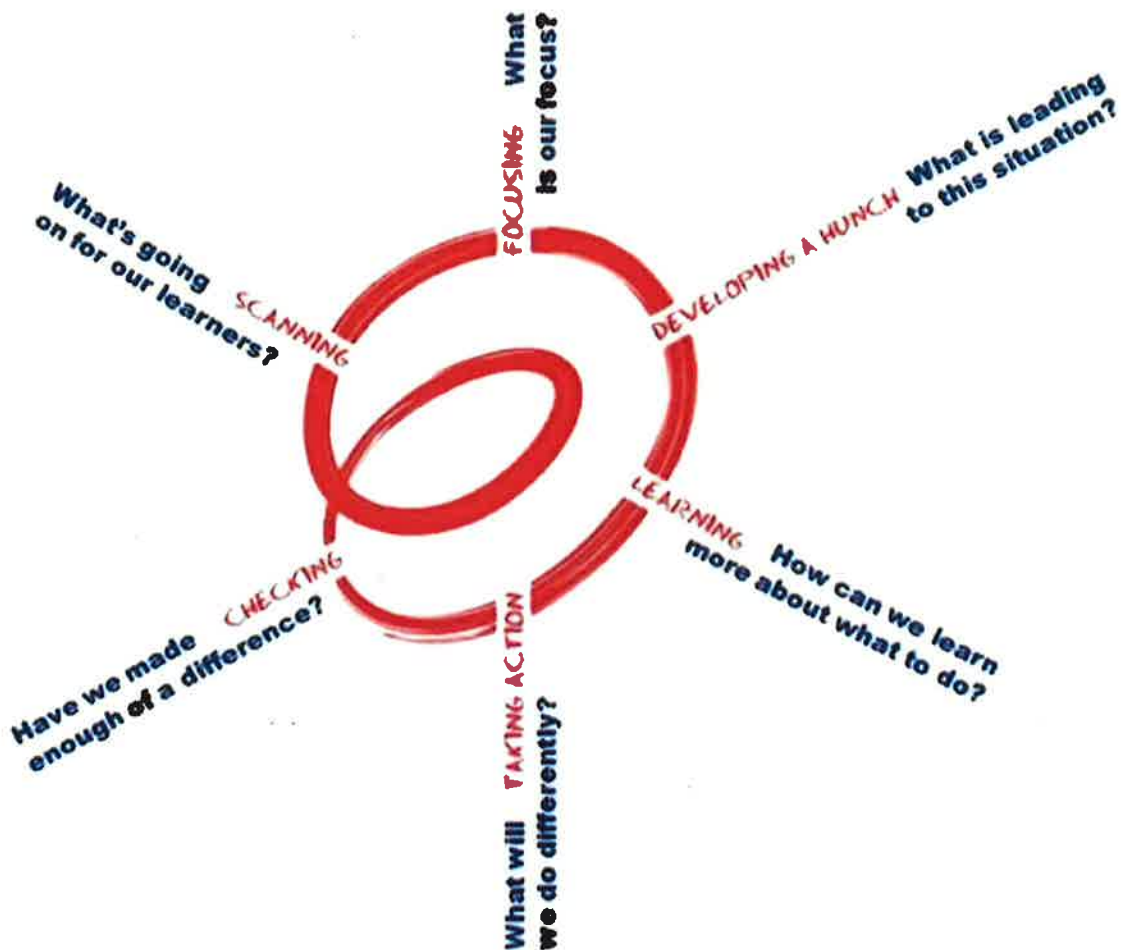




Uplands Elementary School School Growth Plan 2020 – 2021



Our Code of Conduct

UPLANDS CARES

- ❖ Cooperation
- ❖ Appreciation
- ❖ Responsibility
- ❖ Empathy
- ❖ Safety

PASSION WITH A PURPOSE

Our Mission Statement:

Uplands Elementary School strives to develop a safe and supportive environment, enabling students to acquire the skills which will assist them to become lifelong learners and contributing members of society.

Demographics

Uplands Elementary, in Coast Mountain School District is a Kindergarten to Grade Six school that is located on Tsimshian Territory.

We currently have 310 learners and 37 staff members including classroom teachers, resource teachers (1.0 and 0.9 FTE), music teacher (0.945 FTE), counsellor (0.6 FTE), librarian (0.5 FTE), educational assistants, First Nation Support Worker (0.6), library assistant, secretary, custodians, noon hour supervisors, speech language pathologist (0.175 FTE), speech language assistant and administrator. We have 14 divisions.

Our learners are made up of 18% First Nations including Tsimshian, Nisga'a, Haisla, Metis and Gitksan.

1% of our learners receive additional services for ELL (English Language Learners).

11% have Ministry Designations and receive support with social/emotional, physical/health and/or learning needs.

We have a significant number of students who display high levels of anxiety. Some of these students are on the school counselling caseload and others access counselling within the community.

Parents are actively involved in our school through a supportive Parent Advisory Council (PAC) that organizes school events, contributes to class and school goals and initiatives through their fundraising efforts and works as part of our school team to support academic, social and cultural growth of our learners. Parents are also visible in classrooms and on field trips, supporting the learning that happens in the building and beyond.

We have a team of caring, dedicated educators who value collaboration. Our staff works together to support our learners to reach high levels of expectations for behaviour and academics with all of the staff committed to the success of our learners. We value strong connections with our learners, their families, the community and one another.

Our outside environment consists of two large natural playground areas, a conventional playground area, three fields with goal posts, a forest bordering the back fields and a forest in the middle of the playground. These spaces are utilized for lunch and recess play as well as outdoor learning spaces throughout the day. We are in Phase 2 of our Outdoor Learning Spaces and now have an outdoor classroom space that includes six picnic tables.



