

Revised September 20th, 2022



Sun Peaks School
Annual School Learning
Plan 2022-2023



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Aboriginal Educational Council and through the Aboriginal Education Enhancement Agreement ([link](#)). At this time we don't have any students who are connected to our local bands however we have many students who identify with Metis ancestry. Our School Learning Plan is closely aligned with the Aboriginal Education Enhancement Agreement. We collaborate with families and community partners and use the strategies outlined in the Aboriginal Education Enhancement Agreement to improve outcomes for Aboriginal learners. We provide on-going learning opportunities to share the rich aboriginal culture with all learners and connect learning to core competencies and Aboriginal ways of knowing and doing. We have recently created 35 drums for the students of Sun Peaks with a knowledge keeper from the Simpcw nation and welcomed guest dignitaries from Adams Lake Band by singing the welcome song with our kindergarten students.

CONTEXT

Sun Peaks School is located on the mountainside in picturesque Sun Peaks, BC and is the only school where students can ride and board to attend school. Our students are immersed in active, outdoor lifestyles, including skiing and boarding for gym class and lunch. Students attend from the Sun Peaks/Whitecroft catchment area.

We are a Kindergarten to Grade 9 school in 3 distinct locations: our primary K-4 campus located on the mountainside, the intermediate campus is temporarily located in the Conference Center and our 8-9 campus at the bottom of the mountain in P2.

- 125 students, 7 Divisions, 9 teachers, 2 CEA's
- 9 students with IEP's, serviced by a 0.5 FTE Learning Assistance Resource Teacher 2 days a week.
- 10 students identified with Aboriginal ancestry (Metis)
- 5 students designated as English Language Learners
- Motivated and engaged staff are also community members and parents of students in our school

Mission: Building compassionate, resilient learners who are deeply rooted in our mountain community

Vision: At Sun Peaks school we strive to be a community of resilient learners who embrace diversity, relationships, and proudly represent their school in a safe, kind, and invested manner.

Motto: Embracing diversity, living actively and achieving our dreams one peak at a time.

The school continues to pride itself on the volunteerism demonstrated by the parents and the community who come out to volunteer for lunch hour supervision and to ski with our students daily in the winter months so that we have a small ratio of students to parents to create safety on the lifts. We have a very active PAC dedicated to supporting the school. We will actively discuss our School Learning Plan at our fall PAC meetings as well as review and revise it together in the spring for continual school improvement. If we have a vision to guide our school mission, continue to prioritize our professional learning cycle, and create unique opportunities to build community then we will see:

- Our educators collaborating together, identifying common challenges, creating safe spaces, and leveraging student leadership opportunities
- Our students demonstrating increased engagement, resiliency and proficiency in literacy and in numeracy
- Our students and staff experiencing an increased sense of belonging

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

Sun Peaks School

Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2021-22	2021-22	2021-22			5 year Trend
Gr 4 Literacy	88%	74%	14%			
Gr 7 Literacy	88%	73%	15%			
Gr 4 Numeracy	81%	64%	17%	68%	67%	1%
Gr 7 Numeracy	69%	57%	12%	74%	63%	11%

SCHOOL RESULTS ANALYSIS: On-going collective teacher efficacy to improve student achievement in literacy and numeracy is evident in our classrooms and in our outcomes, however we would still like to focus on both literacy and numeracy as a goal moving forward. [Sun Peaks School SLP Appendix 2021.pdf](#)

SCHOOL GOAL: Students will acquire strong foundational skills in numeracy and literacy. With these skills we will promote inquiry and critical thinking to solve problems in real life situations.

AREAS TO CELEBRATE: On-going collective teacher efficacy to improve student achievement in literacy and numeracy is evident in our classrooms and in our outcomes.

- FSA scores continue to trend upwards and are above district average in Reading, Writing, and Numeracy. We are above the district average by 12-17% in all areas
- Our Indigenous learners are on par and in most cases out performing school/district in FSA and PRA data

AREAS TO GROW: Our primary students are below district average in June 2022, grade 1-3 in our Primary Reading Assessments

- 46% of students in grade one are proficient or extending in reading
- 63% of students in grade two are proficient or extending in reading
- 58% of students in grade three are proficient or extending in reading

Grade 7 numeracy is well above the district average but has fallen to 69%. We would like to see this number increase to at least 80% of our students on track or extending.

