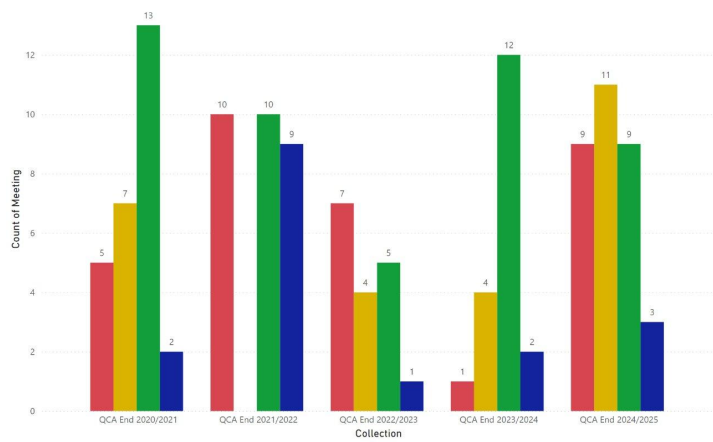
Read Gr2 Ever ELL

Meeting ● Emerging ● Developi... ● Proficie...



Reading Comprehension - Grade 3 - QCA

Meeting ● Emerging ● Developing ● Proficient ● Extending



Number of Schools in Data

1

Collection
Multiple selections

School
Robert Ogilvie Elementary

Indigenous Ancestry
All

Sp. Ed. Designation
All

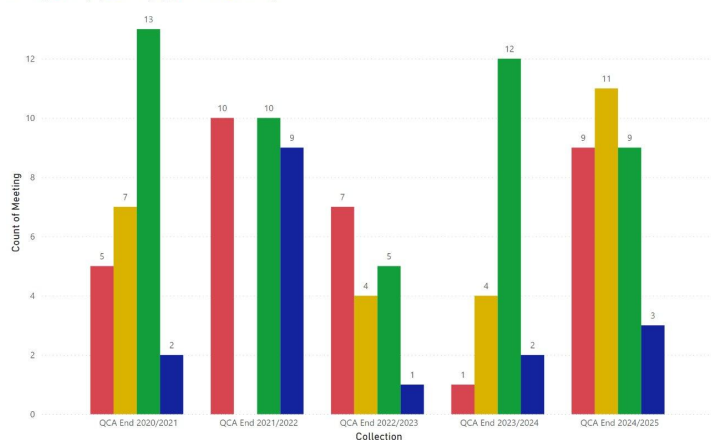
Gender
All

QCA

Quick Comprehension Assessment (QCA) has been used in Grades 3. Below grade level or Level 1 is Emerging, Level 2 is Developing, Level 3 is Proficient, and Level 4 is Extending. This report looks at Comprehension only. We also collect data on Fluency.

Reading Comprehension - Grade 3 - QCA

Meeting ● Emerging ● Developing ● Proficient ● Extending



Number of Schools in Data

1

Collection
Multiple selections

School
Robert Ogilvie Elementary

Indigenous Ancestry
All

Sp. Ed. Designation
All

Gender
All

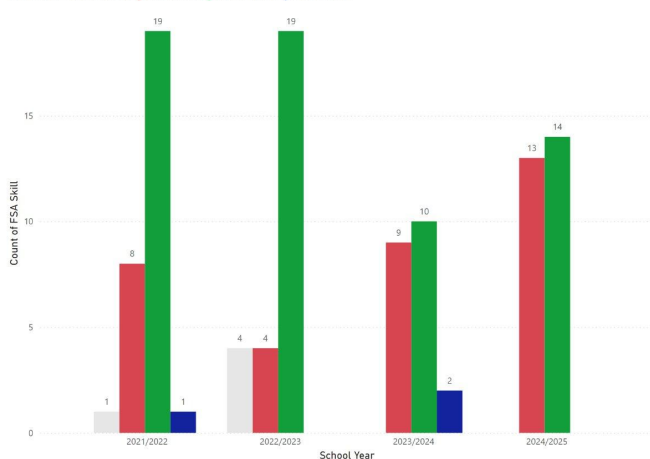
ELL
All

QCA

Quick Comprehension Assessment (QCA) has been used in Grades 3. Below grade level or Level 1 is Emerging, Level 2 is Developing, Level 3 is Proficient, and Level 4 is Extending. This report looks at Comprehension only. We also collect data on Fluency.

