

Upper Pine Elementary School



Upper Pine School is a place where:

- Our students are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice, and are fully engaged in their learning in arts and athletics as well as academics.
- As a staff, together, we prioritize our greatest needs for improving student learning, we collaborate, and we allocate our resources in the areas of greatest need.
- Our parent community is highly supportive of school initiatives, school safety, and community-school partnerships. Parents and guardians are partners in our school's planning process, and they are integral to student learning at our school. We welcome parents in the school, and encourage their participation as much as they are able.

Our School Motto is S.O.A.R. - Safe, Outstanding, Accountable, Respectful

Our School Strategic Plan includes the following four overarching pillars:

Delivery of Excellent Educational Programming Focused on Student Learning

Leadership focused on Relationships and Continuous Improvement

Management practices focused on Aligning Resources to best meet the needs of the students

Focus on Accountability and Community Partnerships



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Framework for Enhancing Student Learning 2022-2023

Goal 1: Increase Mathematical Independence

Goal 2: Increase student social/emotional well being

Goal 3: Increase student resilience in reading and writing.

Introduction

Upper Pine is a K-Grade 8 school located in beautiful Rose Prairie, 30 minutes north of Fort St John. We enroll 192 students from a wide ranging rural catchment area that includes Rose Prairie, North Pine, Montney, Osbourne, Doig River First Nation and Blueberry River First Nation. We have 60 Indigenous Students, about 30% of our student population. We also have 38 ELL/ESD students.

The staff at Upper Pine keeps the focus on what is best for the students. All staff members are responsible for the learning and safety of all students. We all strive to meet the needs of all our students' wide-ranging skills and abilities. For the students to reach their potential, we focus on improving the academic, social, emotional and physical development of each child. We respect and honour the diversity of all our students and families and place a high priority on fostering inclusion and cultural awareness. We are committed to bringing our learners and educators together to create a sense of belonging and community.

Upper Pine School has a full-time administrator and a staffing complement of 8 divisions, 11 teachers and 6 support staff. We also have a learning assistant teacher, teacher-librarian and a French Language prep teacher. Upper Pine is supported by a dedicated support staff consisting of a secretary, two custodians, Educational Assistants, a Speech Assistant, Indigenous Support Worker, and seven bus drivers. Together, we prioritize our greatest needs for improving student learning, we collaborate, and we allocate our resources in the areas of greatest need.

Framework Development Process

The past couple of years the focus has been on meeting the diverse needs of our students, and this year we continued with the set out goals from the previous years. The staff continued to foster the student's independence in many different areas and focused on transferring the learned knowledge and skills to all areas of the student's lives.

What the Evidence Told Us

Our math fact focus over the last couple of years made a difference as students' overall scoring is improving. The teachers were noticing that even though the scores were going up, the skills didn't seem to transfer to other areas. Students were not drawing on their knowledge to use in other areas. This seemed to apply in math, reading and writing. Overall our students' ability seems to be declining in all three areas.



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Objective 1.2: To increase students' knowledge of Numeracy Vocabulary

Key Strategies

- Vocabulary posters relevant to each grade level in each classroom
- Math Glossary included in each students' agenda
- District online math glossary available to those students with technology
- Include numeracy words on spelling lists

Objective 1.3: To increase students' ability to transfer mathematical knowledge to other situations

