

Upper Halfway Elementary

Framework for Enhancing Student Learning

Upper Halfway School is a place where:

- Our **students** are safe and invited to participate in the creation of their learning environment. Students are continuously welcomed to exercise their voices within their learning environment. Students are encouraged to work alongside their peers, teachers, and members of the learning community so that their basic needs are not only met, but that their learning goals are meaningful to themselves, as well as their community
- Our **employees** are responsive to the skills, interests, desires, and needs of our learners; they take personal responsibility to form an inclusive, safe, and compassionate learning culture for students
- Our **schools** are student-centered, safe, inclusive, and responsive, and interwoven through the needs and values of our surrounding communities
- Our **communities** continue to remain active participants within the development of our students' learning experiences and personal growth

At Upper Halfway Elementary, we are committed to making a safe, inclusive, and responsive environment for all students, as well as teachers, staff members, and community members. We care about:

- ❖ **Cooperation & Communication**
- ❖ **Acceptance & Achievement**
- ❖ **Confident & Compliments**
- ❖ **Independence & Inquiry**
- ❖ **Education & Encouragement**

At Upper Halfway, we strive to ensure that students have both voice and choice in their learning; students must be encouraged and supported to take the initiative over their own learning goals and aspirations. We believe that:

- ☼ **Learning requires the active participation of students**
- ☼ **Learning can happen in a variety of ways and at different rates**
- ☼ **Learning is both an individual and group process**
- ☼ **Learning requires the supports of parents, guardians, and community**

Framework for Enhancing Student Learning 2026-2027

At Upper Halfway Elementary, teachers and staff discuss, reflect upon, and redefine the learning goals on an annual basis so that we may ensure students are provided with the opportunity to continue their development towards becoming independent, responsible, and compassionate members of their community. As a means of supporting our learners' growth, we are responding to the following goals:

- **Goal 1: Support Personal and Social Growth, Responsibility, & Identity**
- **Goal 2: Strengthen Intellectual Skills**
- **Goal 3: Promote Career & Skill Development**

Introduction

Upper Halfway School is a rural school which supports students from grade levels of K – 10. Located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130km northwest of Fort St. John, Upper Halfway Elementary offers an extraordinary learning environment for all involved. Currently, 34 students are enrolled and all students are facilitated to school from the Halfway River First Nations Reserve, as well as and surrounding communities. Here, students, teachers, and staff members are privileged to live, work, and learn on the traditional territory of the Dane-zaa, within Treaty 8.

While our students may change from one year to the next as they move towards graduation, we also see many familiar faces each year. Approximately 50% of Upper Halfway students are First Nations. Many of our students qualify as English Language Learners (ELL); 40% have English as a second language. In total, 50% of our students receive ELL or ESD support and 20% of our students are supported with inclusive education. Upper Halfway School receives administrative assistance from SD60's Rural Principal, and on-site Principal, as well as three full-time teachers. The school also employs one Educational Assistant, one Aboriginal Student Support Worker, and receives biweekly on-site support from Learning Services – Learning Assistance, English Language Learners (ELL), English as a Second Dialect (ESD), Speech-Language Therapy, Physiotherapy, and Occupational Therapy; Technology Services – Library, Curriculum with Technology (CWT), and Technology support; and Aboriginal Services – Counselling, Cultural and Social-Emotional support.

