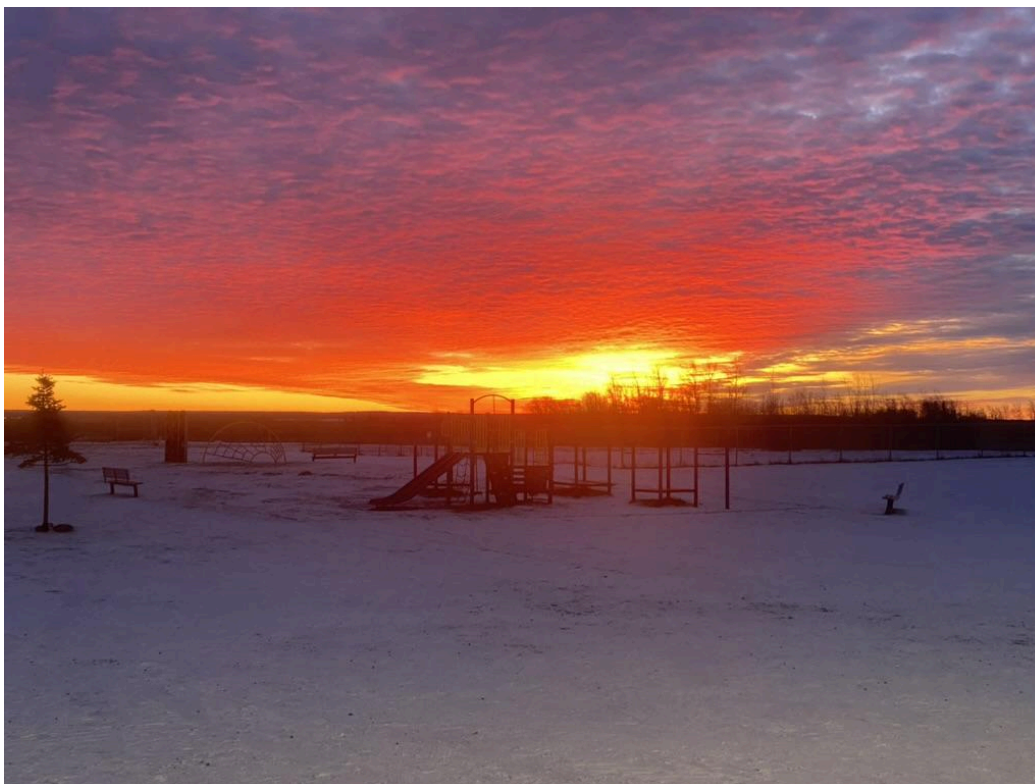


Upper Pine Elementary School



Our school prioritizes the safety and sense of belonging for our students, fostering personal responsibility in their learning and interactions. Students are encouraged to express their voice and make choices, actively engaging in academics, arts, and athletics. As a staff, we collaborate to identify and address the most pressing needs for improving student learning. We allocate resources strategically to support these areas of focus. Our parent community is highly supportive of school initiatives, safety measures, and partnerships with the school. Parents play an integral role in our planning process and are valued partners in their child's education at our school. We warmly welcome parents' participation in the school community to whatever extent 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



Upper Pine Elementary School

Framework for Enhancing Student Learning 2023-2024

Goal 1: Numeracy

- To improve students' performance regarding their independence, knowledge, skills and attitudes related to Mathematics and problem solving

Goal 2: Literacy

Improve reading comprehension and fluency in Grades K-8

Goal 3: Social and Human Development

- Increase Student Social/Emotional Well Being

Introduction

Welcome to Upper Pine, a wonderful K-Grade 8 school situated in the picturesque Rose Prairie, just a short 30-minute drive north of Fort St John. Our school community encompasses students from various rural areas, including Rose Prairie, North Pine, Montney, Osbourne, Doig River First Nation, and Blueberry River First Nation. With an enrollment of 177 students, we embrace diversity and inclusivity as core values. Among our student population are 59 Indigenous students (approximately 30% of the total) and 38 ELL/ESD students.

At Upper Pine School, our dedicated staff is committed to prioritizing the well-being and success of our students. Every member of our team takes responsibility for fostering a safe learning environment for all. We strive to meet the diverse needs and abilities of each student by focusing on their academic growth as well as their social, emotional, and physical development. We respect and honor the unique backgrounds and cultures represented within our student body and families. Fostering inclusion and cultural awareness is at the forefront of our priorities as we work together to create a strong sense of belonging within our school community.