Key Strategies

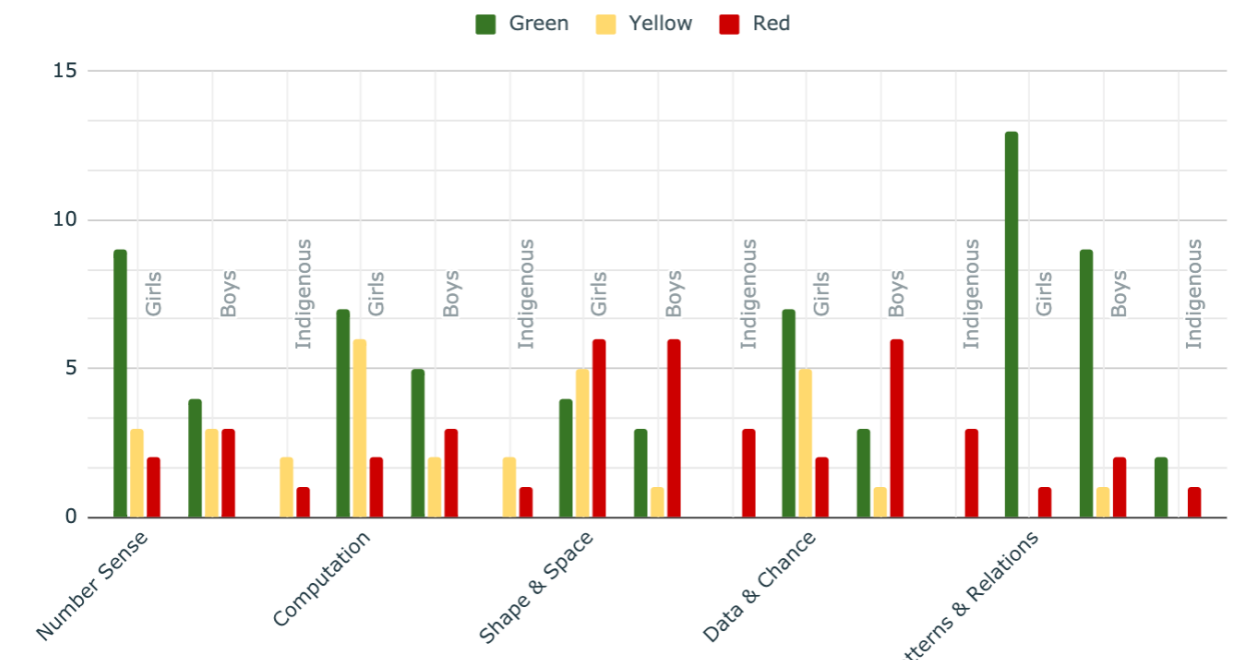
- Self-correcting errors - Before you say, "I'm done" check for basic errors
- Number talks



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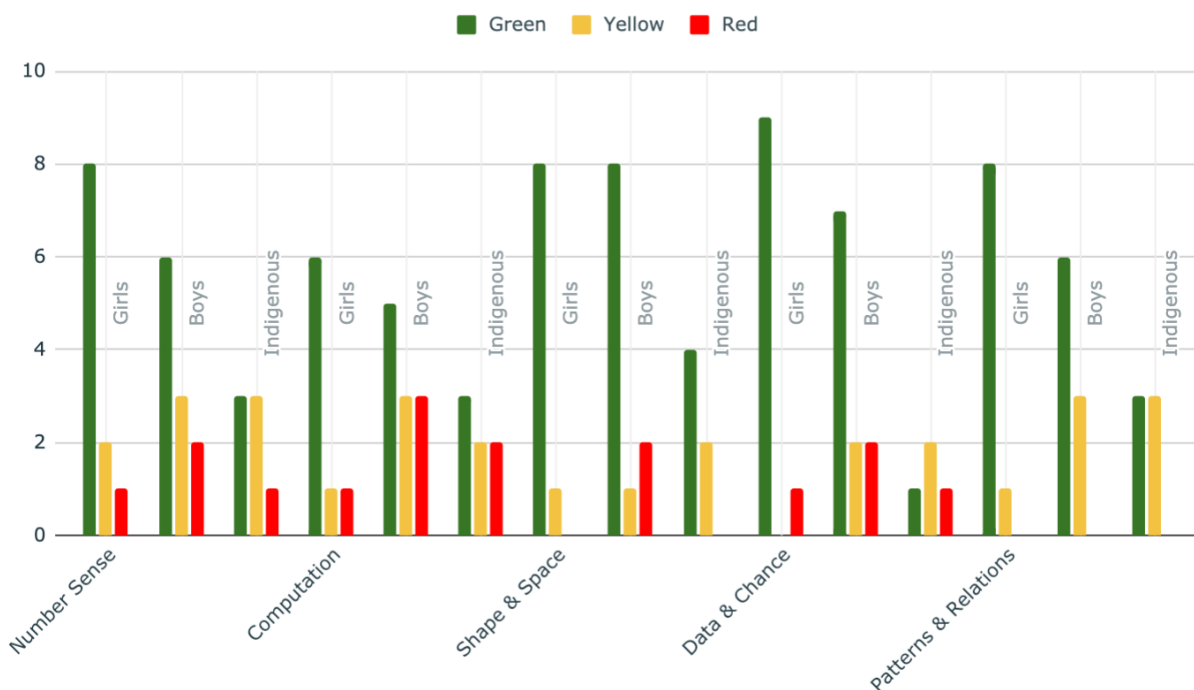
- Positive Self-Talk - not using phrases like, “This makes no sense”, “This is too hard”
- Self-correct/check - Does my answer make sense?
- Patterns and Interpreting Graphs
- Number talks - understanding there is more than one way to get to the same answer
- Regular practice with word problems and vocabulary within them. (What words to look for e.g., difference, sum, total, in all)

