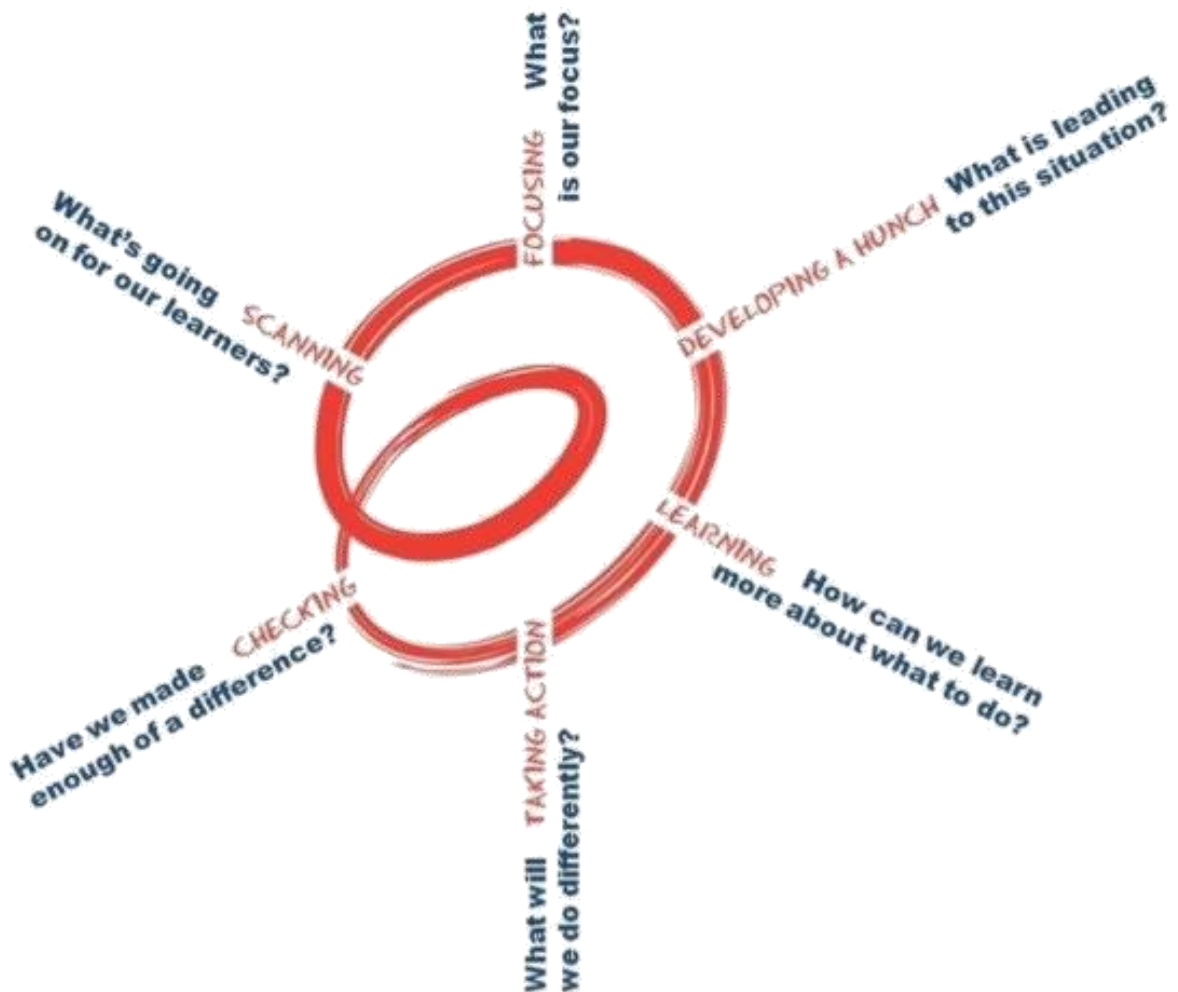




Uplands Elementary School School Growth Plan 2023 – 2024



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.

