



# 2024-2029 Education Plan

## E.E. Oliver Elementary



**1** YEAR ONE



# A Message from our Principal

Elizabeth Green

I am excited to present the first year of the 2024-2029 Education Plan. E. E. Oliver School's vision, goals, performance measures, strategies, budget, and general information can be found within this plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students. We place a high priority on ensuring all students' mental and emotional wellness needs are met and, at the same time, provide the highest quality of learning experiences.

Our team of teachers have availed of professional development opportunities in order to enhance their own learning so that students are provided with differentiated learning and teaching. We are committed to making sure all of our students meet with success to the best of their abilities.



*Elizabeth Green*  
E.E/Oliver Elementary

# Foundation Statements

## OUR MOTTO:

- E** Excellence
- A** Achievement
- G** Growth
- L** Leadership
- E** Empathy
- S** Safety



## OUR VISION:

At E.E. Oliver School we are an inclusive, inspiring, learning focused community that equips students with knowledge and skills to ensure a successful future.

## OUR MISSION:

The E.E. Oliver Community will provide an atmosphere where there are high expectations for learning using a holistic, flexible, and responsive plan with a future oriented mindset.

# Principles & Beliefs

- We value respect for yourself, others and property.
- We value the importance of being lifelong learners for staff, students and parents.
- We value active living and healthy life choices.
- We appreciate the uniqueness and differences of learners which guide our instruction.
- We strive for continuous improvement as a Professional Learning Community.
- We believe hope is the seed of success – celebrate success!

# Quick Facts



273  
STUDENTS



30  
STAFF

# Our Priorities

1

**Literacy  
Development**

2

**Numeracy  
Development**

3

**Inclusionary  
Culture**

# Goals and Outcomes

## Literacy Development

Goal One ► All Students are literate.

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

## Numeracy Development

Goal Two ► All Students are numerate.

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

## Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices.

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

# Performance Measures:

## Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6			
Most Current PAT Results			
Five-year PAT Results Trend Data			

## Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.
- Gaps between progress made by “mild/moderate” students on their ELA learning goals and progress made in ELA by all other students.

# School Strategies

## Goal One: Literacy Development

1. Administration will continue to support teaching staff in fostering high quality teaching to improve literacy knowledge and skills by hiring high quality teachers and providing high quality professional development opportunities and resources.
2. Administration will facilitate professional development for staff in areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), and effective teaching practices.
3. Administration will work with teaching staff to develop professional growth plans that align with the school's literacy goals. Staff professional growth plans will be used to develop the school's professional development plan.
4. School Administration will support staff in implementing PRSD's LAF (Literacy Assessment Framework), including administering and interpreting the results of the RCAT (Reading Comprehension Assessment Tool), Fountas and Pinnell BAS, EICS Grades 1-3, and the WAT (Writing Assessment Tool). We will take opportunities throughout the year to analyze the results to inform teaching and assessment practices that best support literacy and learning.
5. School administration will support teaching staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school community
6. Teaching Staff will implement research-based programming for phonics, phonemic awareness and writing across all grade levels.
7. Grade level Collaborative Response Team Meetings (grade level teachers, administration, and I-Coach) will be held on a regular bases to review student data and implement strategies for students with follow up check-ins occurring after three weeks. Embed PLC time in the school schedule to learn about effective literacy practices.
8. Teachers will develop learner profiles to identify student needs for support.

# Performance Measures:

## Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6			
Most Current PAT Results			
Five-year PAT Results Trend Data			

## Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.
- Gaps between progress made by “mild/moderate” students on their math learning goals and progress made in math by all students.

# School Strategies

## Goal Two: Numeracy Development

1. School administration will continue to support teaching staff in fostering high quality teaching to improve numeracy knowledge and skills by hiring high quality teachers and providing high quality professional development opportunities and resources. The PRSD IAS (Instructional Assessment Schedules) will be used as a guideline in the Grade 4-5 levels.
2. Administration will facilitate professional development for staff in areas of Collaborative Response, by using embedded CRM time in the school schedule to learn about effective numeracy practices. Differentiated Instruction, Differentiated Assessment (Assessment Literacy), and effective teaching practices will be ongoing within the CRM.
3. Administration will work with teaching staff to develop professional growth plans that align with the school's numeracy goals. Staff professional growth plans will be used to develop the school's professional development plan.
4. School Administration will support staff in implementing PRSD's NAF (Numeracy Assessment Framework), including administering and interpreting the results of the EICSMA (EICS Math Assessment) and the NCAT's (Numeracy Comprehension Assessment Tools) in order to inform teaching practices that best support numeracy learning.
5. As part of the Division's NAF (Numeracy Assessment Framework), administration will provide support to teaching staff for the implementation of the instruction and assessment schedule for Grades 1-6 mathematics.
6. Teachers will utilize available intervention programs to explore and implement ways to make numeracy more visible in the school. Focusing on foundational skills like fact fluency, number sense, and real life applications to build conceptual understandings.



