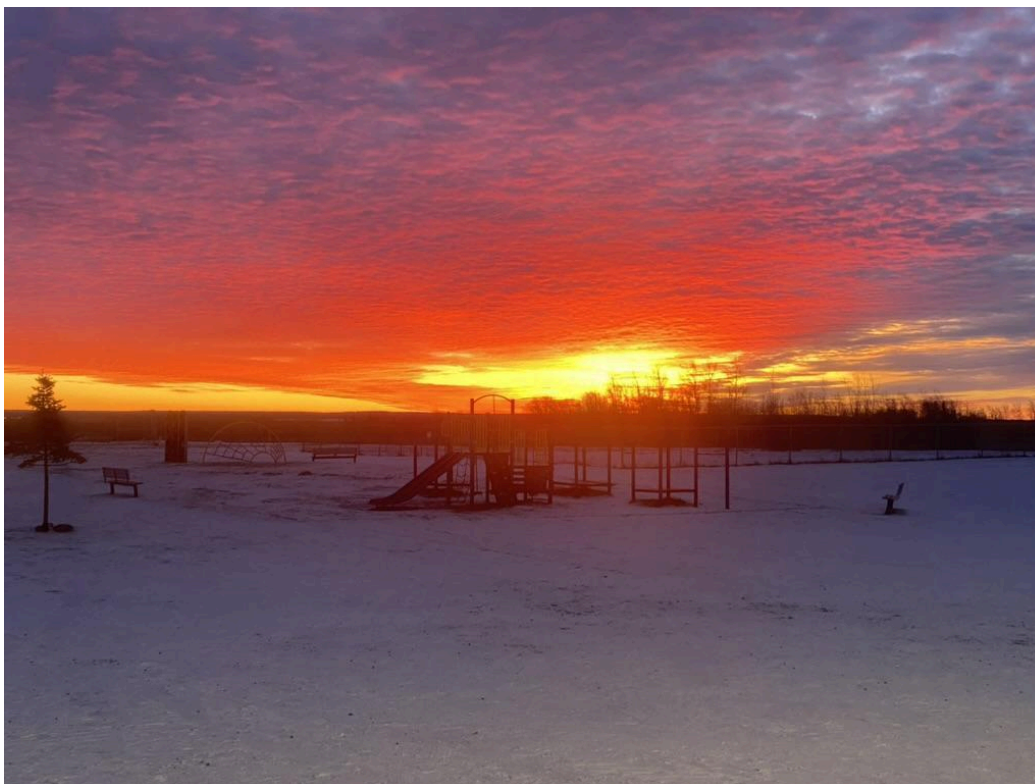


# Upper Pine Elementary School



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 voices 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 achieve proficiency in the Big Idea of Numbers within the BC curriculum.

### 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 63 Indigenous students (approximately 30% of the total) and 45 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 has a strong team consisting of a full-time administrator along with eight divisions consisting 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 check-ins 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 achieve proficiency in number sense.**

**Objective 1.1: 75% of our school population will achieve proficiency in representing and describing various quantities that can be decomposed into smaller components, such as percentages, ratios, wholes, and parts.**

## Key Strategies for Primary Students



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- Familiarize students with a variety of tools such as 100-dot arrays, number lines, and 100-number charts.
- Utilize authentic experiences to engage students in counting various objects through problem-solving activities.
- Incorporate games, puzzles, cards, and dice for practicing numbers.
- Encourage counting through songs and poems.
- Implement number talks, a “number of the day” activity, Mathology, and the Stenhouse Fluency Kit.

## Targets

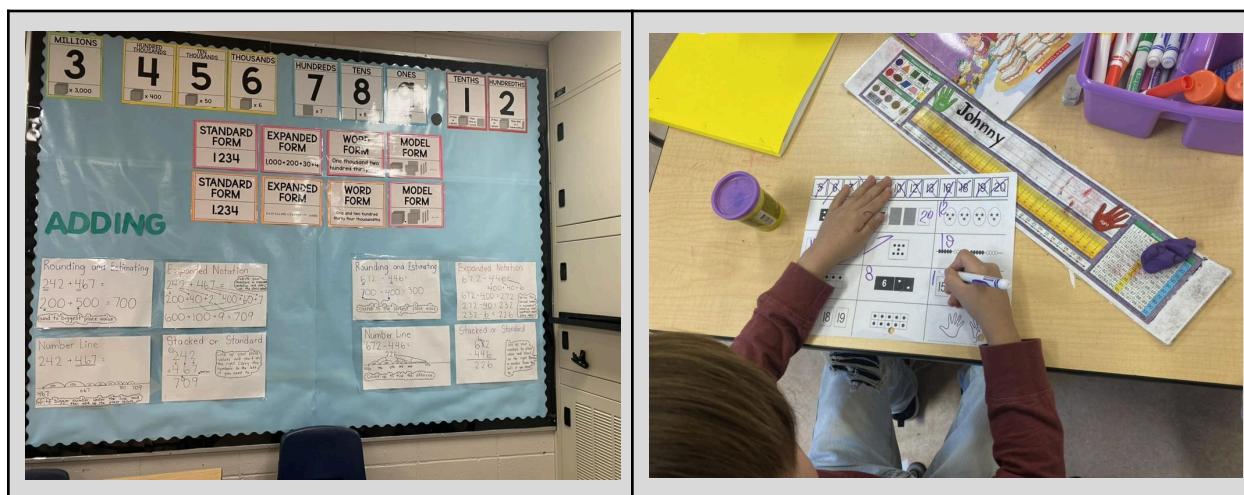
- 70 % of our students will reach proficiency at grade level in representing, describing, and decomposing numbers into smaller parts

## Key Strategies for Intermediate Students

- Utilize the Mathology and Stenhouse Fact Fluency Program.
- Provide collaboration time for teachers to observe one another’s instructional methods.
- Use MAPS for assessment and integration into various lessons.
- Ensure daily practice of math facts.
- Incorporate regular practice with word problems and real-life examples.
- Promote exploration of numbers through manipulatives, games, puzzles, cards, and dice.
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## Targets

- 70 % of our students will reach proficiency at grade level in representing, describing, and decomposing numbers into smaller parts



# 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

- Reading Intervention Teacher: Focuses on supporting yellow and red readers in Grades 2, 3, and 4.
- Guided Reading Collaboration: Continuous adjustments of guided reading groupings in Primary classrooms during team meetings.
- Home Reading Program: Implemented for students in Grades 1 to 3.
- Heggerty Phonemic Awareness Pilot Program Conducted in Kindergarten/Grade 1 and Grade 1-2 classes.
- Support from LAT, ELL, and ISSW: Provides assistance in small group reading, writing, and word work.
- Ongoing Reading Data Updates: Collecting and reviewing data throughout the school year, with input from the school-based team for intervention strategies.
- Reading Challenge by the Library: Engages students in reading-related activities.
- Ongoing Professional Development: Focused on reading data analysis in collaboration with the school team.

#### Indicators/Evidence -

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

#### Targets

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



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## 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 the 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 able to use the CASEL website and all its resources
- EASE program taught collaboratively with the SEL team
- SBT meetings combined with the SEL team's support
- Building relationships with students: community ties - Ready Set Learn with siblings, family nights, welcoming 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

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

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- 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 ¾ 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 bus drivers, and maintaining an ongoing communication
- Collaboration time is 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.





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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