Program Strengths

- * A committed staff who work to meet the needs of all of the learners in the building.
- * A strong framework for reading and writing strategies that supports our learners with a common language for literacy.
- * Use of engaging mentor texts across the curriculum and throughout the school.
- * Effective classroom libraries that support learners' reading goals and allow for personal choice that matches reading levels and interest levels.
- * A school library that is filled with rich, engaging and culturally relevant literature. The library program supports all classes with their reading programs through weekly lessons. Our focus has been on providing explicit instruction focussing on 1-2 reading strategies per week school wide, using the CAFÉ Reading framework.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

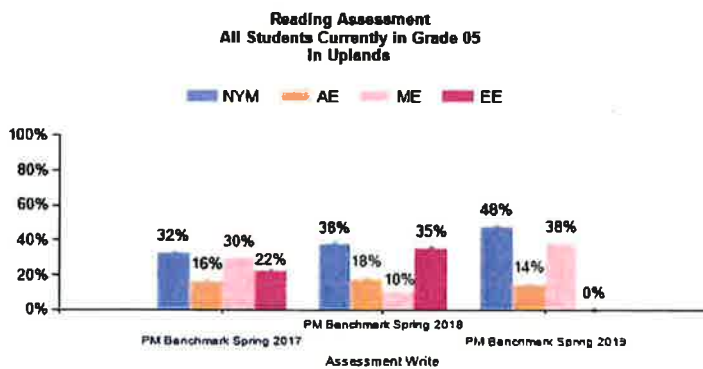
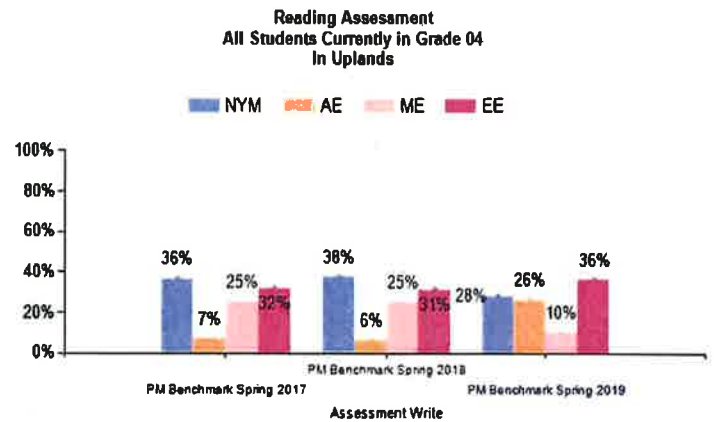
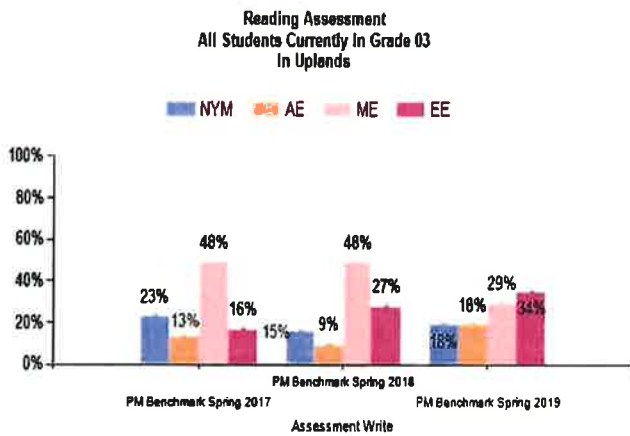
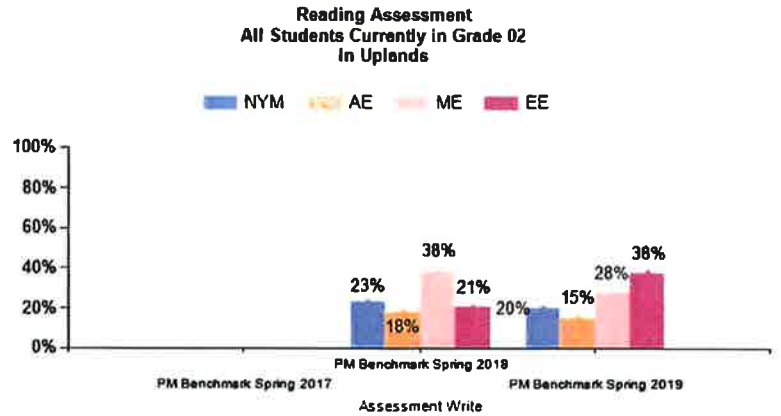
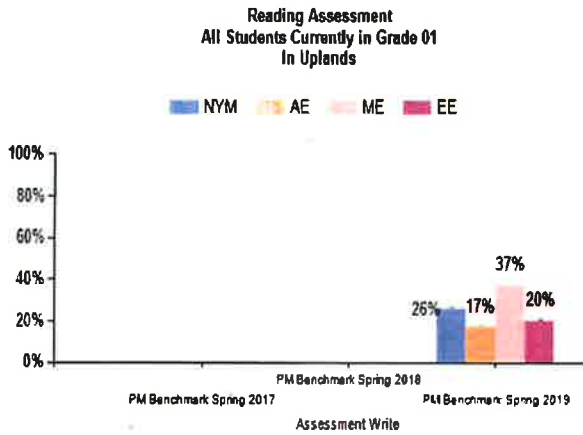
- * Common language for literacy using the CAFÉ Reading and Writing framework.
- * Classes partner to provide buddy reading opportunities, writing groups, literacy and numeracy stations.
- * School-wide use of our locally developed Uplands Healthy Habits TEA framework to support social emotional learning.
- * Eagle Eye awards that support the Healthy Habits TEA and the CARES characteristics as witnessed in our learners.
- * Integrating technology into daily math including Mathletics and smartboard programs.
- * Incorporating a hands-on and games approach to math instruction and math practice, including using Power of Ten and Mathematical Thinking/Carole Fullerton.
- * School wide study of the Tsimshian Seasonal Rounds that included trips to Ferry Island for station activities, use of role models, plant walks, art and design lessons, drumming workshop.
- * Active involvement in the Salmonid Enhancement Program.
- * Participation in the PowerPlay Young Entrepreneurs Program.
- * A music program which includes band for our grade 6 learners, music instruction for K-5 classes and opportunities to showcase our collaborative musical accomplishments through participation in coffee houses, Pacific Northwest Music Festival and musical theatre presentations at the REM Lee Theatre.
- * School wide focus on The Zones of Regulation.
- * Common Language and explicit teaching of our Code of Conduct using our Uplands CARES Behaviour Expectations Matrix.
- * Focus on healthy living with daily physical activity and brain breaks in classrooms.
- * Participation in the BC Fruit and Vegetable Program and the School Milk Program.
- * Opportunities for learning outside of the school that includes trips to local trails, Northwest Trades & Employment Training Centre, Ferry Island, Kitselas Canyon, Shames Mountain to ski, forestry field trips, neighbourhood walks, swimming pool, skating rink, the Terrace Public Library, Painted Squirrel, Terrace Art Gallery and Rotary Splash Park.
- * Ready Set Learn events including school tours, PLAY 4 READiness Open Houses and a Welcome to Kindergarten. These events target our 3 and 4 year olds and their families.
- * Close community partnership with our RCMP liaison officer who is involved in school wide events and classroom learning opportunities, including the DARE Program.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