Grade 4 Numeracy



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Grade 3 Numeracy



Targets

- Students will be able to use mathematical vocabulary when solving problems in many different curricular areas at least 75% of the time.

Focus

A strong foundation in Social Emotional Learning is key to engagement and academic success.

Goal 2: Increase Student's Social/Emotional Well Being

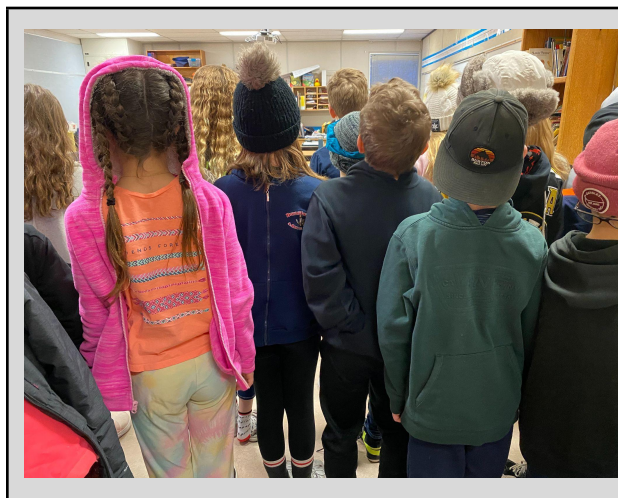
Key Strategies

- Creating a cohesive SEL team
- Hosting SEL sessions for all staff
- Implementing the district SEL team approach in all classes
- Piloting the new Mental Health Literacy course for Grade 4 teachers
- Continuing Mental Health Literacy course for 7/8
- Staff becoming more aware of and being able to use the CASEL website and all its resources
- EASE program taught collaboratively with SEL team
- SBT meetings combined with the SEL team's support



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- Mental Health & High School Curriculum teenmentalhealth.org
- Mental Health Literacy - pilot Gr4/5
- Spirit days and SOAR activities
- Food programs, pantry
- APPLE School initiatives
- Building relationships with students: community ties - Fall Gathering, Ready Set Learn with siblings, family nights, welcome students off the bus in the morning, celebrating student successes, assemblies
- collaborative teaching to regroup students to deal with split grade
- making individual connections in and beyond the classroom
- **Targets:**
 - recognize bus drivers' role in school culture - they spend up to 4 hrs per day with some students - personal visits at arrival or dismissal time to thank them for their work with our students.
 - supporting staff well-being and understanding the ripple effect to the students.



Alignment of Resource Allocations With This Goal:

- Meeting and introducing the buss drivers, and maintaining an ongoing communication
- Collaboration time given when needed



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Focus

Providing engaging opportunities through diverse learning experiences that support student engagement as well increase resilience.