School Background

Uplands Elementary, in Coast Mountain School District, is a Kindergarten to Grade Six school that is located on Tsimshian Territory. We currently have 276 learners and over 35 staff members including classroom teachers, resource teachers (1.0 and 0.4 FTE), music teacher (1.0 FTE), counsellor (0.6 FTE), librarian and literacy enhancement (0.744 FTE), educational assistants, First Nation Support Worker (0.6), library assistant, secretary, custodians, noon hour supervisors, speech language pathologist, speech language assistant and an administrator. We have 13 divisions.

Our learners are made up of 20% Indigenous students including Tsimshian, Nisga'a, Haisla, Metis and Gitksan. One percent of our learners receive additional services for ELL (English Language Learners), including those of a different dialect and English as a second language. One percent of our learners 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. The PAC 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 and out of the building.

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. 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.

Scanning

We continue to look at our quantitative data from District assessments such as the School-Wide Write (SWW), reading assessment, the CMSD82 Numeracy Assessment, Grade 4 FSA Results, and the Grade 4 Student Learning Survey. Categorical data is collected as well through conversations and forums with our students, and conversations with our parents and caregivers. Our results on the assessments indicate that there are many of our students, at all grade levels, who are not succeeding at a satisfactory level, specifically in the areas of literacy and numeracy.

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

Our results on the Student Learning Survey indicate the following:

- 97% of students feel that three or more adults at the school care about them
- 88% of our students feel safe at school most or all of the time
- 84% of our students feel that adults treat them fairly most or all of the time
- 69% of our students feel school is a place where they belong most or all of the time

While these results are an improvement on the previous year, we need to continue to build upon our school culture.

Program Strengths

Our entire school community (teachers, support staff, parents/guardians, and volunteers) works together to ensure that each student is successful and cared for through the programs and activities that occur at Uplands, some examples of these are:

- A committed staff who work to meet the needs of all 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.
- Common language for literacy using the CAFÉ Reading and Writing framework.
- Classes partner to provide buddy reading opportunities, writing groups, and literacy and numeracy stations.
- School-wide use of our locally developed Uplands Healthy Habits TEA framework to support social emotional learning.
- 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.
- Eagle Eye awards that support the Healthy Habits TEA and the CARES Code of Conduct characteristics as witnessed in our learners.
- Integrating technology into daily math and literacy including numerous iPad Apps, Mathletics and other 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 include the use of role models, plant walks, and art and design lessons.
- Active involvement in the Salmonid Enhancement 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 school-based performances, the Pacific Northwest Music Festival and musical theatre presentations at the REM Lee Theatre.

- Focus on healthy living with daily physical activity and movement and brain breaks in classrooms.
- Participation in the BC Fruit and Vegetable Program and the School Milk Program.
- Opportunities for learning outside of the classroom including in the forested area on our grounds, making use of the natural playgrounds, and our outside classroom.
- Opportunities for learning off school grounds that includes trips to local trails, Ferry Island, Kitselas Canyon, Shames Mountain to ski, forestry field trips, neighbourhood walks, swimming pool, skating rink, the Terrace Public Library, Terrace Art Gallery, and Rotary Splash Park.
- Close community partnership with our RCMP liaison officer who is involved in school wide events and classroom learning opportunities.
- A culture of giving back to the community around us. We have donated food to the Food Bank and raised money for the Terry Fox Foundation, BC Children's Hospital, and the Northern Animal Rescue.
- An involved and dedicate parent community who actively volunteer for field trips, in classrooms, and during extra-curricular events.

We offer additional extra-curricular activities for our students and families, including:

- A strong athletics program with a focus on participation and sportsmanship. Opportunities include traditional sports such as volleyball, basketball, and badminton.
- A strong student leadership group in which many students are given opportunities to be leaders in the school.
- School-wide events such as movie nights, Halloween Hoot, etc.
- Field trips with parent volunteers

Indigenous Ways of Knowing - Positive Personal and Cultural Identity

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, 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 to help create positive change. Throughout the school, staff discuss the need for a growth mindset and building character. Passion, perseverance, and grit are the qualities that we promote for lifelong learning.

Focussing

Our goal as a school community is to improve and enhance the literacy skills of our students.