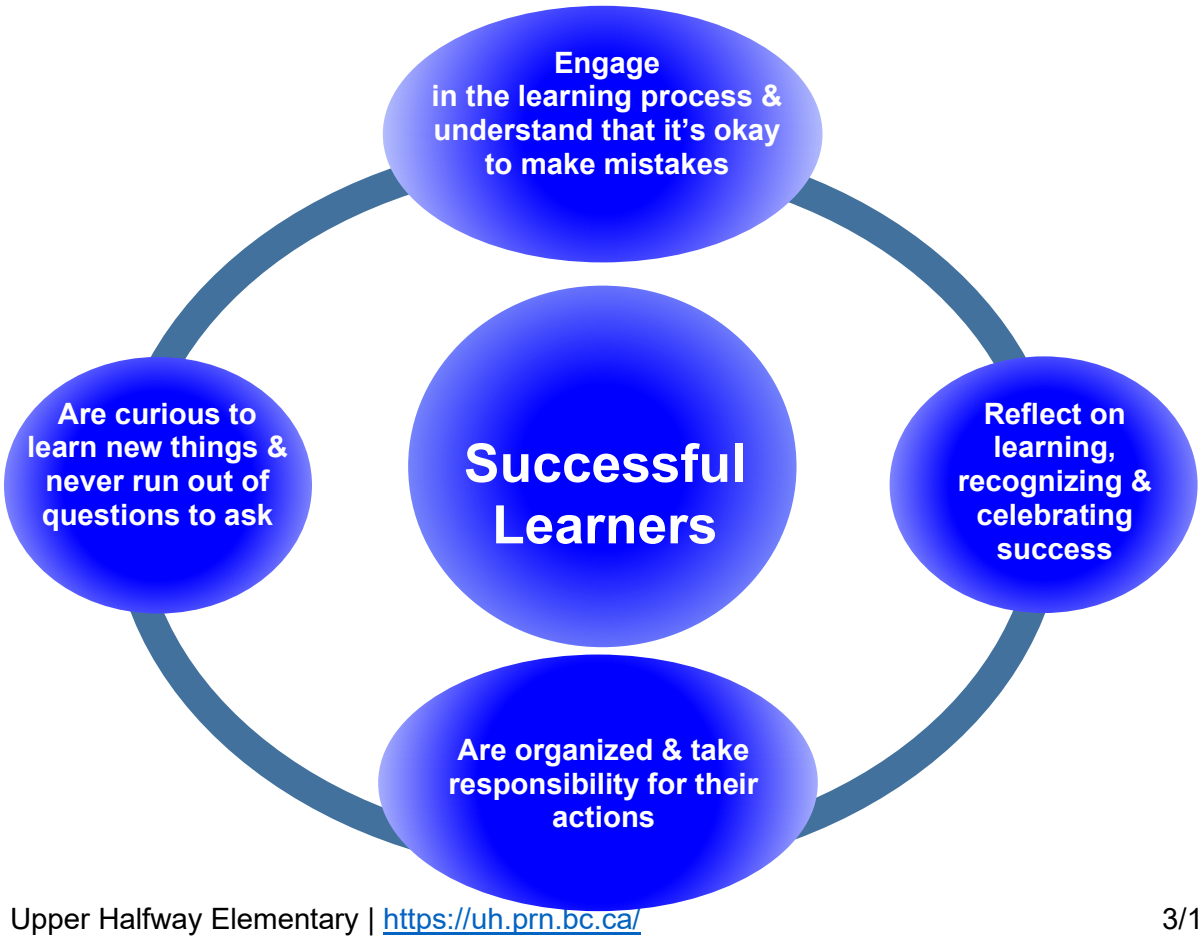
Upper Halfway School has two multi-grade classrooms, three multi-purpose classrooms, a wide variety of outdoor playground equipment, a large outdoor sports field, a school vegetable garden, a natural, seasonal, snow packed sledding hill, and even seasonal outdoor skating rink! The School has a brand-new gym that supports the PE programs, sports and hosts special events. Upper Halfway school operates on a four-day schedule, Monday – Thursday, with extended daily hours of operation to ensure students are provided with the opportunity to interact with their peers in a supportive, educational setting.

Mission

At Upper Halfway School, we foster a safe, responsive, and inclusive learning environment. Creating a welcoming school community, students, teachers, and staff can support one another in the pursuit of equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners. Through hands-on inquiry-based learning, and by encouraging a positive attitude towards personal growth, academic development, and community patronage, we believe each student has the opportunity to become a lifelong learners.

