

Revised September 2023



Sun Peaks School
Annual School Learning
Plan 2023-2024



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 created 35 drums for the students of Sun Peaks with a knowledge keeper from the Simpcw Nation and welcomed guest dignitaries by singing the welcome song. Our grade 8/9 class has designed logos with the cricut machine to represent the grandfather teachings that are proudly displayed on our new drum bags.

CONTEXT

Sun Peaks School is located on the mountainside in picturesque Sun Peaks, BC and is the only school where students can ski and snowboard to attend school. Our students are immersed in an active, outdoor lifestyle, including skiing and snowboarding for gym class and at lunch. Students attend from the Sun Peaks/Whitcroft catchment area.

We are a Kindergarten to Grade 9 school in 3 distinct locations: our primary K-4 campus is located on the mountainside, the intermediate 4-7 campus is located near P5 and our middle school 8-9 campus is in P2.

- 134 students, 7 Divisions, 9 teachers, 2 Certified Educational Assistants
- 16 students with diverse needs
- 15 students identified with Aboriginal ancestry (Metis)
- 3 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.

Community Engagement: We have been exploring weaving the 7 grandfather teachings / Value Commitments into our monthly Positive Behavioural Intervention Supports and monthly student recognition assemblies. We involve our community in the development of our plan through staff meetings, professional development and PAC meetings, as well as some community consultation. The school continues to pride itself on the volunteerism demonstrated by the parents and the community; who come out to volunteer for lunch supervision and to ski with our students daily. We have a very active PAC dedicated to supporting the school.



Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the students' ability to critically analyze and reason, to be independent thinkers, and acquire basic learning skills and bodies of knowledge. To cultivate a lifelong appreciation for learning, and a capacity for curiosity and 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.

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.

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. This year we would like to focus on literacy because our data indicates that our current students in grade 3 and 4 at the end of June 2023 need support. Our students are excelling in numeracy with our students in grade 4 and 7 are above the district average by over 25%. [Sun Peaks School Appendix](#)

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

Primary Reading Assessments are above district average for June 2023

- Grade 1 are 71% proficient and 12% extending
- Grade 2 are 36% proficient and 43% extending
- Grade 3 are 17% proficient and 56% extending

Non-Fiction Reading Assessment

- Grade 4 are 47% proficient
- Grade 5 are 72% proficient
- Grade 6 are 78% proficient
- Grade 7 are 88% proficient

Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2022-23	2022-23	2022-23			2/5 year Trend
Gr 4 Literacy	69%	75%	-6%	78%	75%	4%
Gr 7 Literacy	86%	69%	17%	87%	71%	16%
Gr 4 Numeracy	88%	63%	25%	68%	67%	1%
Gr 7 Numeracy	93%	62%	31%	78%	63%	15%

Foundational Skills Assessment scores continue to trend upwards in our upper intermediates in all areas.

- Grade 4 numeracy is at 88 percent which is 25 percent above the district average
- Grade 7 numeracy is at 93 percent which is 31 percent above the district average
- Grade 7 literacy is at 86 percent which is 17 percent above the district average
- Our Indigenous learners and diverse learners are on par and in most cases; out performing school/district in FSA and PRA data.

AREAS TO GROW:

- Grade 4 FSA's dropped to 69 percent in literacy, 6 percent below the district average
- Grade 3 PRA has a large group (27%) of students who are emerging.

OBJECTIVES: To improve the grade four and five literacy skills to proficient by June 2024. These skills will be measured through the Non-Fiction Reading Assessment and FSA's in the Fall of 2023. In addition, as a whole school we are committed to increasing our students' overall writing skills in all grades.

