Robert Ogilvie Elementary

Framework for Enhancing Student Learning

2026/2027



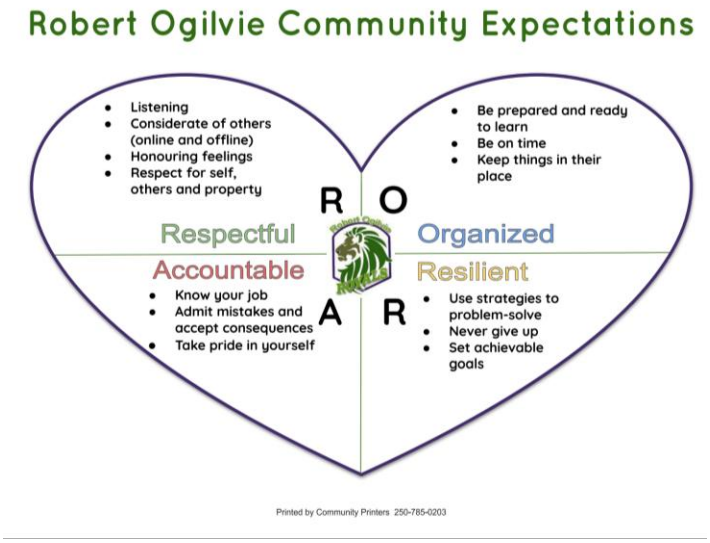
Inspired by the Robert Ogilvie staff, students and school community and developed in consultation with all stakeholders.
Revised October 2026

MISSION STATEMENT:

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

OUR CORE VALUES IN ENGLISH AND Dane-zaa Ẓáágé?

* Respect - ęjíínúúnaleh
*Accountability – lhédoh wak'édzé wúú?aa sé.
*Organized- wolîi wúúją nuuwúútsiit
*Resilience- Ajuu wanékéh



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

Goal 1: Social-Emotional: 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 225 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 as needed during reviews. 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 need further development in number sense and in applying mathematical concepts with confidence. Our Spring 2026 MAP results highlight communicating and representing mathematical thinking as a strength, with approximately 78% of assessed students demonstrating proficiency. However, fewer students demonstrated proficiency in understanding and solving problems (36%) and connecting and reflecting on their learning (24%). We want our students to develop their number sense, use it to build a deeper understanding of mathematical concepts, apply strategies in different situations, and reflect on whether their answers make sense.

In literacy, students need stronger reading comprehension skills and encouragement to take risks as they develop as readers and writers. Grade 4 FSA literacy results for 2025–26 show that approximately 43% of students are On Track or Extending, while 57% are Emerging. These results reinforce the need for intentional instruction and targeted support to strengthen literacy development. Our READ73 results also highlight the importance of looking at comprehension separately from fluency. Grade 5 results show improvement in both areas, while Grade 6 results show a marked difference between strong fluency and lower comprehension performance. We will examine these results alongside classroom evidence to better understand students' needs. Increased guided practice, purposeful discussion, vocabulary development and explicit comprehension strategies will help students deepen their understanding and communicate their thinking about text.

Our review also identifies differences in outcomes across student groups, including Indigenous learners and students with diverse abilities. These findings encourage us to look closely at individual strengths, learning needs and barriers to success so that instruction and support are responsive and accessible. We will monitor individual growth alongside overall results to better understand which approaches are helping students move forward.

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. Intentional opportunities to develop language, discuss ideas and demonstrate understanding in different ways will continue to be important in both literacy and numeracy.

In social-emotional learning, our previously reviewed MDI results indicate that students need explicit instruction and self-regulation strategies to build resilience when faced with challenges. Teacher observations also identify a pattern of some 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.

In social-emotional learning, our 2025–26 Grade 5 MDI results highlight the importance of continuing to develop self-regulation, supportive relationships and strategies for managing challenges. While 52% of participating students reported high short-term self-regulation, 36% were in the medium range, and 12% were in the low range. These findings support continued explicit instruction and guided practice in recognizing emotions, calming oneself, managing impulses and responding thoughtfully to difficult situations. Alongside our classroom

observations, this evidence will guide opportunities for students to solve social problems, persist through difficulty, and build confidence in their ability to manage challenges.

The results also indicate a need to strengthen peer belonging and help-seeking. Although 68% of students reported high peer belonging, 20% reported low peer belonging. In addition, 24% indicated that they did not know whom to talk to when feeling sad, stressed or worried, and 26% identified no important adult at school. We want every student to know they have a trusted adult they can approach and to feel comfortable asking for support. Intentional check-ins, opportunities to build friendships and explicit teaching around seeking help will continue to be important.