Scanning

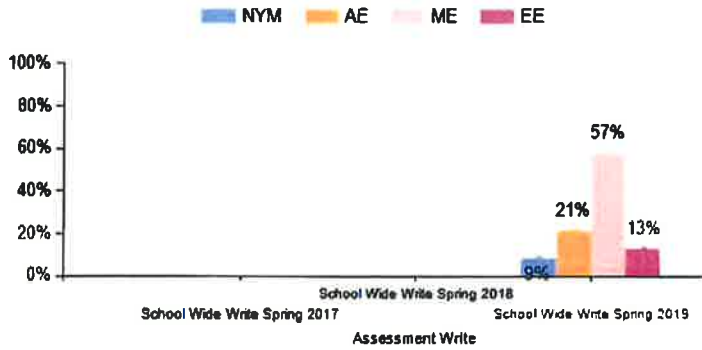
* Literacy Data (based on data from 2018-2019):

PM Benchmarks

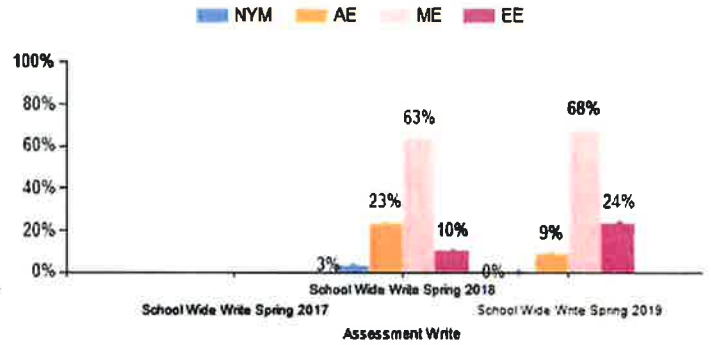


* School Wide Write

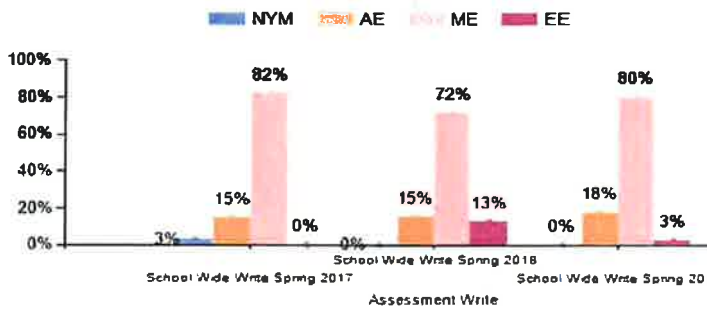
School Wide Write: Overall Average
All Students Currently in Grade KF
In Uplands



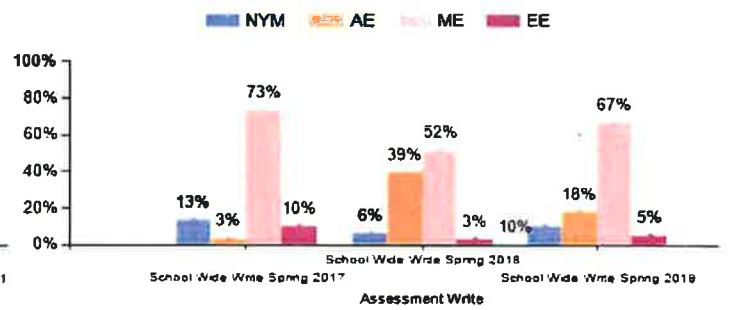
School Wide Write: Overall Average
All Students Currently in Grade 01
In Uplands



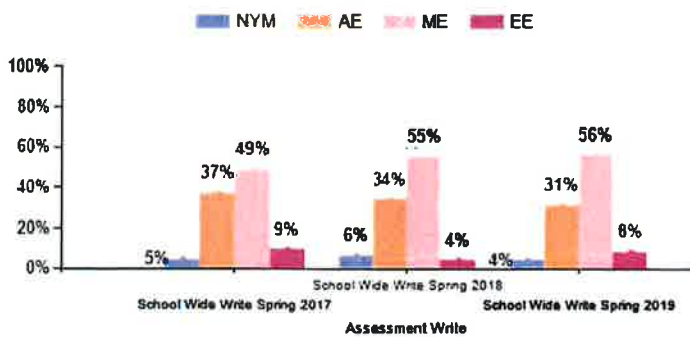
School Wide Write: Overall Average
All Students Currently in Grade 02
In Uplands