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):

- All classrooms focusing on improving reading and writing of all students
- Heggerty Phonemic Awareness program in all primary classrooms
- Jolly phonics - daily sequential multisensory phonics
- Primary grades follow the Adrienne Gear programs to continually develop and expand on literacy skills and strategies
- Spelling and grammar skills are developed through the Words Their Way program in K-6 classrooms
- Grade 6 and 7 spelling and grammar skills are developed through the GCSE Beyond English program
- Daily Primary guided reading groups and balanced literacy practices

- Daily Five Strategy - build common language and build excitement through choice, challenge and expression in language arts
- Literature Circles - to build collaboration and expand on critical and creative thinking in language arts
- Continue with number talks, daily problem solving and group work (CGI)

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

- Ensure that at least one NID's is focused on literacy and numeracy
- Individually teachers have invited literacy coordinators to support in their classrooms
- Interested primary teachers attending Phonics Companion Kit training in the fall
- Participate in district literacy and numeracy learning events
- Invite the literacy team to three staff meetings
- To improve writing consider whole school writes 2x/year

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

- 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.
- With the addition of more learning assistance time we would like to prioritize LART time to support Numeracy and Literacy.

To improve in learning, we are ensuring that our resources meet our students' needs...	
Curriculum resources	Consider purchasing additional reading resources at early intermediate level
Human resources	LART time increased for Sun Peaks and Heffley Creek to 1.0 Teacher to focus on working with students who are emerging or developing Numeracy & Literacy lead teachers to share learning with staff at staff meetings
Extracurricular	Promoting Battle of the Books for grade 3-9 all students
Technology kits	Encourage Raz Kids reading for additional practice at home in the primary classes.
Other	Continue with our One to One Reading program

Evidence and Next Steps

- 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)
- Use the Fall and Spring district numeracy assessment to determine needs and instructional practices.
- Use the grade 4 and grade 7 FSA results
- Kindergarten survey assessments (K's)
- Connecting with the Literacy Team in the District
- Ensure that Literacy and Numeracy Lead Teachers are willing to share with staff information gained at lead teacher sessions
- Continue to develop the “Building a Thinking Classroom” framework in intermediate grades.
- Sustainability - the common practices we have in place for the interventions to become part of the regular instructional practice

Review Date #1 September 2023

Students: group yet to be formed

Parents: Reviewed at all PAC meetings throughout the school year

Staff: June 2023, September 11, 2023

Aboriginal Education Partners: Liaise with our new AEW or Ab Ed Teacher when the position is filled

Review Date #2 February 2024

Students: group yet to be formed

Parents: Reviewed at all PAC meetings throughout the school year

Staff: February staff meetings

Aboriginal Education Partners: Liaise with our new AEW or Ab Ed Teacher

Review Date #3 June 2024

Students: group yet to be formed

Parents: Reviewed at all PAC meetings throughout the school year

Staff: June staff meetings/Fireside chats

Aboriginal Education Partners: Liaise with our new AEW or Ab Ed Teacher

If we 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

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.

SCHOOL RESULTS ANALYSIS: The results from the past five years indicate that our students feel welcome 77% of the time (11% above the district average). Over the last five years our students have indicated that they feel safe 78% of the time (6% above the district average). Our sense of belonging is on par with the district average, however it is much lower than we would like to see at Sun Peaks School. We did see a dip this year with our grade 5/6 students and staff felt that this was because of the uncertainty about moving to the new portables when the survey was completed. The results that we would like to see improved are that only 62% of students reported that adults care in the SLS however when asked how many adults in our school that you can name who care about you and believe that you will be successful 89% of students surveyed could name two or more adults. Nevertheless we had 10% of students indicate that they only had one adult or no adults who cared. We would like to see that every student feels connected to at least one adult. [Sun Peaks School Appendix](#)

School Learning Survey Results:

Student Learning Survey (SLS)						
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
Feel Welcome	84%	68%	16%	77%	67%	11%
Sense of Belonging	52%	53%	-1%	51%	52%	-1%
Feel Safe	81%	74%	7%	78%	72%	6%
Adults Care	62%	69%	-7%	60%	68%	-8%

To be updated: July 2023

Student Learning Survey Results:

Most students reported feeling welcome and safe at Sun Peaks school, however, only 52% of students reported having a strong sense of belonging and 62% of students felt that they had adults who cared.

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

AREAS TO CELEBRATE:

- 100% of Indigenous students felt welcome at Sun Peaks School
- 100% of diverse learners indicated that they felt welcome at Sun Peaks School
- 80% of all students reported feeling safe
- 84% of intermediate students reported feeling welcome

Data Highlights from the DEWRS Survey:

- When the students reach grade 7 their sense of belonging is at 88%.
- “At the Sun Peaks School, I feel welcome, safe and know that I belong.” 43% answered always and 38% answered usually. The majority of our students feel like they belong according to the DEWRS Survey.
- 89% of students can name 2 or more adults at the school “who care, support you and believe that you will be successful.”
- 74% of students feel a sense of belonging to the community and school.