Vision

Upper Halfway Elementary is a space where students are able to develop the skills to achieve success in a manner which is meaningful to both them and their community. By participating in our learning community, students will draw from personal strengths and interests, take responsibility for their own learning, consolidate their knowledge, and receive support from teachers and staff to meet their unique needs and perspectives. Here, students will develop the knowledge and ability to transition to their next step; whether a school in Fort St. John, Distributed Learning, or life in our community and abroad, we believe that students have the opportunity to become successful learners.



Strengths	Celebrations	Challenges
❖ Welcoming students ❖ Good number recognition for K-1 students #1-20(1) and #1-10 (k) ❖ Literacy letter name/sound practice is improving with targeted and focused lessons on phonemic awareness and phonics ❖ Students more actively participate in their learning when provided with a consistent routine ❖ Students are becoming members of their learning community by sharing thoughts and ideas with others, contributing to ongoing events around the school, as well as appropriately advocating for their needs through self-regulation practices	❖ New Gym ❖ Overall k-4 attendance ❖ Saturday Events with school and community members ❖ Outdoor learning activities and participation ❖ ISSW-led learning opportunities. ❖ Ongoing in-school food program with both staff members and learners actively contributing to daily breakfast and lunch preparation. ❖ Camp Cameron	❖ Writing (literacy) ❖ Healthy food choices (snacks & food waste) ❖ Communication (no phones this year) ❖ Coverage/TTOC ❖ Location - Travel ❖ School-wide parent supper (e.g. PAC attendance, communication, etc.) ❖ Grade 5-9 attendance. ❖ Welcoming/Inclusion ❖ Social Integration
SEL Goal: To improve students wellbeing through nutrition and sleep.	**Evidence: Through Student Centered work, informal discussions, collaborative projects and reflective activities.**	**Data: MDI Check In's - Brief Conversations with five students**

Goal 1: Support Personal and Social Growth, Responsibility, & Identity

Objective 1.1: Social Responsibility

Rationale

Teachers and staff members believe that we are all responsible to foster a community where everyone feels welcome, safe, respected and accepted. Through discussion, social exercises, and the development of a meaningful relationship between students and teachers, students may be able to take risks, consolidate their thinking, analyze the different viewpoints from their peers, as well as the different biases and views from those involved.

Supporting Education Programs, Strategies and Structures

Mind-Up Program

- The Mind-Up program is a research-based curriculum which features lessons that use the latest information about the brain to dramatically improve behaviour and learning for all students. The lessons offer both teachers and students strategies for helping focus attention, improve self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Throughout the school year, teachers and staff members are fortunate to have an opportunity to attend Professional Development workshops, sessions, and discussions with the district's resource staff. Through such learning opportunities, Upper Halfway Elementary teachers and staff are currently incorporating both the Mind-Up Program, and Social Responsibility quick scales into their teaching routines. Teachers are also promoting school connectedness and culture initiatives through classroom-collaborative activities. Providing students with an opportunity to have a voice in the design and maintenance of their classroom and school, through such activities as displaying art, participating in recycling initiatives, and so forth, we are continually reassessing the ways in which students, families, teachers and staff members may contribute to the development of a welcoming, safe, respected and accepted learning environment.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Parental Contacts
- Records of Ongoing Contact with Parents and Guardians

- Pictures of Positive Interactions
- Slide Shows
- Spirit Activities and School-House Teams
- Core Competency Exercises
- Reflections
- Self-Assessments

Objective 1.2: Self Identity

Rationale

Students should be able to build on prior knowledge during various learning experiences and exercises so that they, as well as their peers, may come to further appreciate the gifts and abilities each person brings to our learning community. Students should become aware that the knowledge gained, and concepts covered in a class will not simply be abandoned at the end of June. Students should have the opportunity to utilize their unique experiences as a learner, and human being.

