

Sinkut View Elementary School

Together we SOAR



Plan to Enhance Student Learning 2021-2022

Our Mission:

To provide a relevant and meaningful education through exploration, problem solving and connections.

School Overview

Sinkut View Elementary School is an energetic learning community with an Indigenous population of fifteen percent and a total of 91 learners ranging from kindergarten to grade six. Each classroom has a blended configuration that changes yearly depending on enrollment. Blended classrooms provide the opportunity for students to experience a high degree of flexibility in their learning, with differentiated instruction spanning two or more grade levels. Blended learning also provides the opportunity for peer mentorship, role modelling and learning buddies.

Classroom Configurations

Classroom	Composition
K/1 Mrs. Meeks	19
3/4 Mrs. Ottesen	22

Classroom	Composition
1/2 Mrs. Wruth	22
4/5/6 Mrs. Jensen	28

Completing the school team is the welcoming smile of our Administrative Assistant, Mrs. Wiens and our School Principal, Ms. Soffel.

Parent Community

Sinkut View benefits from a supportive PAC and parent community. The overall atmosphere is one of an extended family with regular communication between parents and teachers. The PAC provides hot lunch every Wednesday in addition to contributing funds for outings, PE equipment and special activities. A highlight of the year was the addition of a frenzy ball pit to the playground, thanks to the generous donation and physical labour contribution by the PAC.



Learner Services and Facilities Departments

Sinkut View benefits from weekly Speech and Language visits as well as a school based counsellor. Individual counselling sessions and small group work is provided to learners as needed. The District Learner Services department works with us to provide observations, occupational therapy recommendations, supports and additional assessments as required. The Facilities and Maintenance Department plays an essential role in the safe functioning of our building with renovations, updates to the playground, snow removal in the winter, lawn care in the summer and an evening custodian.

Supporting All Students and Honouring Diversity

Everyone at Sinkut View belongs. We welcome all learners without discrimination. We strive to make our school inclusive and safe for every student, supporting people of all identities and expressions. The Ministry of Education provides ten key components for SOGI-Inclusive policies and procedures that focus on student needs coming first and each one of us having a unique identity.

Connecting different cultures as we honour diversity is a daily focus. The Aboriginal Education Advocate at Sinkut View provides opportunities for learning through novel studies, crafts, field trips, oral stories, guest speakers and presentations. Understanding different worldviews and exploring indigenous histories is an integral part of our connectedness. More than celebrating once a year with days such as Share the Love and National Indigenous Peoples Day, Sinkut View approaches each day with acceptance and understanding. Deeper learning occurs when there is a relationship built on acceptance, respect, and trust.



Enhanced Connections

Connections and relationships extend into our community whenever possible with a field trip this fall to a local wetland area. Unfortunately, the intergenerational projects at the Nchako Manor, the Be Active Every Day program and the annual trip to the Stellako River did not occur because of factors presented by COVID-19.

The Impact of COVID-19

We continue to see ongoing disruption due to COVID-19.

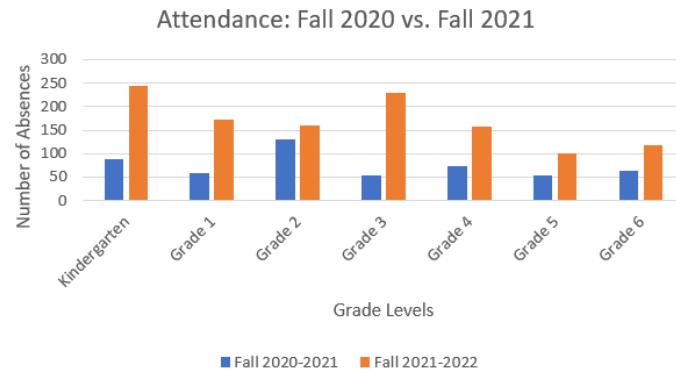


Student attendance has been negatively impacted to a higher degree than in the previous school year. Both individual sickness and parental choice to keep children at home have been factors in declining attendance. Changing guidelines, regulations and protocols from the PHO continue to affect the school community. This is the third school year of the pandemic. Although this school year saw a shift away from cohort groupings, we saw a higher degree of absenteeism and sickness throughout the school. Mask mandates for K – 12 students were introduced as another measure of prevention in conjunction with continued physical distancing, regular and frequent hand washing, daily health checks and staying home from school when symptoms of illness are present.