Data Highlights from the Parent Survey:

- 97% answered yes to “do you feel that the Sun Peaks School is a safe place for your child?”
- 97% answered yes to “in your opinion does your child feel like they belong at the Sun Peaks School?”
- 95% answered yes to “is your child connected and supported by two or more adults?”

AREAS TO GROW: We would like to see these numbers higher in all areas in the Student Learning Survey, especially in the areas of adults who care and sense of belonging. In our DEWRS and parent surveys the results in wellbeing are consistently higher.

We would like to see from the DEWRS Survey Results:

- Sense of belonging increase for students in grade 5 from 45% and 6 from 50%.
- Feel safe attending school increase for students in grade 5 from 64% and grade 6 from 63%. The school average is 75% for grade 4 to 7.

SCHOOL STRATEGIES:

To improve sense of belonging we will:

- Reinvigorate our school PBIS committee and host monthly meetings to review our data
- Continue with our PBIS monthly recognition assembly including our slideshows created by student leaders and possibly adding a monthly collaboration activity
- Whole school gatherings at least once a month
- Continue buddy and mentoring activities set up with classes (ski mentoring, buddy reading)
- Encourage participation in school sports
- Powderhound school clothing and new school jerseys have been purchased
- Increased collaboration between grade 4,5,6,7 teachers and possibly grade 8/9 teacher so that students build a connection with multiple teachers
- Possibility of staff led School Climate Committee
- Offer multiple extracurricular activities and clubs including: student leadership, young authors, young artists, battle of the books, student council, leadership programs, chess club, science fair, etc.
- Working together with our PAC to host community activities such as the PAC BBQ, school dances, bake sales, etc.

To improve in the areas of adults who care and feeling safe attending school we will:

- Focus on greeting students at the door, celebrating our students, and working together by using common language and adhering to upholding our SKI (Safe, Kind and Invested) Matrix
- Share the love - During staff meetings students are identified as needing connections with caring adults. Adults are challenged to find the students and connect in a positive way at least once daily
- 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 and that more adults can visit the various locations
- Check in/Check out to connect students with adults
- Student feedback and engagement in the areas of concern

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

- Commit as a staff to revisiting the Mental Health Literacy Resources shared by Andrew Baxter last December at our September Professional Development
- Continued classroom connections and partnerships between the three various locations to increase staff and students relationships

To improve sense of belonging and increase connection to adults we are allocating our financial resources towards:

- Artstarts celebrations at the conference centre
- School committed to contributing to the cost of the Missoula Children's Theatre so that 60-70 students can have more intensive acting opportunities while building our sense of community
- Resources allocated towards whole school opportunities to get together and connect such as track and field days in Heffley Creek, Fun Days, etc.
- Ensuring that each location has equitable access to sports equipment, self regulation tools, learning supports

Evidence and Next Steps

If we continue to create spaces where all students feel like they are welcome, safe, connected to adults, and have a strong sense of belonging then we will see increases in how our students feel through school level surveys, street data, Student Learning Survey, DEWRS survey, Parent Satisfaction Surveys and Student School Learning Plan data.

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TIMELINE:**Examples from the 2022-2023 school year. This will be updated for 2023-2024:**