# Performance Measures:

## Goal Three: Inclusionary Culture

### Student Attendance and Engagement (Quantitative/Numerical Data)

#### E.E. Oliver 2023-2024 PowerSchool/Dossier Attendance Data

Attendance Range	Percentage
Perfect Attenders	0%
90 - 99.99%	55.23%
75 - 89.99%	37.91%
50 - 74.99%	6.14%
< 50%	0.72%
Total	100%

#### Data regarding participation in PATs (2022-2023):

##### ELA 6:

- **Students Writing Both Parts of Test: 93%**
- **Students Excused: 7%**

##### Math 6:

- **Students Writing Both Parts of Test: 90.7%**
- **Students Excused: 7.0%**
- **Students Absent: 2.3%**

##### Social Studies 6:

- **Students Writing Both Parts of Test: 90.7%**
- **Students Excused: 7.0%**
- **Students Absent: 2.3%**

##### Science 6:

- **Students Writing Both Parts of Test: 93%**
- **Students Excused: 7.0%**

# Performance Measures:

## Goal Three: Inclusionary Culture

### Student Attendance and Engagement (Quantitative/Numerical Data)

#### Province of Alberta Student Assurance Survey Data - Overall Summary Results

Assurance Domain	Measure	E E Oliver Elem School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.1	76.3	76.3	84.4	85.1	85.1
	<a href="#">Citizenship</a>	72.4	74.9	80.4	80.3	81.4	82.3
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2
	<a href="#">PAT: Acceptable</a>	65.1	67.6	n/a	63.3	64.3	n/a
	<a href="#">PAT: Excellence</a>	7.0	8.1	n/a	16.0	17.7	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a
Teaching & Leading	<a href="#">Education Quality</a>	87.4	89.3	91.6	88.1	89.0	89.7
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	80.4	81.7	81.7	84.7	86.1	86.1
	<a href="#">Access to Supports and Services</a>	74.6	69.3	69.3	80.6	81.6	81.6
Governance	<a href="#">Parental Involvement</a>	67.5	60.4	72.9	79.1	78.8	80.3

#### PRSD Student Assurance Survey Data



# Performance Measures:

## Goal Three: Inclusionary Culture

### Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students



# School Strategies

## Goal Three: Inclusionary Culture

1. School Administration will support teaching staff in deepening their foundational knowledge about First Nations, Metis, and Inuit by assigning an Indigenous school-based lead to support appropriate resources and professional development opportunities, connect with Indigenous Elders, Knowledge Keepers, and community members who can enrich the learning of all staff and students.
2. School administration will support teaching staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school community.
3. Administration will promote professional learning for all school staff on inclusionary practices.
4. Administration will continue to support teaching staff in providing a broad range of learner-centered programming and supports that best meet learning needs.
5. Administration and School Wellness Champion will promote and support opportunities to improve health and wellness among students and staff.
6. Administration, school staff, and the School Support Worker will continue to foster community partnerships to support school staff in effectively responding to student health and wellness needs.
7. Administration will continue to utilize universal social-emotional programs and collaborative wrap-around services with community partners to support a safe and caring school.
8. School staff will support student attendance by building personal connections and creating moments for explicit relationship building. These students will be identified through conversations and during attendance key issue CRM's.

# School Strategies

## Goal Three: Inclusionary Culture

9. I-Coaches, Teachers, Educational Assistants and Administration will regularly review supports and plans (IPPs, BSPs, MSPs, ESPs) to ensure individual needs are being met.
10. 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). School wide and classroom based plans will be reviewed and updated annually to ensure continuity.
11. CRM team tier one universal supports non-negotiables will be reviewed and updated annually to ensure continuity. Grade level Collaborative Response Team key issue meetings (Grade level teachers, Administration, I-Coach) will be held every 6 weeks to review student data and implement strategies. Weekly meetings that follow the key issue will focus on purposeful planning for effective implementation.



# School Budget Considerations

For the 2024-2025 School Year



## Literacy and Numeracy Development

- Support professional development and provide resources for literacy development
- Support professional development and provide resources for numeracy development

## Inclusionary Culture

- Support professional development and provide resources that support and promote inclusionary culture development



# Connect With Us



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