Reading and writing are fundamental skills for success in all areas of school and in life. When looking at the data generated by the PM Benchmarks assessment and the School-Wide Write, we can see that a significant number of our students have shown outstanding progress throughout

the year, but we still have an unacceptable number of students who are not meeting the expectations in reading and writing for their grade level. Our Student Learning Survey results indicate that 83% of our Grade 4 students agree that they are getting better at reading, and 74% of Grade 4 students indicate that they agree that they are getting better at writing. More work is needed to ensure that our students see themselves as strong readers and writers.

- * We will focus and emphasize literacy as a goal to increase student achievement, understanding, confidence and joy of reading. We will continue the use of our CAFE framework with common language, clear learning intentions, mentor texts and explicit instruction. This includes sending home information to Parents/Caregivers on the CAFE strategies worked on each week. New to us this year, is the UFLI programme and the Acadience Reading Programme, and many teachers are reading to get started.
- * We will also focus on our student writing goal with continued use of the locally developed CAFE framework for writing (Uplands) with common language, clear learning intentions, mentor texts and explicit instruction. Using the Six Traits of Writing materials and Adrienne Gear’s work to focus lessons on individual strategies.

CAFÉ READING AND WRITING STRATEGIES

DOES IT MAKE SENSE?							
<i>I understand what I read</i>	<i>My reader can understand what I write</i>	<i>I can read the words</i>	<i>My reader easily reads the words I have spelled</i>	<i>I can read accurately, with expression, and understand what I read</i>	<i>My reader will be able to read my writing fluently, with understanding</i>	<i>I know, find and use interesting words</i>	<i>My reader is engaged by my word choice</i>
C		A		F		E	
Check for understanding Back up and reread Use prior knowledge to connect with text Make and adjust predictions; use text to confirm Monitor and fix up Infer and support with evidence Make a picture or mental image Ask questions throughout the reading process Use text features (titles, headings, captions, graphic features) Summarize text; include sequence of main events Use main idea and supporting details to determine importance Determine and analyze author's purpose and support with text Recognize literary elements (genre, plot, character, setting, problem/resolution, theme) Recognize and explain cause-and-effect relationships Compare and contrast within and between text	Clearly state who and what and stay on topic Back up and re-read. Revise to make sure your writing is clear Write about what you know/have learned/connect to Monitor and fix up as you write Show, don't tell. Provide evidence for your reader to make inferences Include descriptive details to create a mental picture Answer the questions your reader may have Include text features (including illustrations – F and NF) Plan sequence of events – if Graphic organizers – NF *G.O. Have a clear main idea with important supporting details Determine your audience and set a purpose for writing; matching voice to purpose (persuasive writing, different perspectives, poetry, etc.) Plan and record the literary elements of your story before you write it (genre, plot, character, setting, problem/resolution, theme) *G.O. Tell the reader what happened and why it happened Compare and contrast your work with other texts	Practice common sight words and high-frequency words Cross checking: Do the pictures and/or words look right? Do they sound right? Do they make sense? Use the pictures: Do the words and pictures match? Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense	Accurately spell your sight words (no excuses) Cross checking: Do the pictures and/or words look right? Do they sound right? Do they make sense? Use the pictures: Make sure your words and pictures match Use beginning and ending sounds Stretch out the word when you spell it Flip the sound Chunk letters and sounds together (include word families) Write the word, underline and come back Use words around the room or in other texts	Voracious reading Read appropriate level texts that are a good fit Reread text Practice common sight words and high-frequency words Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) Use appropriate punctuation, and apostrophes Use capital letters appropriately Use a variety of sentence types and lengths Use paragraphs Use a strong beginning Use a satisfying ending Practice different structures Use dialogue Use presentation (italy, spacing, formatting of text and pictures)	Voracious writing Write appropriate level text for your ability level Reread your writing and edit to increase fluency Use literary devices (including word banks of transition words, connective words, similes, onomatopoeia etc.) Adjust and apply different writing rates to match your purpose Use appropriate punctuation, and apostrophes Use capital letters appropriately Use a variety of sentence types and lengths Use paragraphs Use a strong beginning Use a satisfying ending Practice different structures Use dialogue Use presentation (italy, spacing, formatting of text and pictures)	Tune in to interesting words and use new vocabulary in speaking and writing Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Use prior knowledge and context to predict and confirm meaning Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries Use figurative to create clear mental images Include distinctive words to create voice in your writing Use words to create feelings	Use new and interesting words in your writing (verbs, adjectives, adverbs) Understand word parts to increase variations for word usage Brainstorm to build word banks Ask someone to suggest a new, interesting word Use dictionaries, thesauruses, and glossaries Use figurative to create clear mental images Include distinctive words to create voice in your writing Use words to create feelings