OBJECTIVES: 70% of students in grade one to three will be proficient or extending in reading by June 2023 as measured by the PRA

SCHOOL STRATEGIES: We will work to improve our goals through classroom, professional learning, and resource allocation practices.

To improve in literacy/numeracy, we will (classroom practices):

- Daily Primary Guided Reading Groups and balanced literacy practices
- PRA data recorded and tracked in EDplan insight three times a year to inform our teaching practices and group students for optimal learning (PM benchmarks)
- Daily Five in all classrooms
- Literature Circles
- Adrienne Gear Reading and Writing Power, Powerful Understanding, and Powerful Poetry
- Words Their Way program
- Heggerty Phonemic Awareness in all primary classrooms
- Jolly phonics in Kindergarten
- Incorporate class discussion and group work (CGI)
- Support primary years students with conceptual understanding
- Continue with number talks, daily problem solving, esti-mysteries, spatial reasoning, etc.

The school has a motivated and engaged staff that see themselves as learners and are constantly seeking ways to improve and hone their practice. To improve classroom practices, we will (PD strategies):

- Ensure that 2 NID's are focused on numeracy and literacy
- Invite C&I team members to support numeracy in classrooms
- Invite literacy coordinators to support in primary
- Participate in district literacy and numeracy learning events
- Our educators collaborate together, identify common challenges, create safe spaces, and leverage student leadership opportunities.

To improve in grade-to-grade transitions, we will...

- Track and connect diverse learners to two or more adults who care (see Wellbeing data)
- Work with our school learning team to ensure that our ELL and diverse learners are receiving targeted strategies and supports
- Small group intensive literacy and numeracy support with an intervention focus using the Leveled Literacy Intervention kits with our Grade 1, 2, and 3 students. We would like to start an intervention program that uses the LART, classroom teacher, principal and volunteers. Each child will be assessed by their teacher using a reading record and placed in a group depending on their reading level. Once placed in a group, they receive small group reading instruction for 30 minutes at least twice a week from either their teacher, the LART or the principal.

To improve in learning, we are ensuring that our resources meet our students' needs, we will allocate additional funding (\$5000) and support time to purchase needed resources and give students additional time to support students' intellectual development.

- Purchase the Leveled Literacy Intervention Green Kit -June 2022
- Allocate LART time to support with early literacy guided reading in the morning
- Use of LART/Admin/Volunteers to support whole class guided reading
- Train and recruit one to one reading program volunteers to start again in the fall
- Come read with me parent event in the fall of 2022
- You can count on me parent event in the fall of 2022

Evidence and Next Steps

1. We have begun the process of improving student outcomes by helping students develop self-extending systems, effective reading strategies, and by building their phonemic and phonological awareness.

2. We will continue to build our guided reading library and resources for the intervention sessions so students have access to text at their instructional level (LLI Green Kit and borrowing the blue kit from the literacy team with the hope that we can purchase it next fall)

3. Staff education - collaboration (focus for next year 2022-2023)

- Supporting teachers to become expert observers who foster, support, and enhance student resilience as they develop their self-extending systems and become independent readers and writers.
- Continue to focus on common instruction of primary guided reading instruction
- Continue to develop phonemic and phonological awareness
- Reading instruction at intermediate level to catch up students falling behind
- Connecting with the Literacy Team in the District – provide professional development as well as collaborative work between similar grade levels within the school.

4. Sustainability - the common practices we have in place for the interventions to become part of the regular instructional practice as well as continued support for our ELL learners.

As per the steps and strategies mentioned above, these will be steps we will take to accomplish these goals of every student acquiring strong foundational skills in numeracy and literacy. To measure our successes, we will collect data using the:

- NFRA assessment results (Intermediates)
- FSA assessment results (Grade 4's)
- PRA assessment results (K-3)
- Kindergarten survey assessments (K's)

TIMELINE:

May 2022

- Presentation of SLP to PAC and staff
- Discussed and reviewed data for new five year SLP for Fall with staff and PAC
- Presentations of Learning
- Met with PAC to revise mission and vision
- Met with students in grade 8/9 to get feedback and review mission and vision
- Presentation of School Learning Plan to Family of Schools
- Professional Development: Moving our school forward with common language in our goal areas