Upper Pine School have a strong team consisting of a full-time administrator along with eight divisions consist of eleven teachers and six support staff members who provide invaluable assistance in various roles such as Learning Assistant Teacher, Teacher Librarian, and English Language Learner Support teacher. Additionally, we have dedicated support staff including a secretary, two custodians, four Educational Assistants, a Speech Language Assistant, an Indigenous Student Support Worker and seven bus drivers who ensure smooth operations daily.

As a unified team at Upper Pine School, we collaborate closely to identify areas where we can enhance student learning. By strategically allocating resources based on these priorities, we maximize opportunities for growth. Together with shared goals in mind, we are dedicated to

creating an environment where every learner can thrive and feel connected within their educational journey.



Upper Pine Elementary School

Framework Development Process

Staff met in September on planning day and reviewed the Framework goals from the previous year. Throughout the school year the staff continues to work on our Framework goals at monthly staff meetings and weekly school based team meetings. Where possible classroom formative and summative data is collected on a regular and ongoing basis and strategies are adjusted throughout the school year.

What the Evidence Tells Us

Ongoing strategies and structures:

- Whole school data collection and analyzation
- Individual or small group collaboration
- Class Review conversations in October and throughout the school year based on needs
- Framework Updates and checkins regarding our goals at staff meetings and Weekly School Based Team Meetings
- Opportunity for teachers to debrief and adjust plans when necessary

Focus

A systemic and collaborative approach to improving student achievement.

Goal 1: To improve students' performance regarding their independence, knowledge, skills and attitudes related to Mathematics and problem solving

Objective 1.1: 70% of our school population will reach proficiency in mathematical independence

Key Strategies



Upper Pine Elementary School

- Being familiar where to find math tool kits with a variety aids such as 100 dot arrays, number lines, 100 number charts etc...
- Understanding structure of a textbook and worksheets - mini lessons in classrooms
- Having anchor and vocabulary charts displayed
- Learn how to self advocate and ask questions when needed

Targets

- 70 % of our students will reach proficiency at grade level demonstrating mathematical independence

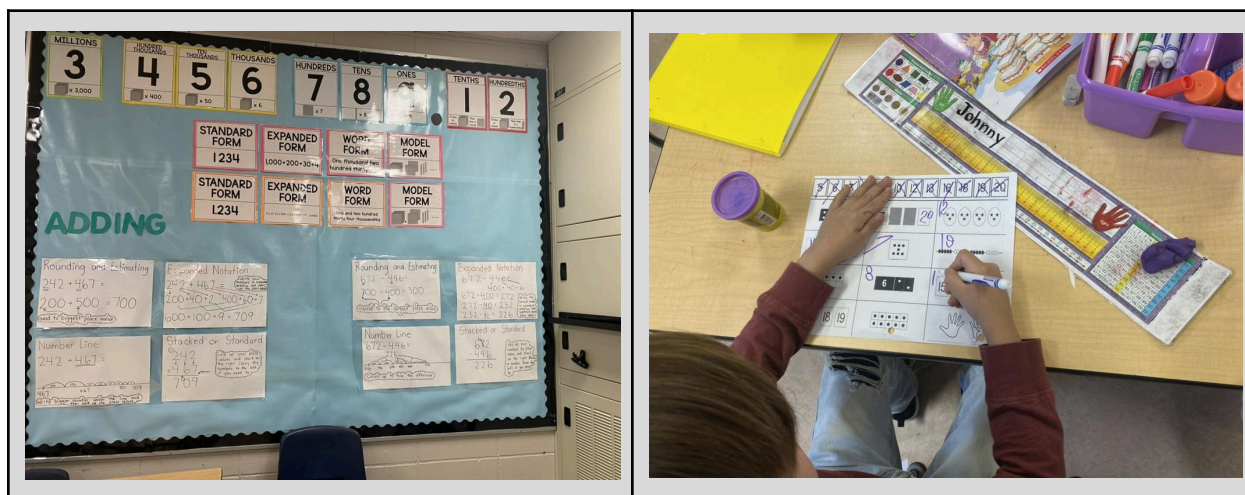
Objective 1.2: 70% of our students will reach proficiency at grade level in math facts and number sense through problem solving

