



**E.E. Oliver Elementary School
2021-2024
Education Plan**



School vision: An inclusive, inspiring, learning focused community that equips students for their most successful future.

School mission: The EEO community will provide an atmosphere where there are high expectations for learning, using a holistic, flexible, and responsive plan with a future oriented mindset.

School values:

***E*xcellence: To strive for the highest quality of one's ability**

***A*chievement: To set or attain a specific goal or purpose**

***G*rowth: To improve and change for a positive purpose**

***L*eadership: To promote, guide and demonstrate a positive and caring direction with integrity**

***E*mpathy: To demonstrate sympathetic understanding of another**

***S*afety: To keep others and self free from harm, injury or danger**





GOAL ONE - All students are literate.

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate.

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Performance measures for Goals One and Two - Literacy and Numeracy:

1. (PRSD) The percentage of Grades 1-8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
2. (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 4 to 12 Reading Comprehension Assessment Tool (RCAT);
3. (PRSD) The percentage of Grades 1-9 students writing at or above grade level as per achievement on the division's writing assessment tool;
4. (PRSD) The percentage of Grades 2-10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 1-9 Math Intervention/Programming Instrument (MIPI);
5. (PRSD) The percentage of Grades 1-9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);
6. (PRSD) The percentage of students "meeting" or "meeting with mastery" the English Language Arts and Mathematics learner outcomes as per report card data by grade level;

7. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the “acceptable standard” and “standard of excellence” on Grade 6 and Grade 9 English Language Arts PATs and Mathematics PATs;
8. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the “acceptable standard” and “standard of excellence” on English Language Arts Diploma Exams and Mathematics Diploma Exams.

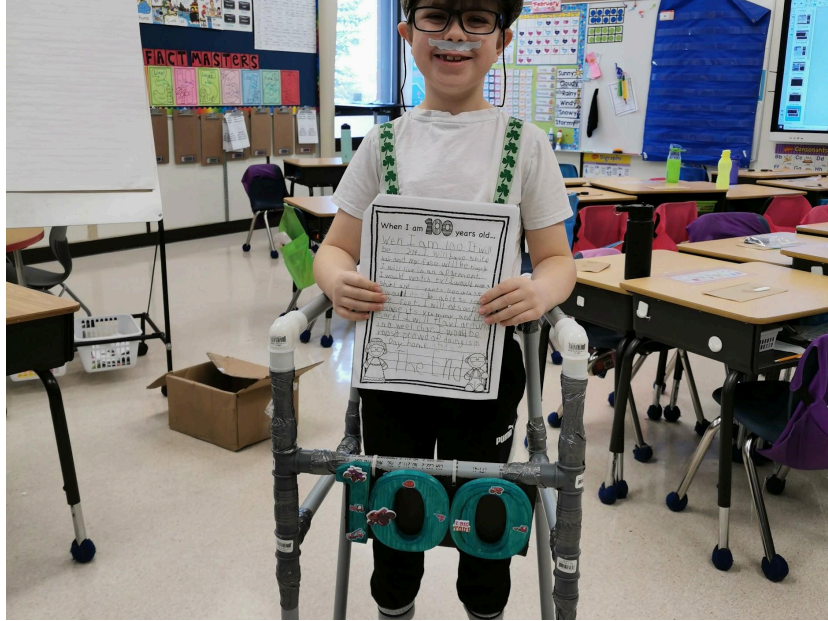
E.E. Oliver School strategies for Goal One – Literacy:

1. Implement and utilize the Empowering Writers program across all grade levels
2. Consider an author residency program for grades 3-6.
3. Implement phonics programming across all grade levels using Remediation Plus and Jolly Phonics
4. Implement and utilize Heggerty Phonemic Awareness program classwide in K-2 and as an intervention for students as needed
5. Grade level Collaborative Response Team Meetings (grade level teachers, administration, and I Coach) will be held every 6 weeks to review student data and implement strategies for students with followup check-ins occurring after 3 weeks. Embed PLC time in the school schedule to learn about effective literacy practices
6. Teachers will continue to conduct, analyze, and use school wide, divisional literacy assessments. (RCAT, phonics and phonemic awareness assessments, BAS) to provide benchmarks for student programming and flexible grouping to guide Collaborative Response
7. Teachers will continue to develop and improve learner profiles to identify student needs as part of a continuum of supports using the Collaborative Response Application in Dossier
8. Teachers will provide programming to best meet individual learner needs (flexible groupings, LLI, guided reading groups, differentiated instruction)