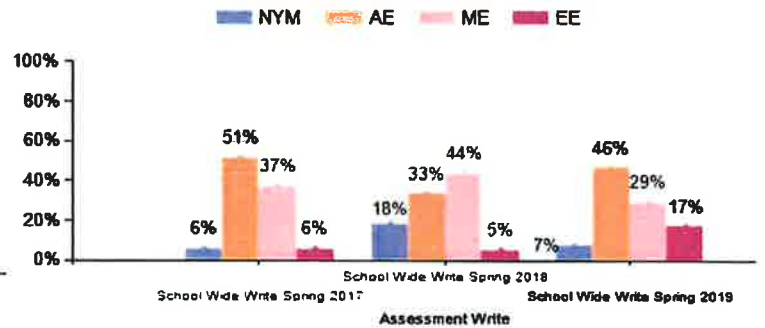
School Wide Write: Overall Average
All Students Currently in Grade 03
In Uplands



School Wide Write: Overall Average
All Students Currently in Grade 04
In Uplands

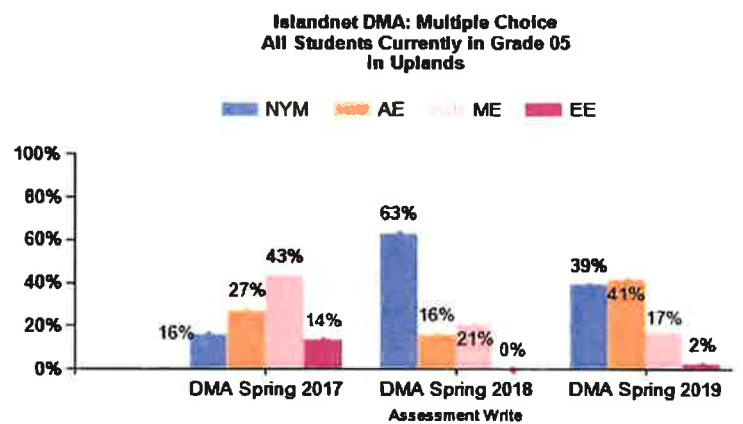
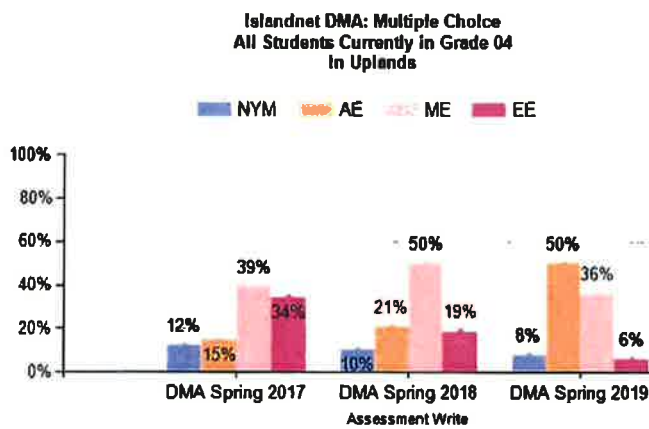
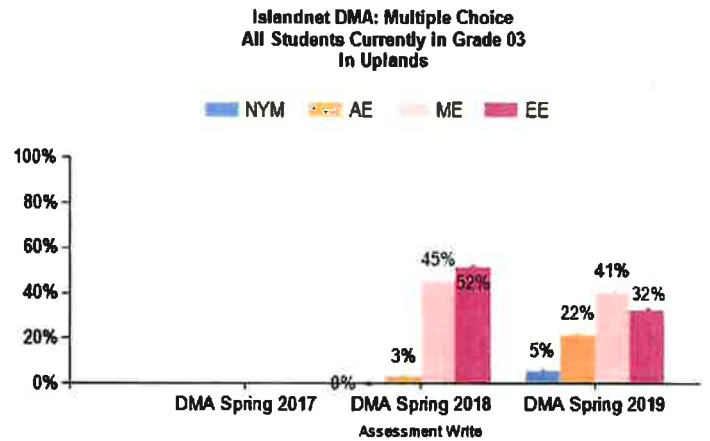
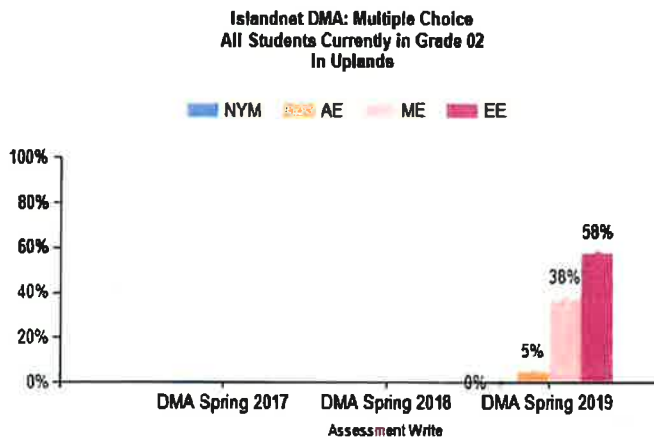


School Wide Write: Overall Average
All Students Currently in Grade 05
In Uplands



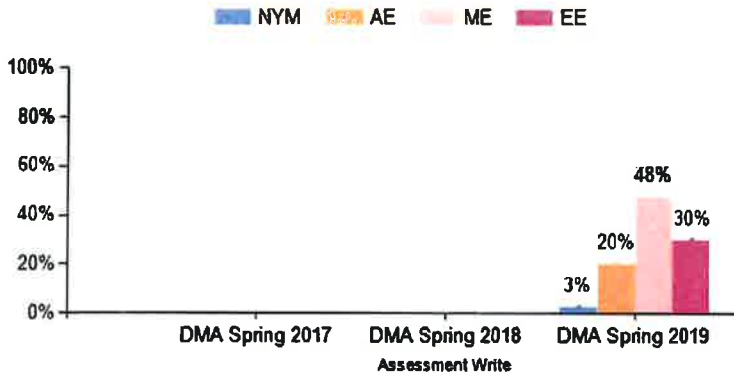
*** Numeracy Data (based on data from 2018-2019):**