Supporting Education Programs, Strategies and Structures

Mind-Up Program
Circle Talks
Classroom Champions

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Teachers and staff members are continually reflecting upon and discussing with each other, as well as the district's supportive staff members the ways in which we may provide students with the knowledge and skills they may use to better understand their own identity, gifts, and abilities. Through programs and initiatives discussed above, teachers and staff members continue to seek a deeper understanding as to how we may guide students towards better understanding themselves, and how they may contribute to their own community.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Interim Reports
- Self-Assessments
- Artifacts and Projects
- Core Competency Exercises
- Reflections
- Strength based Goals – Student led conferences
- Agendas
- Journals, artistic work, and various mediums of conveying personal thoughts and emotions

Targets

- Increase attendance for all students
- Classroom Community
- Proactive Leadership Behavior and Social Responsibility

Alignment of Resource Allocations with this Goal:

- Support Staff

Goal 2: Strengthen Intellectual Skills

Objective 2.1: Literacy

Rationale

In an ever-changing world, communication is a vital skill that allows us to understand our own perspectives, the feelings of others, and complex abstract concepts. Ensuring that our students are supported to develop and strengthen their oral, reading and writing skills will allow students to express their thoughts and emotions in a safe, respectful and responsive manner. Through the ongoing promotion of oral, writing, and reading education and development, students will be supported in their progression towards attaining new knowledge and communicating personal thoughts both effectively and respectfully.

Supporting Education Programs, Strategies and Structures

Heggerty
Words Their Way
Phonological Awareness
Jolly Phonics
Handwriting Without Tears
RAZ Kids
Talking Tables
Communakit
Guided Reading/Fluency Practice
EET/CWT
Chapter One Eli Tutor

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Literacy Support Coach, teachers and staff members are not only collaborating to ensure that each student receives the support they may need to achieve success, but to also consolidate their current literacy education practices and consider the ways in which we may empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their oral, reading and writing skills:

- Interim Reports and Report Card
- District Literacy Assessments
- Self-Assessments
- Core Competency Exercises
- Reading and Writing Assessments
    - PM Benchmarks
    - QCA/RAD
    - Read73 Assessment

Targets

- 60% of students at grade level for district literacy assessments

Alignment of Resource Allocations With This Goal:

- Support Staff
- Literacy 8000.00

Objective 2.2: Numeracy

Rationale

Another form of communication, mathematical knowledge enables individuals to connect, create, communicate, visualize, and reason, as they work together through the complex process of problem solving. Upper Halfway Elementary teachers and staff members recognize the notion that observing, learning, and engaging in mathematical thinking empowers learners to make sense of their world. Through ongoing supportive strategies and consultation with the District's Numeracy Coach, teachers and staff members are continually reflecting on the ways in which they may support our learners to problem-solve abstract and real-life concepts, both independently and collaboratively.

Supporting Education Programs, Strategies and Structures

Mathletics
Fact Fluency
District MAP assessment
District Problem Solving
Mathology

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Numeracy Support Coach, teachers and staff members are regularly reflecting upon the ways in which we may support students to achieve success both through District math assessments, as well as through real-life situations. Researching, discussing, and gaining expert insight from the District's Numeracy Support

Coach on redesigned approaches to math strategies, concepts, and learning goals, Upper Halfway Elementary teachers and staff members are continually working to ensure our students are provided with the opportunity to gain the mathematical skills and knowledge they need to achieve success.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their mathematical problem solving skills:

- District Numeracy Assessment
- MAP Assessment
- Interim Reports and Report Cards
- Core Competency Assessments
- Connecting and Reflecting Numeracy to Real Life Examples

Targets

- Grade level achievement at 75% on grade level math assessments

Alignment of Resource Allocations With This Goal:

- Support Staff

Goal 3: Promote Career & Skill Development

Objective 3.1: Building Meaningful Life Skills

Rationale

Upper Halfway Elementary provides students with a unique opportunity to participate in hands-on, inquiry based learning projects and exercises. Through the preservation of a welcoming school community, teachers and staff support students by equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners. Maintaining contact with community members, organizations, and District Support Staff, students will continue to be provided with the opportunity to participate in a range of extraordinary learning experiences. These experiences will guide students towards becoming compassionate citizens and lifelong learners.