E.E. Oliver School strategies for Goal Two – Numeracy:

1. The PRSD common Scope and Sequence for instruction will be implemented at the grade 4-6 level
2. Utilize the Concrete-Pictorial-Abstract approach to develop conceptual understanding of Numeracy topics
3. Develop fact fluency through use of foundational facts and reasoning strategies during activities and games (including those that are technology based)
4. Teachers will use problem solving and real life applications to build conceptual understanding and build mathematical connections
5. Teachers will conduct, analyze, and use school wide, divisional numeracy assessments (MIPI and NCATs) to provide benchmarks for student programming to guide Collaborative Response
6. Embed PLC time in the school schedule to learn about effective numeracy practices.
7. Grade level Collaborative Response Team Meetings (grade level teachers, administration, and I Coach) will be held every 6 weeks to review student data and implement strategies for students with followup check-ins occurring after 3 weeks.
8. Explore and implement ways to make numeracy more visible in the school



GOAL THREE – All students’ academic, physical and socio-emotional needs are met within a culture of inclusion.

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

Outcome 3.2: Wellness and Student Engagement

Students’ physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

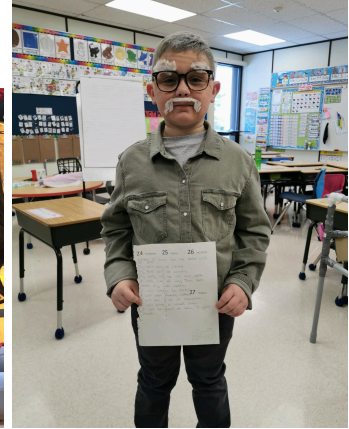
Performance measures for Inclusionary Practices in a Responsive Culture:

1. (PRSD) The percentage of students with special education needs who are being supported by appropriate documentation such as Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs);
2. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
3. (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, technology, and health and physical education;
4. (ABEd and PRSD) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
5. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
6. (ABEd and PRSD) The percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



School strategies for Goal Three: Inclusionary and Responsive Culture

1. I coaches, Teachers and Admin will regularly review supports and plans (IPP, BSP, MSP, ESP) to ensure individual needs are being met.
2. Teachers will provide programming to best meet learner needs (flexible groupings, LLI, guided reading groups, differentiated instruction) with the assistance and support of school and divisional I coach, and support of administration.
3. All classrooms will receive programming by the Family School Liaison that contribute to improving school climate and student well-being and safety
4. Diversity will be celebrated through teachings in each classroom as well as school wide activities (Orange shirt day, Mental Health day, Indigenous Day, wellness activities, assemblies, Cultural Days, LGBTQ2S+ etc)
5. The Positive Behaviour Intervention Support plan will be used to encourage prosocial behaviour that contributes to a positive learning environment for all (ex: behaviour matrix)
6. Sensory rooms, break areas, and classroom regulation activities will be utilized so students are ready to meet academic goals
7. Grade level Collaborative Response Team Meetings (grade level teachers, administration, and I Coach) will be held every 6 weeks to review student data and implement strategies for students with followup check-ins occurring after 3 weeks.
8. Promote safe, caring and respectful behaviours through The Seven Sacred Teachings and attributes of the E.E.O. Eagle.
9. Teachers will periodically contact parents to provide encouragement and support for school attendance as well as foster partnerships to respond to student health and wellness needs.
10. Central operations staff will seek and promote equitable access for universal social-emotional program



School Budget Considerations

General

1. General supplies necessary for the day-to-day operation of a school: \$20 000
2. Breakfast and lunch supplies for the nutrition program: \$18 500
3. Classroom supplies which enhance the learning experiences of our children: \$5 000

Goal One: All students are literate

1. New curriculum literacy resources: Spark Reading, Decodable Readers, Phonics Companion: \$8 000
2. Author Residence Writing Program: \$2 000
3. Professional Development: \$2 000

Goal Two: All students are numerate

1. Resources : \$5 000
2. Bridges Numeracy intervention program: \$8 000
3. Professional development: \$2 000

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Enrich Indigenous Educational experience for all students: \$3 500
2. Physical and socio-emotional wellness activities: \$8 000
3. Resources to support student regulation: \$1 000
4. Professional Development: \$2 000