Multiple Choice

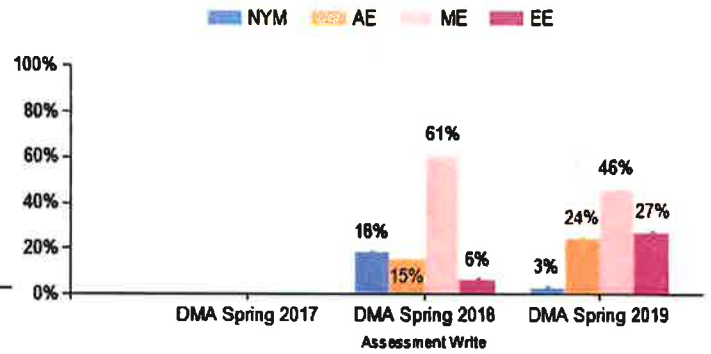


Written Response

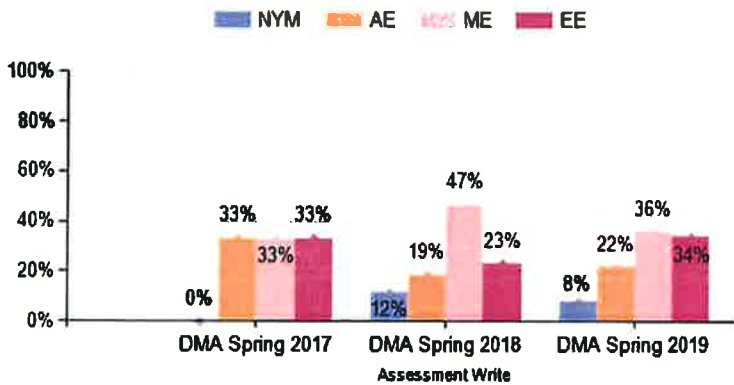
**Islandnet DMA: Written Response
All Students Currently In Grade 02
In Uplands**



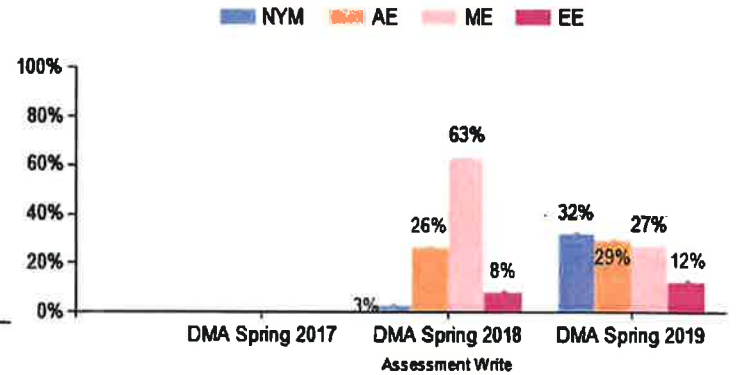
**Islandnet DMA: Written Response
All Students Currently In Grade 03
In Uplands**



**Islandnet DMA: Written Response
All Students Currently in Grade 04
In Uplands**

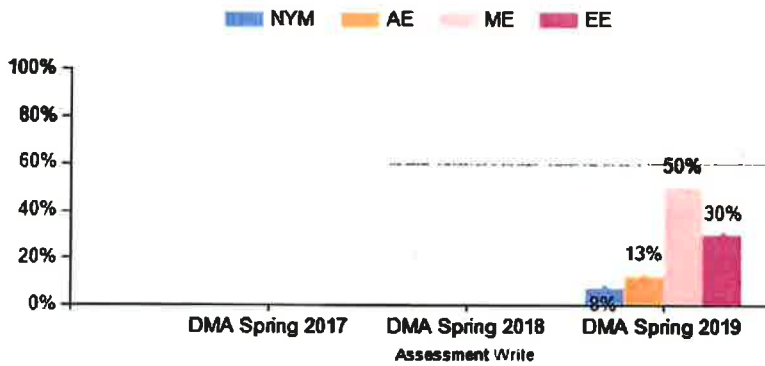


**Islandnet DMA: Written Response
All Students Currently in Grade 05
In Uplands**

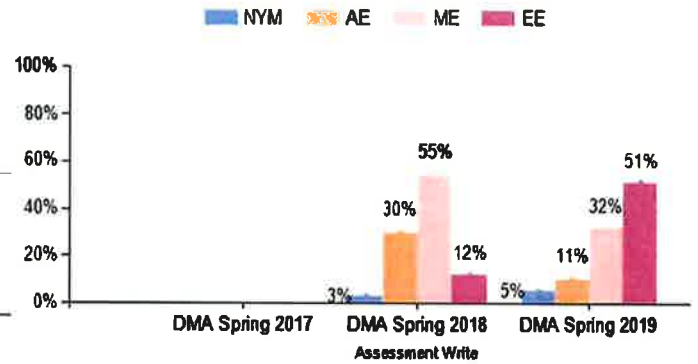


Computation

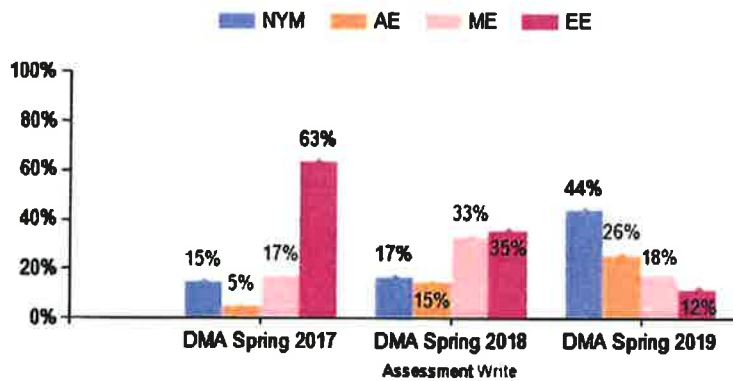
**Islandnet DMA: Computation
All Students Currently in Grade 02
In Uplands**