June 2022

- Met with PAC to finalize the new mission and vision
- Planned to attend professional development for Sept Mental Health Literacy with Andrew Baxter
- Reviewed new school learning plan with staff to get feedback on goals and planning to date

September 2022

- Assess students for reading levels using the PM Benchmarks to put children into groups
- Training/support for new Learning Assistance Teacher
- Organize volunteers for the One to One Reading program as well as reading support groups
- Set up groups for our Guided Reading program
- Set up our new Leveled Literacy Intervention kits for classroom teacher to access
- Invite Literacy Coordinator to connect with teachers at Sun Peaks
- Jennifer to continue to support with Guided Reading training and Reading Record support for Teachers new to primary
- Come Read with Me event September 28th

October 2022

- Begin Guided Reading Groups
- Begin One to One Reading

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

Student Learning Survey (SLS)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2020-21	2020-21	2020-2021			5 year Trend
Feel Welcome	80%	66%	14%	76%	65%	11%
Sense of Belonging	55%	52%	3%	43%	51%	-8%
Feel Safe	80%	71%	9%	77%	71%	7%
Adults Care	65%	66%	-1%	65%	67%	-2%

SCHOOL RESULTS ANALYSIS: Most students reported feeling welcome and safe at Sun Peaks school however only 55% of students reported having a strong sense of belonging and 65% of students. With the isolation of covid and our three separate school locations our sense of belonging is much lower than we'd like to see.

At Sun Peaks we agree with Kevin Lamoureux when he stated that we have a sacred duty to take care of the children in our schools as if they are our own and that every child who enters our building should feel a strong sense of belonging and security. But Without the physicality of a school building, with spaces and places where students gather such as a gym or a library, or even a hallway, we have been finding unique ways to build community and bring our students together on the land.

As we continue to grow in numbers at Sun Peaks School we are working hard to ensure that students are at the center by building respectful relationships with families, communities and our interagency partners so that intensive wraparound support can be put into place for students with diverse needs.

[Sun Peaks School SLP Appendix 2021.pdf](#)

SCHOOL GOAL: Every learner will feel welcome, safe and have a strong sense of belonging to Sun Peaks School.

Students will be resilient learners who embrace diversity, relationships, and proudly represent their community in a safe, kind, and invested manner.

AREAS TO CELEBRATE:

Data Highlights from student Learning Survey 2020/2021:

- 80% of our students feel welcome (14% above the district average)
- 80% of our students feel safe (9% above the district average)
- 100% of Indigenous and diverse students feel welcome
- 100% of Indigenous students and diverse learners indicated that they had 2 or more adults who cared

This year we had a renewed sense of hope by being able to have celebrations such as our whole school Day of Suwewtwew, our Christmas in the Village festivities and Halloween buddies but we strive to continue to increase connectedness by improving these results. With the goal of increasing attachment and community we have also started a Rotary Virtues program, Culture Clubs, a GSA club, our 8/9 students participate in the District Student Leadership Committees. Our district strings program continued and the whole school participated in snowshoeing. Our staff and students were connected finding various unique ways for our school to meet together to celebrate.

Our goal has become our vision and we will continue to meet that goal by focusing on School wide emphasis on PBIS

- Monthly Gatherings and slideshows
- New Powderhounds Howl outs
- School wide celebrations such as Kindness Month, Rainbow day, spirit days

AREAS TO GROW: We would like to see these numbers higher in all areas but especially in the sense of belonging and adults who care.

- Although we are above provincial average only 55% of students indicated a strong sense of belonging
- 65% of students indicated that they have two or more adults who cared.
- 80% of students felt welcomed and safe but we'd like to see this number increase as well

SCHOOL STRATEGIES: We have a lot to celebrate at Sun Peaks. Our indigenous children are doing extremely well, our students feel welcome and safe and they have adults who care for them but our sense of belonging is much lower than we'd like to see. One of the main ways that we will increase our sense of belonging and connect students to adults at our school is to have a greater focus on our PBIS goals. Our committee will meet monthly to analyze data so that we can work towards targeting key areas that need support while designing activities that increase sense of belonging. Other strategies that we will implement are:

To improve sense of belonging, we will meet on the land (classroom & school practices):