As many extra-curricular activities and sports days were postponed, Sinkut View focussed on in-house activities led by the growing student leadership group (Sinkut View LEADS). We look forward to the return of events such as the back-to-school barbecue, family movie nights, ice cream socials, and the annual Christmas/Winter Concert. The School District band and hockey academy programs continued to operate with students from Sinkut View participating in both. We are presently working with community stakeholders to provide the opportunity for skating and cross country skiing.

Student Attendance

We are mindful that attendance and learning directly impact one another. As we see areas of decline in literacy and numeracy levels, the comparison of days of school missed from last year to this year show a significant difference. The chart to the right shows the time frame of seventy two instructional days, from the start of school year to the first week after the return from winter break.



Sources of Assessment

Provincial and District assessments are used to determine areas of need and guide future planning. The Early Years Evaluation (EYE) is used for literacy, numeracy, and social emotional learning for learners in kindergarten. PM Benchmarks are the base for Primary Reading Assessments (K – 3). The RAD and FSA are data sources for intermediate Literacy Assessments (grades 4 – 6). The District Numeracy Assessment using the SNAP tool was a new data source this year and the numeracy component of the FSA continues to provide information for grade 4 learners as well. Social Emotional Learning indicators are based on information from the EDI and School Satisfaction Surveys.

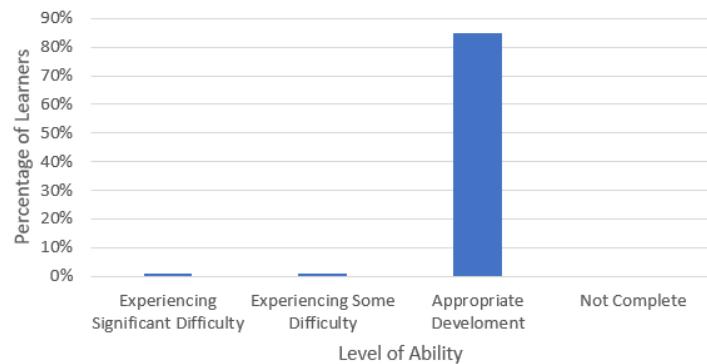
Sinkut View Learning Goals

At Sinkut View we continue to focus on Literacy, Numeracy and Social Emotional Learning. Throughout all grade levels, present data continue to demonstrate some literacy gaps in fluency, accuracy, and comprehension. As indicated by the fall Primary Reading Assessment and the RAD, our goal and focus remain the same.

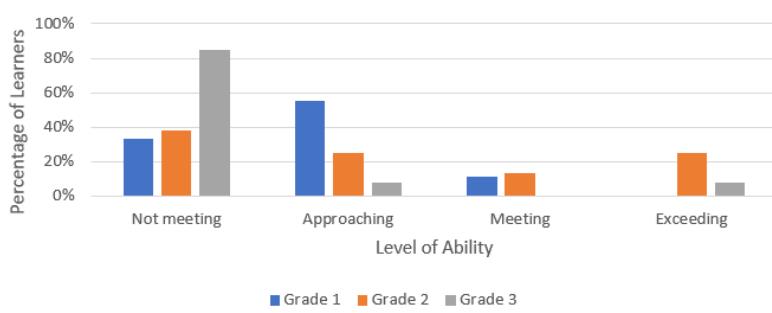
LITERACY - Reading Goal

- All learners will accurately and fluently read with comprehension at grade level.

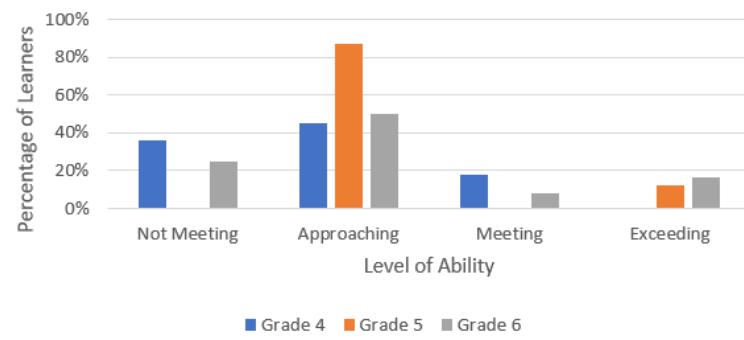
Kindergarten Language and Communication



PM Benchmark Grade Level Reading Fluency Fall 2021



Comprehension Strategies Fall 2021



Literacy - Writing Goal (postponed to 2022-2023 school year)

- All learners will legibly print or write with the appropriate use of conventions based on the BC Performance Standards.