Student responses also remind us that a positive school climate can exist alongside experiences that need our attention. Forty-eight per cent of participating students reported experiencing verbal bullying at least once or a few times during the school year, including 24% who reported it monthly or more often. These findings reinforce the importance of teaching respectful communication, empathy and safe ways to respond to and report hurtful behaviour. We will continue to listen to students and respond to concerns so that each child feels valued and included.

At the same time, our evidence highlights many strengths within this group of learners. Ninety-six per cent reported high self-esteem, 84% reported high academic self-concept, and 84% reported high happiness. School experiences were also positive for many students, with 80% reporting high connectedness with adults at school, 76% reporting high school belonging and 75% reporting a high school climate. These results provide an encouraging foundation for continued growth, while reminding us to look closely at the experiences of students who do not yet share that sense of connection.

Overall, 40% of participating students were identified as Thriving on the MDI Well-being Index, 32% were in the Medium Well-being category and 28% were in the Low Well-being category. Moving forward, we will build on students' strengths while strengthening self-regulation, resilience, peer connections and access to trusted adults. We will use these Grade 5 results alongside classroom observations and ongoing student voice to guide our support and nurture a school community where every learner feels connected, supported and ready to learn.

Moving forward, we will strengthen literacy and numeracy foundations, with particular attention to reading comprehension and applying and reflecting on mathematical learning. We will also build students' capacity for self-regulation and resilience and nurture a positive growth mindset. We will continue to celebrate our students' strengths, sense of belonging and school pride while encouraging them to approach learning with curiosity, persistence and confidence. As assessment groups and participation vary, we will use multiple sources of evidence to monitor progress and guide our next steps.

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)

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 caring and inclusive school culture by collaborating, encouraging one another, using respectful communication and celebrating growth. Students will build positive peer relationships and a strong sense of belonging. Every student will be supported in identifying a trusted adult at school and feeling comfortable seeking help when needed.

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. • Using feelings, check-ins and coping blue folder tool • Teachers building into schedule brain breaks, teaching SEL skills, Self reg. boxes etc.	Ongoing – Monday PM ongoing

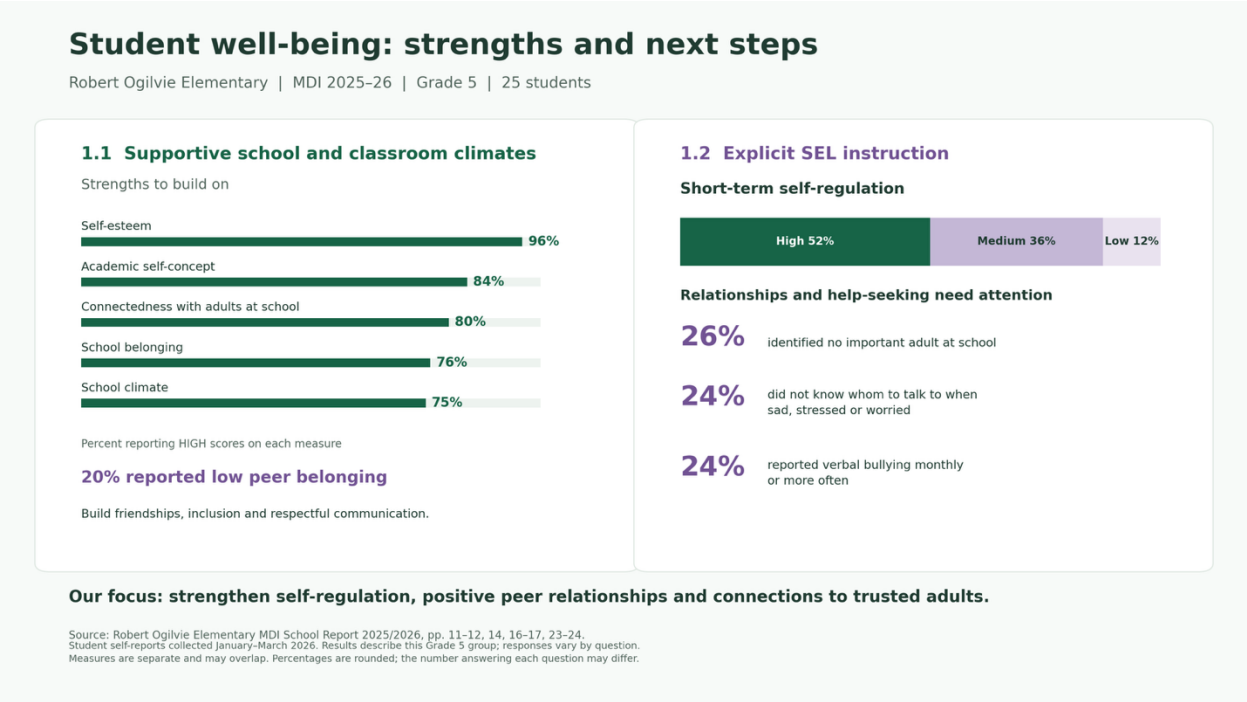
• School wide matrix, grounding tool • CASEL Framework, MDI • Building strong, supportive relationships within school community (staff, students, parents, community partners) • Assembly focus • Student leadership • Playground ambassadors • Indigenous Education classroom projects and teaching • Indigenous Education component in assemblies and school wide activities	Bi-Monthly Ongoing