*G.O. – graphic organizers F – fiction NF – nonfiction
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- We will emphasize the growth that each individual student is showing in reading and writing to ensure that all our students know that they are improving and begin to see themselves as readers and writers in a positive way.
- In the 2023/2024 school year, we will have five Primary teachers participate in the districts Literacy Pilot program using the UFLI Foundations programme, an explicit and systematic Phonics programme.
- **Our Inquiry question – Will the use of the UFLI programme and the Acadience programme in combination with our existing CAFE strategies improve the literacy skills of our students?**

Developing a Hunch

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

We believe that the implementation of the UFLI program and its explicit teaching of Phonics will have a positive impact on the literacy skills of our students.

As a staff we have continued to notice and discuss some of the obstacles that are present for some of our learners including difficulty with problem solving, increased anxiety and stress, and difficulties 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 feel that the continued implementation of our Healthy Habits TEA framework does positively impact student learning by helping students to feel more comfortable in the school, develop a greater understanding on how they are expected to behave at school, and improve their ability to solve smaller problems on their own.

Professional Learning

Our goal for professional learning will be to participate in the school district's in-services to increase our knowledge of the UFLI programme. This learning will help teachers implement the programme into several of our primary classrooms. We will continue our exploration and development of the CAFE reading strategies throughout the school. We will use time to explore these programmes and systematic writing programmes such as The Six Traits of Writing, the work of Adrienne Gear in Reading and Writing. In addition, we will continue to use of the CAFE Reading strategies to increase confidence in our learners around writing, to teach our learners how to communicate more effectively, and to boost the quality of their writing.

We will continue the development and implementation of our Healthy Habits TEA. 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 programmes and resources that support the teaching of the strategies in our Healthy Habits TEA framework.

Taking Action

Common Expectations: all people moving in the same direction.

- CAFE Reading—providing a common language, providing clear learning intentions, the use of mentor texts and explicit instruction. This includes sending home information to Parents/Caregivers on the CAFE strategies worked on each week.
- UFLI Foundations—providing support and guidance of the implementation of this new programme in some of our primary classrooms.
- Healthy Habits TEA—providing a common language that will be shared with all of our stakeholders including all staff, students and their families.

- Zones of Regulation—providing a common language that will be shared with all of our stakeholders including all staff, students, and their families.
- Collaboration focussed on our inquiry. Use of time at staff meetings, monthly EA meeting and monthly noon-hour supervisor meetings to plan, to provide feedback and to adjust.
- Direct teaching of social skills through small groups.
- 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.
- We will continue to communicate the events and developments at Uplands through our monthly newsletter and our Uplands Parent Connect Facebook page.

Checking

Our school-wide assessments will be done twice a year: once in the fall and once in the spring. We will look for specific evidence in the areas of reading and writing. We will look at the evidence from our school-wide assessments (School-Wide Write, PM Benchmarks, Grade 4 FSA results, and the Student Learning Survey). We will also continue to monitor the student behaviour data and the student attendance data.

We will regularly monitor the progress of our students throughout the year to determine the need for any individual interventions. The use of classroom-based assessments will allow our staff to use the resources available to design interventions necessary to help students in specific areas of need. As students improve or struggle, we will adjust our interventions as needed.

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

We will monitor progress through:

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

School Principal Signature: _____

Appendix – 2022/2023 School Data

- School-Wide Write – Fall, 2022 and Spring, 2023
- PM Benchmarks – Fall, 2022 and Spring, 2023
- CMSD82 Numeracy Assessment – Fall, 2022 and Spring, 2023
- Kindergarten Screener – Fall, 2022 and Spring, 2023
- Student Learning Survey