FSA Skill by School Year and FSA Result - ALL Students

FSA Result ● 0-UNKNOWN ● 1-EMERGING ● 2-3 ON TRACK ● 4-EXTENDING



School Name
Robert Ogilvie Elementary

FSA Skill
Literacy
Numeracy

Grade
4

School Year
Multiple selections

Special Need
All

Aboriginal
All

BAND_RESIDENCY_STATUS
All

ELL
All

Gender
All

French Immersion
All

Objective 2.3: To increase understanding of number sense in all students.

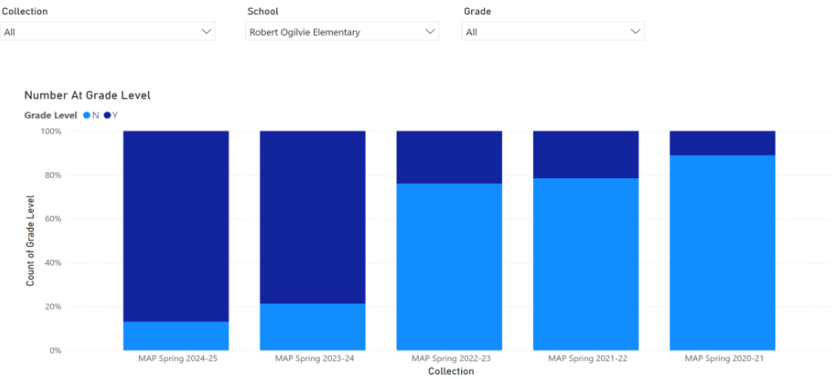
Key Strategies	Timelines
• Use of Mathology • Consistent support from Numeracy Support Itinerant Barb Wagner • Basic Fact Fluency • MAP (Gr 4-6) and the Zoom ins • Daily number sense routines • Ongoing collaboration with district planned Pro-D, workshops • Access coaching with Barb Wagner • Use of manipulatives • Teaching thinking skills • Making sure numeracy time is protected in the timetable as students need numeracy every day	Beginning September 2024 Started September 2024 and continuing weekly support through this second year.

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.



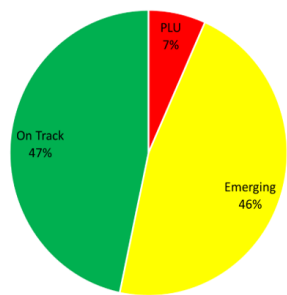
2024-2025 Mark Numeracy Distribution



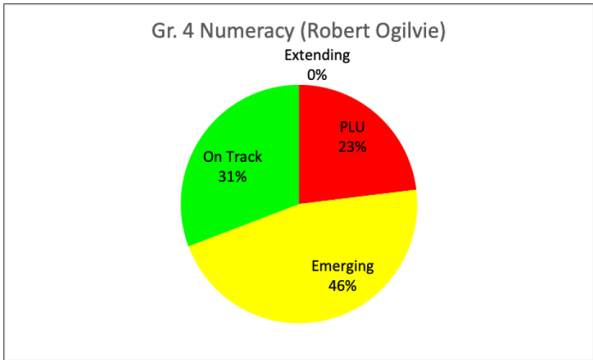
2024-2025 RO MAP

2024 FSA

Grade 4 Numeracy (Robert Ogilvie)



2023 FSA



Goal 3: Career: Students will have a clearer understanding of the core competencies to achieve their career and life goals.

Objective 3.1: Students will unpack the core competencies of Communication, Thinking and Personal and Social Skills. When students develop these core competencies, they're not just learning academic content — they're becoming well-rounded individuals. These skills help students excel in school and prepare for real life — such as selecting a career, collaborating with others, and being a happy, helpful person in the world.

Key Strategies	How this helps future careers
· Focus: Communication: Students will learn about sharing ideas and listening to others. · Students will learn to talk clearly and share their thoughts. · Students will become good at working with others in a group. · Students can listen and understand what people are saying. · Focus Thinking: Students can solve problems and come up with new ideas. · Students can solve difficult problems. · Students can be creative and try new things. · Students can learn how to make good choices and learn from mistakes. · Focus: Personal and Social: This means understanding oneself and caring about others. · Students will learn how to stay calm and keep trying, even when things are hard. · Students will learn how to show kindness and help friends.	These are great skills for jobs like: teacher, doctor, builder, artist, almost any job! Timeline for skills is ongoing throughout the year. These skills are helpful for inventors, scientists, writers, and more! These skills are important for being a great teammate, friend and leader!

· Students will learn to become responsible and learn to do the right thing.	
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LION TEACHES YOU HOW TO LET THE WORLD HEAR YOUR "ROAR"

ALL WHILE YOU WALK WITH PRIDE IN YOUR STEP!

We Are Royals!

Welcoming

Resilient

Community

Heart

WE DARE TO DREAM