Objective 1.2 Explicit SEL Instruction

Students will develop self-regulation strategies to recognize and manage their emotions, respond thoughtfully and solve social problems. Through explicit instruction and guided practice, students will build a growth mindset, set goals and reflect on their progress. Students will become increasingly confident and resilient learners who use strategies, seek support 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	Ongoing Ongoing Ongoing Bi-monthly

• 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







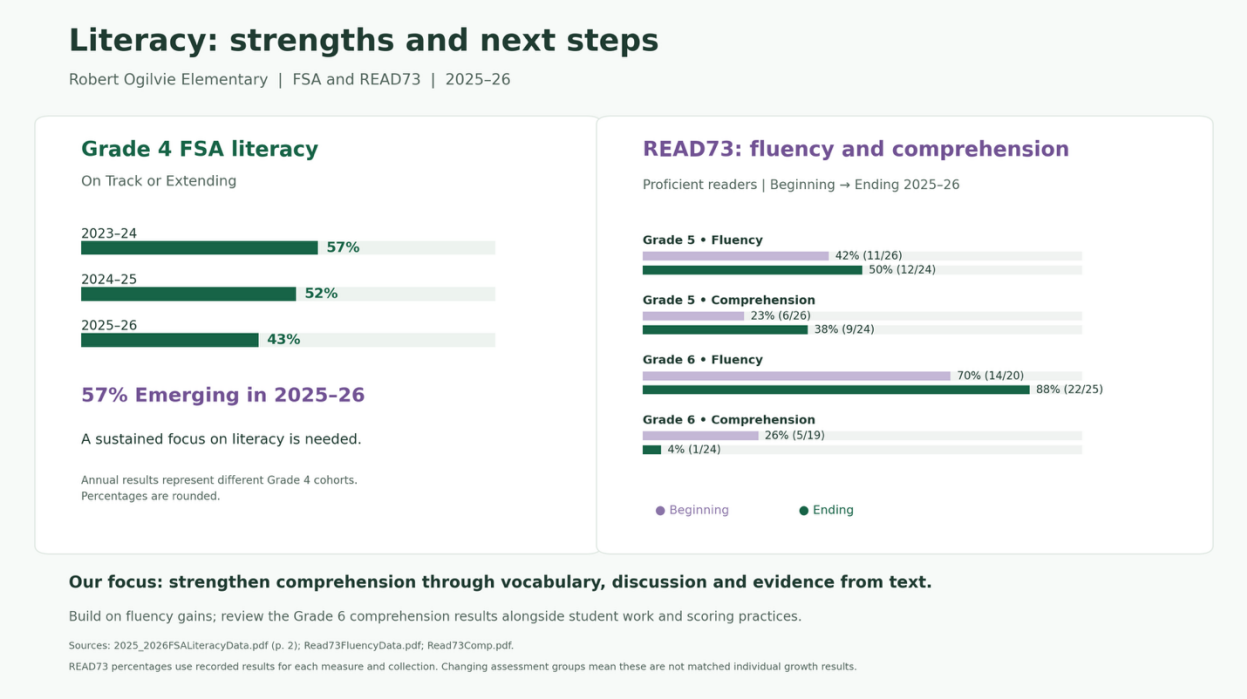
Goal 2: Academic: To improve Literacy and Numeracy outcomes for all students.

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 (e.g.: 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.



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

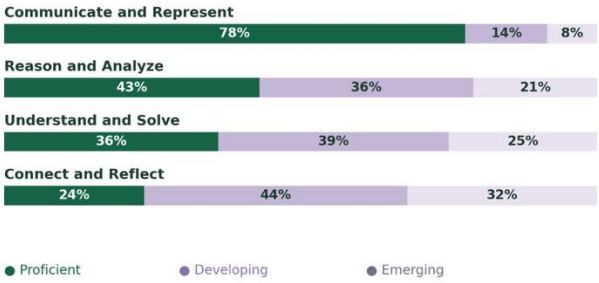
Key Strategies	Timelines
● Use of Mathology ● Consistent support from Numeracy Support Itinerant Barb Wagner ● Basic Fact Fluency ● MAP (Gr 4-6) and the Zoom ins ● Daily number sense routines ● Ongoing collaboration with district planned Pro-D, workshops ● Access coaching with Barb Wagner ● Use of manipulatives ● 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 third year. Will continue with our support from Barb Wagner as we have new teachers, and progress is being made forward from continuous support

Numeracy: strengths and next steps

Robert Ogilvie Elementary | Math Assessment and Practice (MAP) | Spring 2026

Mathematical competencies

Spring 2025–26 | All assessed students in the report's selected grades



What does the data tell us?