Supporting Education Programs, Strategies and Structures

ADST Initiatives

- Whether gardening, woodworking, food studies, or textiles, each teacher or staff member draws from the resources and expertise available to incorporate meaningful exercises and projects into the school. Throughout the year, students are invited to

participate in different exercises, generate ideas independently and collaboratively, prototype their plans, consolidate their thinking, and evaluate the final design. In doing so, students will be expected to work collaboratively with their peers and teachers as they reflect on how to overcome various challenges.

Community Involvement

- Local farmers, community members, representatives from the Halfway River First Nation, as well as School District Organizations will interact with students in various respects as they present particular challenges they have faced and demonstrate the ways in which their expertise provided them with an opportunity to achieve success. Such experiences will guide students towards personal growth and the consideration of possible career and lifelong learning, opportunities.

Class Routines and Incentives
CWT/iPads

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving support from District Staff members, as well as Project Based Learning Support Staff, Northern Health, Northern Environmental Action Team, Friendship Centers and various other community partners, Upper Halfway teachers and staff remain in professional relationships with many District and community members. By maintaining such ongoing conversations, students will continually be provided with an opportunity to participate in unique, hands-on learning experiences that will support their growth as lifelong learners. Whether learning to stay safe and healthy, or how to repair a water pipe, Upper Halfway Elementary empowers students to understand what tools they need to find the solution to different challenges throughout their lives.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their problem-solving skills:

- Core Competency Assessments
- Fulfilling Classroom and School routines, procedures, and tasks
- Personal care, and respect of personal belongings
- Participation in, and completion of ADST exercises, tasks, and projects