Key Strategies

- Mathology - all teachers up to grade 4 are participating in the Mathology program
- Stenhouse Fact Fluency Program
- Release time for teachers to observe each other teaching
- Explore Primary MAPS for assessment and instruction
- Daily math facts practice
- Regular practice with word problems
- Review math manipulative access in each classroom and update resources where needed - in progress

Targets

- 70 % of our students will reach proficiency at grade level math facts and number sense



Upper Pine Elementary School

Focus

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

Goal 2: Increase Literacy Skills

Objective 2.1: Improve reading comprehension and fluency in Grades K-8

Key Strategies

- 0.1 Reading Intervention Teacher - focusing on yellow/red readers in Grades 2, 3 & 4.
- Guided Reading Collaboration in Primary classrooms - continuous adjustment of guided reading groupings at team meetings.
- Home Reading Program in Grade 1 to Grade 3
- Heggerty Phonemic Awareness Pilot Program - Kindergarten/Grade 1 & Grade 1-2 class.
- LAT, ELL, ISSW supporting small group reading, writing and wordwork groups
- Reading Data updated throughout the remainder of the school year - with school based team input for intervention.
- Data wall for at risk readers in Grades 2, 3& 4, updated formally 4 times a year
- Reading Challenge by Library
- Ongoing professional development in relation to reading data with the school team.

Indicators/Evidence -

- Grade 2, 3 & 4 "At Risk Reader's" Data collection
- Grade 1 Reading Data collection
- Kindergarten Phonological Data
- ASSESS - District Reading Data - October and June

Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Track students identified as red/yellow in Grade 2 and 3 for the next 3 years.



Upper Pine Elementary School

Alignment of Resource Allocations With This Goal:

- O.1 Reading Support Teacher
- Home Reading Resources Update

What's next?

- Concepts about Print data - Kindergarten
- Update Home Reading books
- Guided Reading Room - Clean and Resource Update



Goal 3: Increase Student's Social/Emotional Well Being

Objective 3.1: Increase School SEL Team's understanding of the CASEL Framework

Key Strategies

- Creating a cohesive SEL team
- Hosting SEL sessions for all staff
- Implementing the district SEL team approach in all classes



Upper Pine Elementary School

- Continuing 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
- Building relationships with students: community ties - 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

Objective 3.2: To improve students' sense of belonging, leadership, and self-advocacy skills

- Student Survey
- Student participation in Assemblies, showcasing what they are interested in and proud of
- Student led Land Acknowledgment
- Student Leadership Club
- School wide hotdog days led by the Grade 3/4 class
- Spirit days and SOAR activities
- Food programs, pantry
- APPLE School initiatives

Targets

- recognize bus drivers' role in school culture - bus drivers 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.



Upper Pine Elementary School



Alignment of Resource Allocations With This Goal:

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

Communication Plan

At our school, we prioritize effective communication with parents, using various methods to keep them informed and engaged. We utilize in-person interactions, emails, and phone calls as means of reaching out. To ensure consistent updates, we send weekly emails every Friday that provide parents/guardians and the school community with comprehensive information about school happenings. These emails also include an ongoing calendar that outlines upcoming events months in advance, allowing families ample time to plan accordingly.



Upper Pine Elementary School

We actively encourage parental involvement by extending regular invitations for their participation in a wide range of events. These events can be whole-school activities or specific activities taking place within individual classrooms. Teachers are encouraged to maintain open lines of communication with parents using strategies such as agendas for daily/weekly updates. They utilize phone calls and emails extensively; for instance, we make use of the mass email option in MyEd to distribute newsletters and notices. Additionally, during special occasions like project presentation days or end-of-unit celebrations where parent participation is invited, we also provide paper-based communications.

To enhance convenience and accessibility, we leverage technology by incorporating platforms like Zoom or video conferencing when showcasing student presentations or arranging meetings and visits if necessary.

Our Parent Advisory Council (PAC) plays a crucial role within our school community. Regular PAC meetings serve as collaborative platforms where parents can voice concerns, share ideas, and provide feedback on school programs. The PAC also actively contributes by organizing various school events and activities that involve parent engagement. These initiatives encompass fundraising events, volunteer opportunities, and whole-school celebrations. Parents who participate in these events have valuable opportunities to interact not only with staff

members but also with other parents, fostering stronger connections within our educational community. Overall, the collaboration between the PAC and the school greatly contributes to creating a positive and inclusive learning environment.



Upper Pine Elementary School