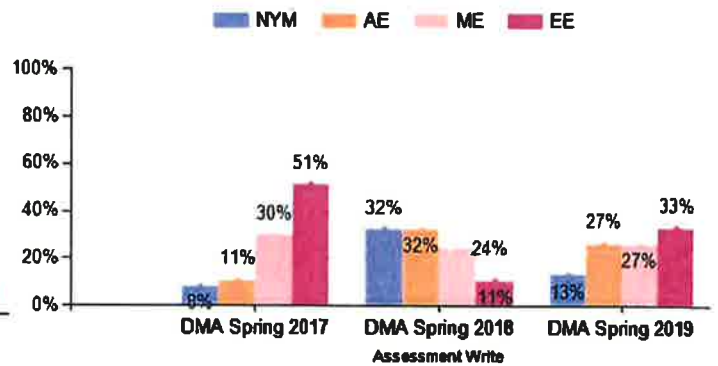
**Islandnet DMA: Computation
All Students Currently in Grade 03
In Uplands**



**Islandnet DMA: Computation
All Students Currently in Grade 04
In Uplands**



**Islandnet DMA: Computation
All Students Currently in Grade 05
In Uplands**



*** Attendance:**

Once again, we saw an improvement in our attendance records this past year. There was a 3% decrease in the number of students who are absent more than 20 days in the year.

2019-2020:

41% of our learners have greater than 10 days absences

12% of our learners have greater than 20 days absences

2018-2019:

41% of our learners have greater than 10 days absences

15% of our learners have greater than 20 days absences

2017-2018:

58% of our learners have greater than 10 days absences

23% of our learners have greater than 20 days absences

*** School Belonging (data from the 2019 Student Forum):**

93% of our learners are able to identify two+ adults at Uplands that believe that they will be successful.

*** Positive Personal and Cultural Identity**

- The **Tsimshian Seasonal Rounds** continued to be a focus for our school as we worked on increasing understanding of identity and the rich culture of the traditional territory that our school is located on.
- The **First Peoples Principles of Learning** are embedded in many of our teaching practices.

Learning involves patience and time – stamina building, personal goal setting, and opportunities to work at their optimal independent learning level are supported with instructional learning level in small groups and one-to-one instruction

Learning Involves recognizing the consequences of one's action – a variety of programs that foster this including our Uplands Healthy Habits TEA, Zones of Regulation, Minds Up, Second Step, WITS, and Friends. Continual focus on the Code of Conduct to positively reinforce positive attributes. Referrals to office are handled in a reflective learning manner, acknowledging behaviours and providing children with tools in order to help create positive change. Throughout the school, staff discusses the need for a growth mindset and discussions around character. Working hard is what is going to make the biggest change in

your life. Passion, perseverance and grit are the qualities that we promote for lifelong learning.

Focusing

*** Uplands Healthy Habits TEA**

Continued use of the school wide framework for increasing social emotional learning. This provides common language, common focus and explicit teaching around strategies for a healthy social and emotional individual.

Inquiry Question:

To what extent will continued explicit teaching of social/emotional strategies using the Uplands TEA framework improve student success in writing?

Healthy Habits TEA

You are responsible for your thoughts, emotions and actions
Be kind to yourself and others





THOUGHTS 	EMOTIONS 	ACTIONS
Everyone has helpful and not helpful thoughts	All emotions are okay	Everybody makes mistakes and/or poor choices
Practice daily gratitude	Which zone are you in?	When you make a poor choice:
Get rid of the stinkin' thinkin'	Strategies to get to the GREEN:	Own it Fix it
Which wolf do you feed? (What do you practise?)	60 Second Fix	Learn from it Move on from it
I can't do it YET	Count up/down	Paddle your own canoe
Don't give up	Exercise/walk It out	Match the size of your reaction to the problem
Everyone has their own point of view: I see, you see	Quiet activity	Your words have power - use them wisely
Be present	Drink water	Get enough sleep
	Sensory path	Exercise daily
	Spaghetti technique	Eat healthy
	Five senses grounding	Spend time in nature
	Show empathy	Power off

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

We updated our framework this past year and developed a teacher resource binder with lessons and visual supports. This will be available for staff to use

- * Continue to use Zones of Regulation school wide for a third year to support the work that we will be doing with the Healthy Habits TEA.