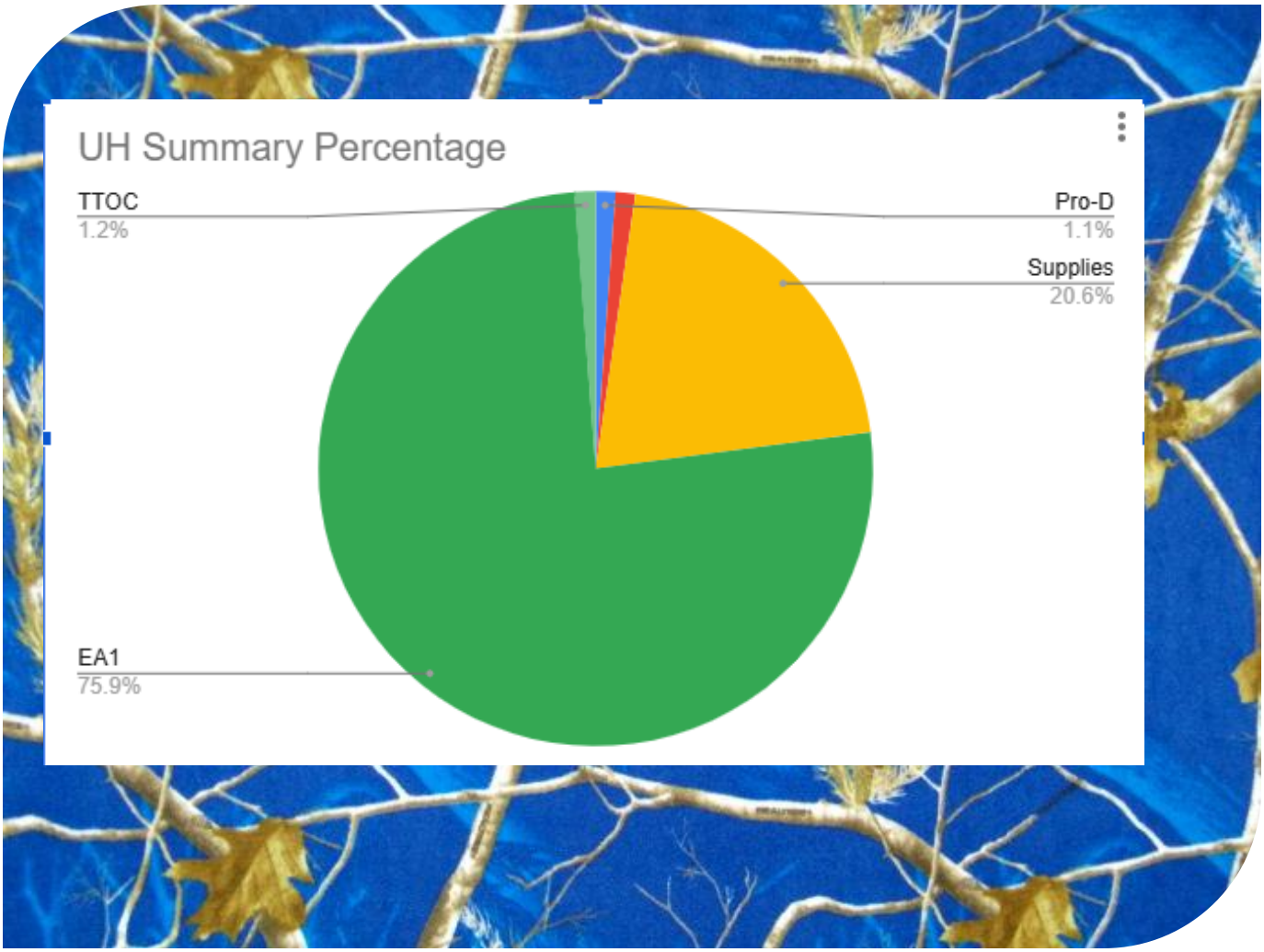
Targets

- Increase Indigenous Attendance
- Improve programming for middle school students

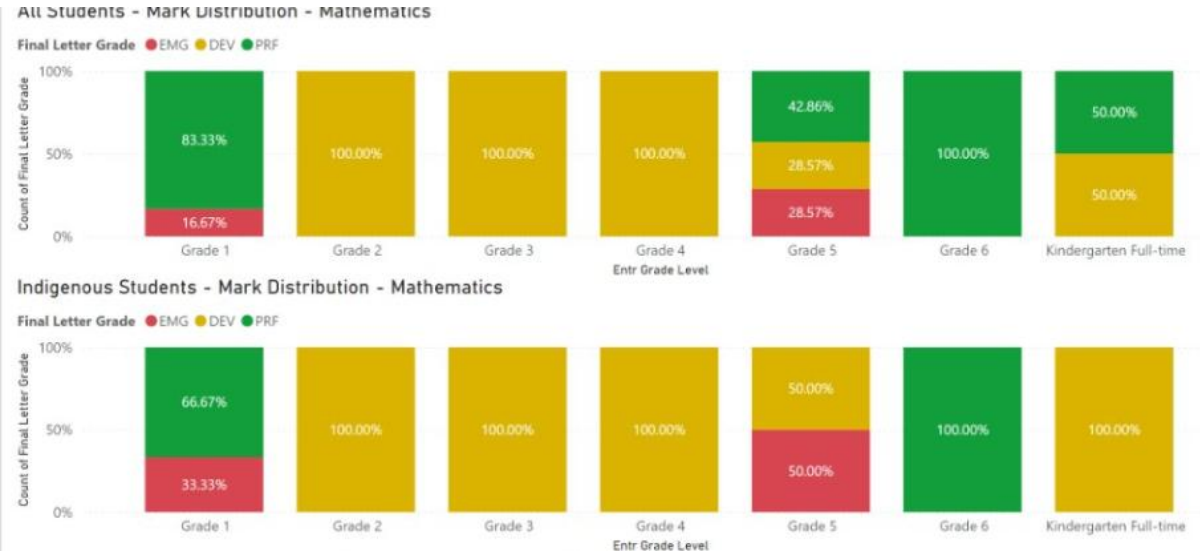
Alignment of Resource Allocations With This Goal:

- Support Staff

Alignment of Learning Support Funds 2026-2027


UH Summary Percentage
TTOC
1.2%
Pro-D
1.1%
Supplies
20.6%
EA1
75.9%

Data: Numeracy



Data: Literacy *Comprehension Read 73 Gr. 4-9*