Month	
September 2022	<ul style="list-style-type: none"> ● Whole school Welcome Back BBQ September 21st hosted by the PAC- wonderful turn out of families ● We welcomed 27 new students to Sun Peaks ● Terry Fox run with the whole school ● Truth and Reconciliation Day/ Orange Shirt Day activities -Special Whole school feather activity about how children should feel while at school ● Mouse trap cars- 8/9's presented to younger students in the rink ● Review of SLP Data and plan with staff, parents, PAC
October 2022	<ul style="list-style-type: none"> ● Cross country running ● Halloween Dance Hosted by our PAC ● Haunted House hosted by our 8/9 students ● Volleyball ● Fire safety visit for K-4 students
November 2022	<ul style="list-style-type: none"> ● First PBIS recognition Assembly and Awards ● Intermediate students moved into the new portables in P5 ● Remembrance Day Assembly
December 2022	<ul style="list-style-type: none"> ● Christmas Sing Along in the Village ● Santa's Workshop Spirit Day ● PBIS recognition Assembly and Awards ● Skiing days with classes and parent volunteers ● Donations for families in need ● Parent SLP data collected ● Whole staff Pro-D -Mental Health Literacy with Andrew Baxter
January 2023	<ul style="list-style-type: none"> ● PBIS recognition Assembly and Awards Celebration ● SKIL - Ski Mentorship with Mr. Massey's classes
February 2023	<ul style="list-style-type: none"> ● Stings Concert ● Kindness Month February Kindness Challenge and School "ELF"ing ● Pinks shirt day and celebrating diversity ● Skating sessions begin at the rink ● SKIL - Ski Mentorship with Mr. Massey's classes ● Review of SLP Data and plan with staff, parents, PAC
March 2023	<ul style="list-style-type: none"> ● PBIS recognition Assembly and Awards ● Festival of the Arts Strings ● Skating with partner classes ● St. Patrick's Day fun

<p>April 2023</p>	<ul style="list-style-type: none"> ● Day of Suwentwec -Whole school gathering at the primary campus ● How the Raven Stole the Sun Presentation ● Snowshoeing
<p>May 2023</p>	<ul style="list-style-type: none"> ● Track and Field days at Heffley Creek ● Flag Football ● Indigenous Pro-D
<p>June 2023</p>	<ul style="list-style-type: none"> ● Andy the Musical Scientist -Artstarts ● Jump rope for Heart ● National Indigenous Day ● Yukon Dan presentation to whole school ● Where the Wild Things Are: whole school collaboration. ● Fireside chats with staff ● Parent School Learning Plan Data collected



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
- Drum the welcome song at all assemblies and get togethers
- Continued learning from Alex Shevrin Venet on Equity-Centered, Trauma-Informed Education
- Infuse additional Metis learning into our school (Metis jiggers/elders)
- Grade 5 students attend District Pow Wow
- 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.

Mapping out our year of learning at Sun Peaks School 2023-2024 (Non- Instructional, Staff Meetings, Literacy, Numeracy etc)

	Goal #1 Literacy/Numeracy	Goal #2 Well Being	Goal#3 Cultural Identity
September *Sept 22 NID	Reading Assessments Literacy team invited to staff meetings	PBIS Kick off/Matrix teaching PAC BBQ Terry Fox Possible Fun Day Cross country running * Revisiting the Andrew Baxer workshop and Mental Health resources	Relationships & Connections and Humility Truth and Reconciliation Day/ Orange Shirt Day activities
October *Oct 20 NID District	Literacy Foundations and the Phonics Companion/Bug Club Readers Karen Filewych -Canadian Author Come Read with Me School wide write?	Missoula Play-whole school encouraged to audition PBIS Awards Assembly	Equity and Courage
November	Literacy team invited to staff meetings	Remembrance Day Assembly PBIS Awards Assembly	Love National Aboriginal Veterans Day
December *Dec 4 NID	Carole Fullerton Numeracy Pro-D	Christmas PBIS Awards Assembly	Wellbeing and wisdom
January	Literacy team invited to staff meetings	SKIL program with 8/9 class PBIS Awards Assembly	Connections/relationships, and respect

February *Feb 2nd NID	Literacy theme for Pro-D Presentations of Learning PRA	Kindness Month Celebrating diversity PBIS Awards Assembly	Equity and Truth
March		Skating PBIS Awards Assembly	Honesty
April	School wide write?	PBIS Awards Assembly	Wellbeing & humility Day of Suwentwec -Whole school gathering at the primary campus
May	PRA & Non Fiction Reading Assessments	PBIS Awards Assembly	Connections, relationships, and courage Mooshide campaign Bannock Day with a visit from Trustee Jules
June	Review of SLP Data and update of SLP	Jump Rope for Heart Fireside Chats with staff Year end awards and celebrations	Equity and love District Pow Wow - Grade 5 National Indigenous Peoples day Aboriginal Grad

A year in Review [Final June Assembly 2023](#)