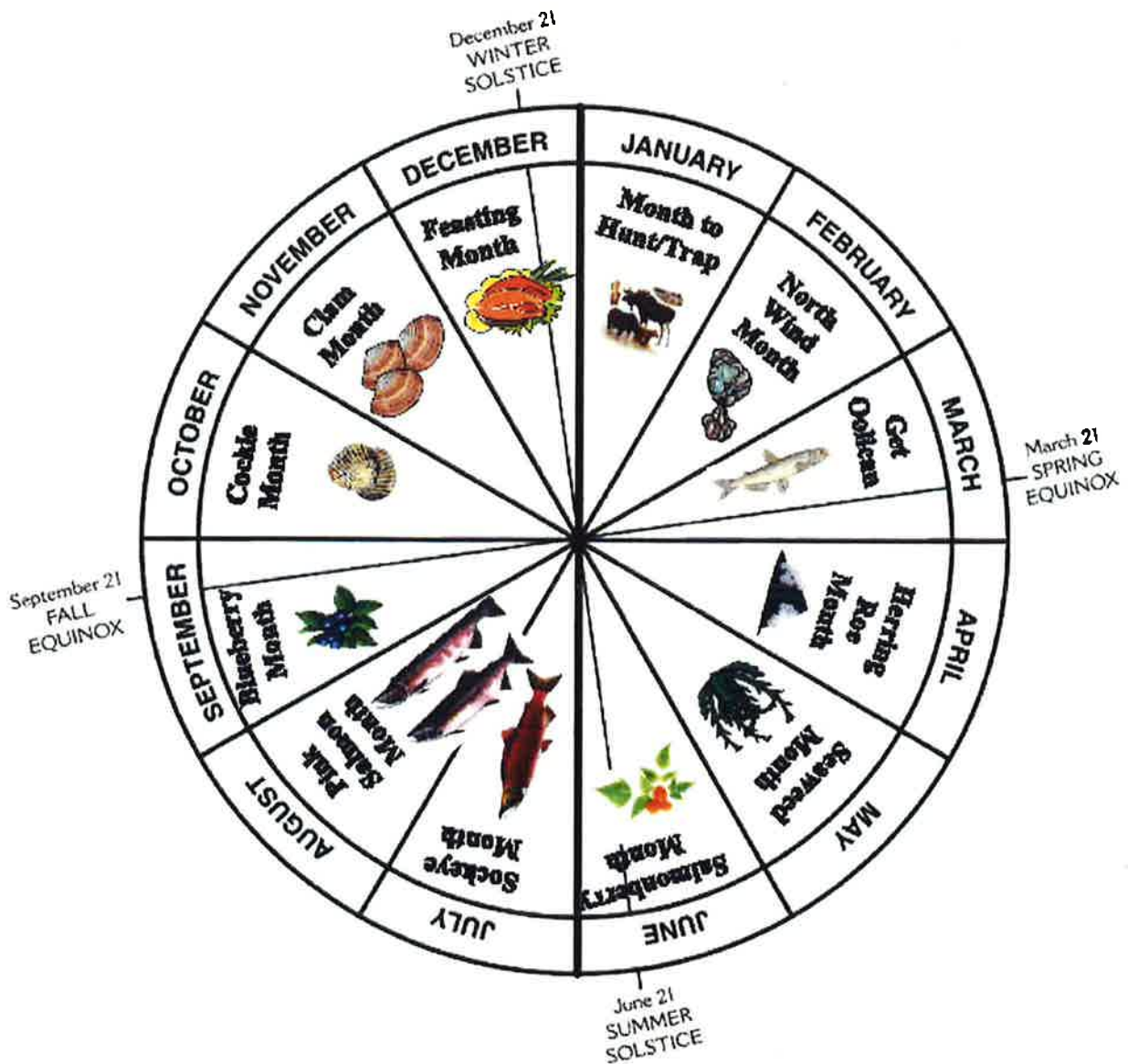
The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

- * Expand on outdoor learning opportunities. We are fortunate to have a large cedar picnic table on our playground as well as an outdoor classroom space that allows for a whole class to collaborate and learn together outdoors. We also purchased several teacher resource materials to support forest school and outdoor learning opportunities. Along with these resources, we stocked our school library with picture books and nonfiction books to use as mentor texts for outdoor learning.
- * Focus on increasing success in math with a hands-on approach to teaching and learning, increase use of math talks and providing feedback to our learners. Making sure that as a school we have a clear picture on how we are approaching math, what strategies are researched-based practise, and how do we ensure consistent language.

- * Continue to build on the work that we did around offering alternate seating for our learners. Making sure that movement is built into time in the classroom. Use of sensory paths to provide additional movement break opportunities.
- * Continue to use the Tsimshian Seasonal Rounds to focus our learning on traditional knowledge and culture and to use this learning to compare and contrast with the traditions and culture of all of our learners.

Tsimshian Seasonal Rounds



Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

- * Focus on reading goal to increase student achievement, understanding, confidence and joy of reading. Continue the use of CAFÉ framework with common language, clear learning intentions, mentor texts and explicit instruction.
- * Focus on writing goal with continued use of the locally developed CAFÉ framework for writing (Uplands) with common language, clear learning intentions, mentor texts and explicit instruction. Using the Six Traits of Writing materials to focus lessons around individual strategies.

