



Peace River School Division

Learning Together - Success for All

2024-2029



Education Plan



3

YEAR
THREE



We all
belong here!





A Message from our Principal

Jessica Whelan

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

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

Our education plan focuses on boosting student success through collaborative, data-driven instruction in literacy and numeracy. Using the Division's assessment frameworks and regular team meetings, staff will build learner profiles to deliver targeted interventions every three weeks. Backed by our support team, we are committed to weaving Indigenous ways of knowing into our classrooms, championing student wellness, and building the strong relationships essential for student attendance and achievement.



Jessica Whelan
E.E. Oliver Elementary

Foundation Statements

OUR VISION:

At E.E. Oliver School we are an inclusive, inspiring, learning focused community that equips students for their most 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.

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



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



287
STUDENTS



38
STAFF

Our Priorities



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 Expectations	Meeting Expectations
Phonological Awareness Screening Test (PAST) for Grades K-1			
Random Automatized Naming (RAN) Screening Test for Grades K-1			
Letter Name-Sound (LeNS) Test for Grades K-2			
Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3			
Maze Screener for Grades 4 and 5			
Test of Silent Reading Efficiency and Comprehension (TOSREC) for Grade 6			
Reading Comprehension Assessment Tool (RCAT) for Grades 7-12			
Writing Assessment Tool (WAT) for Grades 1-9			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam 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 English and English Acquiring Language learners.

School Strategies

Goals 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 PAST (Phonological Awareness Screening Test), RAN (Rapid Automatic Naming, LENS (Letter Name - Sound Test), CC3 (Castles and Coltheart 3), DIBELS Maze Screener for Grades 4 and 5, TOSREC (Test of Silent Reading Efficiency and Comprehension) for Grade 6, 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 division recommended research-based programs for phonemic awareness, phonics, and writing across grade levels.
7. Grade level CTM's (Collaborative Response Team Meetings) with grade level teachers, administration, and I-Coach will be held on a regular basis to review student data and implement strategies for students with follow-up check-ins occurring after 3 weeks. Embedded collaborative planning time in the school schedule will support staff understanding of 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 Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9			
Provincial Numeracy Screening Assessment (PNSA) for Grades K-5			
Elk Island Catholic Schools Math Assessment (EICS MA) Data for Grades 6-9			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and Non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.

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 quality teachers and providing high quality professional development opportunities and resources. The PRSD IAS (Instruction and Assessment Schedules) will be used as a guideline in Grades 1-6.
2. Administration will facilitate professional development for staff in areas of Collaborative Response, by using embedded 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 Collaborative Response framework.
3. Administration will work with teaching staff to develop Professional Growth Plans (PGPs) that align with the school's numeracy goals. Staff PGP's 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), the NCAT's (Numeracy Comprehension Assessment Tools), and PNSA (Provincial Numeracy Screening Assessment) in order to inform teaching practices that best support numeracy 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. As part of the Division's NAF (Numeracy Assessment Framework), administration will provide support to teaching staff for the implementation of the IAS (Instruction and Assessment Schedule) for Grades 1-6 Mathematics.
7. 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.
8. Grade level Collaborative Response Team Meetings, with grade level teachers, administration, and I-Coach, will be held on a regular basis to review student data and implement strategies for students with follow-up check-ins occurring after three weeks. Embedded collaborative planning time in the school schedule will support staff understanding of effective numeracy practices.
9. Teachers will develop learner profiles to identify student needs for support.

Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participate in DIPs

Data regarding High School Completion Rates

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data



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 and the Student Success Facilitator (SSF) will support teaching staff in deepening their foundational knowledge about First Nations, Métis, and Inuit culture by assigning a 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 research based, learner-centered programming and supports that best meet learning needs.
5. Administration and the Student Success Facilitator will promote student opportunities to improve health and wellness among students and staff.
6. Administration, school staff, and the Student Success Facilitator will continue to foster community partnerships to support school staff in effectively responding to student health and wellness needs.
7. Administration will continue to work with Student Success Facilitator and the Family School Liason Worker (FSLW) 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 CRT meetings.

School Budget Considerations

For the 2026-2027 School Year

SCHOOL: E.E. Oliver Elementary

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2026-27 Budget	2025-2026
Total AB ED: Service & Supports	\$119,037	\$120,639
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$119,037	\$120,639
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Expenditures

Contracted Services	2026-27 Budget	2025-2026
Total Contracted Services	\$18,150	\$18,150
% of Expenditures	15%	15%

Supplies	2026-27 Budget	2025-2026
Total Supplies	\$79,536	\$81,111
% of Expenditures	67%	67%

Uncertificated	2026-27 Budget	2025-2026
Total Uncertificated	\$6,500	\$6,500
% of Expenditures	5%	5%

Certificated	2026-27 Budget	2025-2026
Total Certificated	\$14,851	\$14,878
% of Expenditures	12%	12%

Total Expenditures	\$119,037	\$120,639
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Summary

	2026-27 Budget	2025-2026
Total Revenues and Allocations To Budget	\$119,037	\$120,639
Total Expenditures	\$119,037	\$120,639
Variance	\$0	\$0

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