

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Uplands Park Elementary

Principal: Stacy Aitken

Our Story/Our Learners

Uplands Park Elementary School is proudly situated on the traditional lands of the Snuneymuxw First Nation. Through the Syeyutsus Framework, we honour this land and are guided by the First Peoples Principles of Learning.

Uplands Park Elementary School serves students from Kindergarten to Grade 7, with approximately 297 learners. Our school community is vibrant, inclusive, and committed to the academic success and emotional well-being of every learner. We have a diverse student and staff population and benefit from a wide range of experiences, perspectives, and strengths that allow us to learn and grow together.

Students demonstrate curiosity and enthusiasm for learning through a variety of activities and opportunities. We are fortunate to have a forested area on site, along with outdoor learning spaces and a walking trail that provide opportunities for students to connect with the land for fitness, self-regulation, and hands-on learning.

Leadership and student voice are actively encouraged. Grade 7 students take on many roles around the school that foster school spirit and a sense of belonging. Recess clubs are offered to provide students with alternative activities that help them build connections and explore their interests. Our stable student population and dedicated teaching staff enable strong relationships and traditions to develop year after year.

A strong sense of community is an underlying theme in many of our school activities. Families are supported by a motivated and engaged Parent Advisory Council, which leads events such as the Santa Shop and the Family Halloween Dance, providing opportunities for parents to connect with the school. School staff also lead activities such as the Terry Fox Run, the school musical, the Frosty Foot Race, and the breakfast program, all of which support student academic growth, social-emotional well-being, and community values.

Overall, our school thrives as a supportive, collaborative, and engaging environment. By emphasizing strengths, equity, and community, we create a culture where students feel valued, included, and empowered to reach their full potential.

Using the 2024-2025 report card data and spring 2025 school wide write data, it was noted that grade 4-6 writing proficiency indicates that 50% or more of students are in the emerging and developing range. Of significant concern are our grade 4 students who present as having the highest percentage in the emerging range.

Although our learners were demonstrating greater proficiency in their reading skills, their ability to communicate their thinking and learning proficiency in a written format will be important as they progress through their schooling.

Using the 2024-2025 NLPS learning survey data it was noted that our grade four priority population students; including our Indigenous learners and our designated students would benefit from a greater sense of belonging.

For learners in priority populations, a sense of belonging allows students to feel valued and accepted by their peers and school staff, this will allow students to fully activate their ability to learn.

Although our learners were demonstrating greater proficiency in their reading skills, their ability to communicate their thinking and learning proficiency in a written format will be important as they progress through their schooling.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027 there will be growth in writing proficiency according to our school wide write data for 50% of our students.

This will support the district goal of improving literacy.

Implementation Plan:

School-based Action	Strategy Type
Grades 4-6 teachers will implement the Syntax project lessons	Universal
Grade 4-6 teachers will use "We Will Write" for writing prompts	Universal
Our students in "emerging" will focus on writing in small group pullout sessions that use guided writing, shared writing and sorting tasks as strategies	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Provide collaboration time at staff meeting	Monthly
Fall and Spring School Wide Write data	October and April
Term 1,2 and 3 Learning Update data comparison	November, March, June

Ongoing Engagement:

Teachers - Focus Groups
IST's - Co-teaching
Education Assistants - Collaboration
School Literacy Lead -Leadership
District Literacy Lead - Collaboration

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care.

Focused Improvement Goal:

By May 2027 there will be growth in the sense of belonging for 50% of our priority population students. This will support the district goal of increasing graduation rates for students who identify as Indigenous and who have diverse abilities.

Implementation Plan:

School-based Action	Strategy Type
Cultural Celebrations	Universal
Increased use and teaching of Hul qumi num	Universal
Small group cultural connections	Targeted
Intentional recess activities to support priority population students	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
School Wide Survey of Students	Fall and Spring
Student Learning Survey Data Grade 4 and 7	Spring
Student engagement in optional small group activities	Jan and June

Ongoing Engagement:

ICSSW - Collaboration
Indigenous Partners -Collaboration
IST - Collaboration
Education Assistants - Collaboration
Teachers - Collaboration