78% Proficient
Communicating and representing mathematical thinking is a strength.

24% Proficient
Connecting and reflecting is the clearest area for further development.

Build on communication to help students:
- select and apply strategies
- explain why a strategy works
- check whether an answer makes sense
- connect learning to new situations

Our focus: deepen understanding, strengthen problem-solving and make time for reflection.

Use classroom evidence to identify specific number-sense needs and monitor individual progress.

Source: 2025_2026Map.pdf, pp. 2–5 (Spring 2025–26, All students). Percentages are rounded and may not total 100%.

The report combines selected grades; student counts are not displayed. Competency ratings do not establish proficiency in every numeracy skill.

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

Goal 3: Career and Life Learning

Students will develop an understanding of the core competencies and how these skills support their learning, relationships and future career and life goals.

Objective 3.1: Developing the Core Competencies

Students will explore and practise Communication, Thinking, and Personal and Social skills through meaningful classroom experiences. They will learn to recognize their strengths, reflect on their growth and understand how these competencies help them contribute to their school community and prepare for future opportunities.

Communication

Students will develop confidence in expressing their ideas, listening to others and working collaboratively. They will practise sharing their thinking clearly, considering different perspectives and contributing respectfully to group learning. These skills support positive relationships and success in future workplaces.

Thinking

Students will develop their ability to ask questions, explore ideas and solve problems. They will practise choosing strategies, explaining their reasoning and reflecting on what they have learned. Students will be encouraged to approach new situations with curiosity and creativity and to see mistakes as opportunities for growth.

Personal and Social

Students will strengthen their understanding of themselves and their relationships with others. They will practise managing emotions, seeking support, showing kindness and making responsible choices. Through these experiences, students will build resilience and develop the skills to become caring friends, dependable teammates and thoughtful leaders.

These competencies will be developed throughout the year, helping students connect their everyday learning to the skills they will use in life and in a wide range of careers.

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 ion a group. • Students can listen and understand what people are saying.	These are great skills for jobs like: teacher, doctor, builder, artist, almost any job! Timeline for skills is ongoing throughout the year.
• 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.	These skills are helpful for inventors, scientists, writers, and more!
• 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. • Students will learn to become responsible and learn to do the right thing.	These skills are important for being a great teammate, friend and leader!

Our MAP and MDI results provide evidence of skills that support students' development of the core competencies and prepare them for future learning, work and life. Mathematical communication and students' confidence in themselves as learners are strengths to build upon. The data also identifies opportunities to strengthen problem-solving, reflection, self-regulation and peer connections. Through explicit teaching and opportunities to practise these skills, students will develop a clearer understanding of how the core competencies help them learn, work with others and approach challenges.

Building skills for learning, life and future careers

Robert Ogilvie Elementary | Goal 3: Career | Evidence connected to the core competencies

Communication

MAP | Spring 2025–26

Proficient

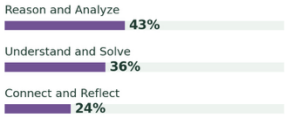


Build on sharing ideas and representing mathematical thinking.

Thinking

MAP | Spring 2025–26

Proficient

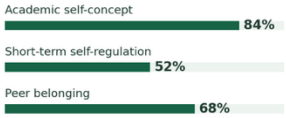


Strengthen problem-solving, reasoning and reflection.

Personal and Social

MDI | Grade 5 | 2025–26

High scores



Build on learner confidence; develop self-regulation and peer connections.

Next step: measure students' understanding of the core competencies

Beginning- and end-of-year reflections: Can I explain each competency, give an example and connect it to a life or work goal?

Suggested response scale: Not yet • With support • Independently

These measures show foundations for learning and life; they do not directly measure career awareness or understanding of the core competencies.

Sources: 2025_2026Map.pdf, pp. 2–5; MDI School Report 2025/2026, pp. 12, 17, 23. Percentages are rounded.
MAP: assessed students in the selected grades; counts not shown. MDI: 25 Grade 5 participants; responses vary by question.
MAP proficiency ratings and MDI self-reports are separate measures and should not be combined into an overall score.

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