Goal 3: Increase Students' Resilience in Reading and Writing

Objective 3.1: To improve students' growth mindset by supporting risk taking

Key Strategies

- Focused direction collaboratively with LAT, EAs, ISSW's, Youth care Workers with the classroom teacher
- Using schoolwide language that foster Growth Mindset
- Working with SEL specialist, ISSW, Youth Care worker to support students that have specific needs
- Collaboration between staff - time set aside to share classroom experiences and strategies that have been tried and worked, tried and failed
- Collaboration with SEL specialist about Growth MindSet and Mind Up programs/opportunities

Objective 3.2: To improve students' self-advocacy skills.

Key Strategies

- Lots of conversations with students as whole class discussions as well as small group teaching and reteaching
- Supporting these students in small groups, working with the support of the SEL specialist



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- Staff is modeling self advocacy skills in class
- Adding self advocacy questions into our Student Survey
- Student participation in Assemblies, showcasing what they are interested in and proud of
- Student led Land Acknowledgment
- Leadership roles

Targets

- Staff report an increase of students using their voice to advocate for themselves at least 75% of the time.

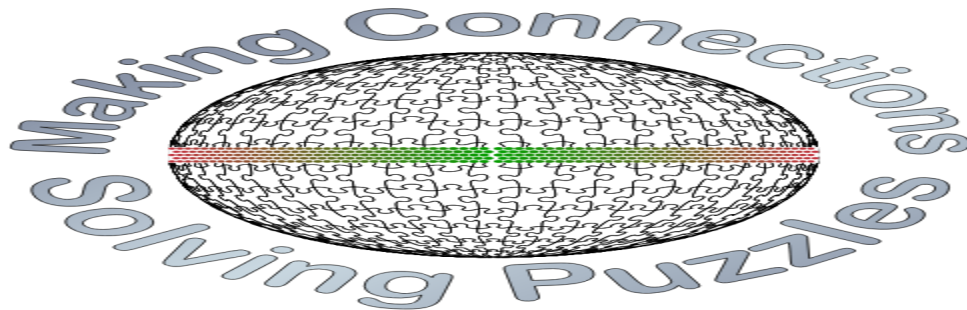
Alignment of Resource Allocations With This Goal:

- Bringing in support for the staff so they can learn how to “model” these strategies
- Variety of age appropriate books
- Creating a “toolkit” that holds many different strategies for self-advocacy



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COMMUNICATION...



Communication Plan:

The school communicates with parents in many different ways such as in person, through emails, and through phone calls. Weekly emails are sent home every Friday informing the parent/guardian and the school community of what is happening at school. It also contains an ongoing calendar that lists the upcoming events, months ahead of time. This gives enough time to the community to make arrangements and plans if necessary. Parents are invited into the school regularly for a variety of events including whole school or specific activities that are happening in the various classrooms.

Teachers are encouraged to use a variety of strategies to keep in touch with their parents. Agendas are being used to keep the daily/weekly communication going. Teachers communicate through phone calls, emails - we use the mass email option in MyEd in order to send out newsletters and notices. We also send the paper version out as well, when the school/classroom host events that parents are invited to participate in - ie presentation day for projects, end of unit celebrations. For convenience, we also use zoom or video conferencing to help showcase some of the students' presentations or arrange meetings and visits if necessary.

Our PAC is an important part of our school community. One way the PAC works collaboratively with the school is through regular meetings. These meetings provide a platform for parents to voice their concerns, share their ideas, and provide feedback on school programs. Another way the PAC is collaboratively working with the school is by helping organize school events and activities that involve parents in the school community. These activities include fundraising events, volunteer opportunities, or school wide celebrations. Parents who participate in these events get a chance to interact with the school staff and other parents, and they become more invested in their children's education.

Overall the collaboration between the PAC and the school is beneficial in creating a positive and inclusive learning environment.



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