- The adults in our buildings are the heart of our school. We will focus on meeting students at the door, making a concerted effort as a staff to interact with all students; and working together by using common language and adhering to upholding our SKI (Safe, Kind and Invested) Matrix.
- PBIS monthly assembly slideshows (Created by students)
- PBIS monthly recognition assembly and recognition
- Whole school get togethers at least once a month (Day of Suwentwecw, Terry Fox run, Halloween buddies and haunted house, Christmas in the Village, Rainbow Day, track meet at Heffley, pizza day, National Indigenous Peoples Day Celebrations, Appreciation Tea, end of the year assembly, etc.)
- Buddy and mentoring activities set up with classes (ski mentoring, buddy reading, lunch time monitoring)
- Whole school spring production of Where the Wild Things Are
- Aligning the lunch hour of our 8/9 students are invited for supervision
- Encourage school sports by having teams practice at Heffley Creek gym when possible so we can participate in sports like Volleyball, Basketball, Track and Field, etc.
- PAC will have another clothing order in the fall so that we have have a monthly powderhound school spirit day where all staff and students are encourage to wear their powderhound hoodies or blue
- Host ArtStarts sessions to bring our school together

To improve two or more adults who care, we will (classroom practices):

- Make a greater effort to acknowledge SKI behaviour by handing out at least 5 Howlouts per week
- Host a monthly recognition assembly and hand out our Sun Peaks Howl Out Awards to students from each classroom
- Share the love (2 by 10 strategy) by identifying students at the school who may be needing additional connection and have staff paired to purposely connect for at least 2 minutes 10 times a week
- Consider scheduling for the 6-9 students where we have teachers willing to share a subject and rotate so that students build a connection with multiple teachers and their specialty areas
- Organize, plan, and facilitate bi-weekly LART/CEA's to share information, support, and strengthen our team (Focus on celebrations, students needing the most support, and team building)
- Equitably allocate and continually re-evaluate CEA support so our most challenged learners are supported
- Organize, plan, and facilitate bi-weekly LART/CEA's to share information, support, and strengthen our team (Focus on celebrations, students needing the most support, and team building)
- Check in/Check out to connect students with adults

To improve classroom practices, we will (PD strategies):

- Planned to attend professional development for Sept Mental Health Literacy with Andrew Baxter

To improve Aboriginal student learning:

- We will learn to drum the welcome song with our set of new school drums
- Drum the welcome song at the opening of all events and assemblies
- Continue with our culture club bi-weekly

To improve sense of belonging as a staff:

- Review learning session with Dr. Jody Carrington
- Staff team building and get together to welcome new staff

To improve wellbeing, we are allocating our financial resources towards:

- Sensory regulation tools for classrooms
- PE equipment for all three locations

Evidence and Next Steps:

As per the steps and strategies mentioned above, these will be steps we will take to try and accomplish these goals of belonging and two or more adults who care. To measure our successes, we will collect data using the DEWRS survey, office referrals and data from the Satisfaction Surveys.

TIMELINE:**May 2022**

- Presentation of SLP to PAC and staff
- Discussed and reviewed data for new five year SLP for Fall with staff and PAC
- Presentation of School Learning Plan to Family of Schools
- Professional Development: Moving our school forward with common language in our goal areas

June 2022

- Planned to attend professional development for Sept Mental Health Literacy with Andrew Baxter
- Reviewed new school learning plan with staff to get feedback on goals and planning to date

September 2022

- Whole staff Pro-D -Mental Health Literacy with Andrew Baxter
- Whole school Welcome Back BBQ September 21st hosted by the PAC

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL GOAL: Every learner will feel safe and thrive personally and culturally.

SCHOOL STRATEGIES:

- Continued to review the SD73 Indigenous Cultural Safety and Cultural Humility guide with all staff
- [SD73 INDIGENOUS CULTURAL SAFETY AND CULTURAL HUMILITY GUIDE.pdf](#)
- Continued professional development at Ab Ed School Leader sessions
- Continued learning from Alex Shevrin Venet on Equity-Centered, Trauma-Informed Education
- Infuse additional Metis learning into our school (Metis jiggers/Trena Gauthier)
- Attend District PowWow
- Have our grade 8/9 indigenous students attend the youth conference in June
- First Peoples Principles of Learning woven into daily practices
- Cultural dinner

Evidence and Next Steps

As per the steps and strategies mentioned above, these will be steps we will take to accomplish these goals of every child feeling safe and thriving. To measure our successes, we will collect data using the DEWRS survey, FSA, and data from the Satisfaction Surveys.