CAFÉ READING AND WRITING STRATEGIES

DOES IT MAKE SENSE?							
I understand what I read	My reader can understand what I write	I can read the words	My reader easily reads the words I have spelled	I can read accurately, with expression, and understand what I read	My reader will be able to read my writing fluently, with understanding	I know, find and use interesting words	My reader is engaged by my word choice
C		A		F		E	
Check for understanding	Clearly state what you want and why it's important	Practice common sight words and high-frequency words	Record (or read) your sight words (no excuses)	Wordless reading	Wordless writing	Wordless reading	Wordless writing
Back up and reread	Back up and re-read; revise to make sure your writing is clear	Word checking: Do the pictures and/or words look right? Do they sound right? Do they make sense?	Word checking: Do the pictures and/or words look right? Do they sound right? Do they make sense?	Read appropriate level texts that are a good fit	Write appropriate level text for your ability level	Tune in to interesting words and use new vocabulary in speaking and writing	Use new and interesting words in your writing (verbs, adjectives, adverbs)
Use prior knowledge to connect with text	Write about what you know/learned/connect to	Use the pictures: Do the words and pictures match?	Use the pictures: Make sure your words and pictures match	Reread text	Reread your writing and edit to increase fluency	Use pictures, illustrations, and diagrams	
Make a list of adjustments, use text to confirm		Use beginning and ending sounds	Use beginning and ending sounds	Practice common sight words and high-frequency words	Use literary devices (showing word bases of derivative words, connective words, I-It-Is, pronouns/poets etc.)	Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)	Understand word parts to increase variation for word usage
Monitor and focus	Monitor and fix up as you write	Blend sounds; stretch and reread	Stretch out the word when you spell it	Adjust and apply different reading rates to match text	Adjust and apply different writing rates to match your purpose	Use prior knowledge and context to predict and confirm meaning	Strategize to build word banks
Info and support with audience	Show, don't tell. Provide evidence for your reader to make inferences	Chunk letters and sounds together	Chunk letters and sounds together (include word families)	Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)	Use appropriate punctuation and identifiers	Ask someone to define the word for you	Ask someone to suggest a new, interesting word
Make a picture or mental image	Include descriptive details to create a mental picture	Flip the sound	Flip the sound	Use capital letters appropriately	Use capital letters appropriately	Use dictionaries, thesauruses, and glossaries	Use dictionaries, thesauruses, and glossaries
Ask questions throughout the reading process	Answer the questions your reader may have	Write the word, underline and come back	Write the word, underline and come back	Use a variety of sentence types and lengths	Use a variety of sentence types and lengths		Use figurative to create clear mental images
Use text features (titles, headings, captions, graphic features)	Include text features (including illustrations – F and I?)	Try a word/guess a word that makes sense	Try a word/guess a word that makes sense	Use paragraphs	Use paragraphs		Include descriptive words to create your own writing
Summarize text; include sequence of main events	Plan sequence of events w/ dialogue information – I/It/To/Of			Use writing beginning	Use writing beginning		Use words to create feelings
Use main idea and supporting details to determine importance	Have a clear main idea with important supporting details			Use a satisfying ending	Use a satisfying ending		
Determine and analyze author's purpose and support with text	Determine your audience and set a purpose for writing, matching voice to purpose (persuasive writing, different perspectives, poetry, etc.)			Practice different structures	Practice different structures		
Recognize literary elements (genre, plot, character, setting, problem/resolution, theme)	Plan and record the literary elements of your story before you write it (genre, plot, character, setting, problem/resolution, theme) to O.			Use dialogue	Use dialogue		
Recognize and describe cause-and-effect relationships	Tell the reader what happened and why it happened			Use punctuation for flow, spacing, formatting of text and pictures	Use punctuation for flow, spacing, formatting of text and pictures		
Compare and contrast with/without mentor text	Compare and contrast your work with other texts						

* S.O. – graphic organizers F – fiction NF – nonfiction
Uplands Elementary 2024

Developing a Hunch

As a staff we have continued to notice and discuss some of the obstacles that are present for some of our learners including absenteeism, difficulty with problem solving, increased anxiety and stress and trouble self-regulating. A review of the research emphasizes the positive outcomes of SEL interventions on learning. Systematic, programmatic attention to the teaching of social-emotional skills promotes overall development and academic achievement. We felt that the implementation of our Healthy Habits TEA framework did impact student learning. There was an increase in overall attendance. We would like to increase our teaching and daily use of the Habits.

We believe that to have a true understanding of how we learn to read and write takes a lot of time. Professional dialogue and review of best research-based practice are effective ways to get a handle on these giant concepts. Six years of collaborative teamwork has us well on the way to fine tuning our focus on literacy. We have discussed implementation of more of the Six Traits of Writing to support our CAFÉ Reading and Writing framework.

Our hunch is that if we continue incorporate the Uplands Healthy Habits TEA framework, we will promote learners' positive behaviors and attitudes toward school, mastery of academic skills and positive mental health. We want to target writing as our focus for collecting data and monitoring progress for this inquiry.

Professional Learning

Our goal for professional learning will carry over from last year.

We created resources to support the teaching of the Uplands Healthy Habits TEA framework. School-wide, we will increase our use of the habits in our daily instruction and support of our learners. We will continue to increase our understanding and use of the Zones of Regulation along with the other programs and resources that support the teaching of the strategies in our Healthy Habits TEA framework.


We will use our collaboration time to explore these programs as well systematic writing programs such as The Six Traits of Writing to increase confidence in our learners' around writing, teach our learners how to communicate more effectively and boost the quality of their writing.

Taking Action

Common Expectations: all people moving in the same direction

- Healthy Habits TEA: providing a common language that will be shared with all of our stakeholders including all staff, students and their families.
- Collaboration focused on our inquiry. Use of time at staff meetings, monthly EA meeting and monthly noon hour supervisor meetings to plan, provide feedback and adjust.
- Use of the Healthy Habits TEA when learners are referred to the office.
- Scheduling in a Life Skills Program for our learners who need explicit instruction in self-care, life skills math and life skills literacy. Incorporated into this will be small group and one-to-one instruction and practice of the SEL through use of the Healthy Habits TEA.
- Continue to incorporate student voice in our inquiry. Our students provided new habits for our updated framework. This is a living document and will continue to grow and change with input from staff and students.
- Targeted instruction of each of the strategies in the Healthy Habits TEA including use of mentor texts for focus lessons.
- Sharing the weekly focus with parents through the monthly newsletter, the whiteboard with the weekly schedule that is at the front entrance, on the PAC Facebook page and on the Uplands website. Along with this, we will share resources that support each of the strategies.
- Eagle Eye awards handed out to students who have been observed using the Uplands Healthy Habits TEA habits.

Eagle Eye



You have been spotted using a **CARES** or **TEA** strategy. Your act has been noticed & appreciated.

Student Name: _____

(Write your name & return this slip to be entered in the draw.)

- Monday morning announcements to introduce the weekly focus and use of CARES characters at assemblies to support the teaching of these habits.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

- Highly visible framework in the hallway. At the beginning of the year this interactive sign will be a blank framework. As we focus on a strategy, this will be added to the framework.

Checking

As our learners increase their skills through use of the Uplands Healthy Habits TEA, we expect to see increased success in all academics but will focus on the progress made in writing, improved attendance rates and fewer referrals to the office.

We will monitor progress through:

- School-Wide Writes
- Attendance records
- Office referrals
- Feedback from all stakeholders including our learners, their families and the staff

School Principal Signature: _____