COVID-19 disruptions affected the authenticity of the writing goal above, and the work was not completed to make this a meaningful experience for teachers and learners. We are seeing the same inconsistency of attendance and have chosen to postpone this goal to the start of the 2022-2023 school year. The action item is for each learner to produce a free write, oral story telling or grade level appropriate drawing at four check points throughout the year - September 2022, January 2023, April 2023, June 2023. Using the free write as both a learning and assessment tool is the teaching goal.

Interventions and Supports

Classroom literacy rotations, library rotations, centres, and small group instruction are all focussed strategies to assist learners in achieving literacy goals. With the support of LSW's, blitzing occurs daily with different learners. Phonic fundamentals are shared between the speech and language program and the classroom for additional reinforcement and practice. Elements of the Joyful Literacy Program continue to be the main resources used in the primary grades. Back and forth books from Reading A-Z, along with puzzles and games from our Joyful Literacy resources are used on a regular basis for intermediate students who need additional literacy support and reading practice at home.



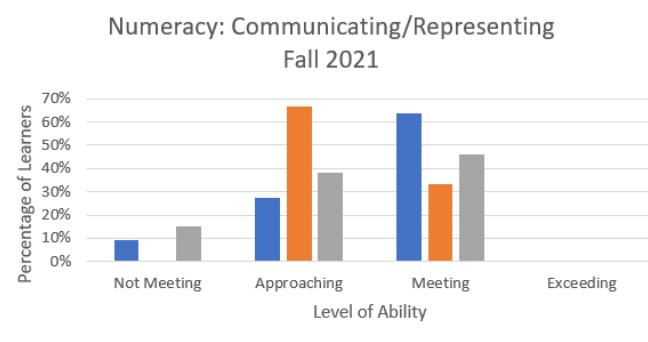
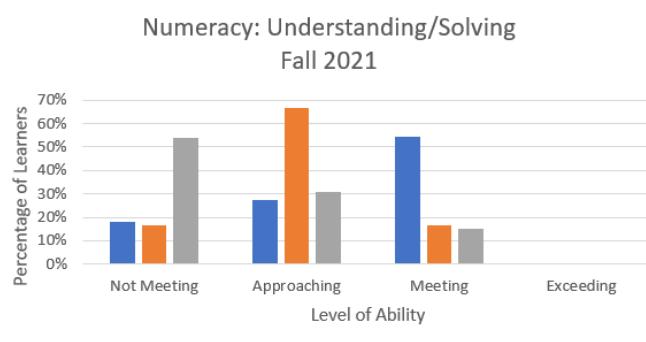
NUMERACY

District and school generated assessments are used to measure numeracy levels of learners at Sinkut View. These assessments include the District Numeracy Assessment (DNA), FSA, and report card data.

Numeracy – Concepts and Computation Goal

- Intermediate learners will demonstrate grade level understanding of number sense with a focus on solving, communicating and representing.

Sinkut View teachers are excited to continue working closely with District Support to modify and improve the Diagnostic Numeracy Assessment. The use of language such as "show what you know" is becoming commonplace instead of the word "test". The new District Numeracy Assessment (SNAP tool) has been a welcome shift in assessment. Collaborative marking continues to strengthen the teaching team and keep connections throughout the district.



SOCIAL EMOTIONAL LEARNING

Self Confidence and Connections

- All learners will demonstrate self confidence and positive connections to peers and adults.

Qualitative goals are more difficult to measure. The behaviour log and office referrals are used in conjunction with the key indicators from the School Satisfaction Survey which provides responses at the Grade 4 level. We believe that opportunities for learners to be included in a variety of activities and different types of learning environments helps to build a positive and healthy concept of self.

Self Regulation

Self-regulation skills are taught through the Zones of Regulation, WITS, EASE and SNAP programs in addition to our school positive behaviour support program. As the Sinkut View Eagles we SOAR to success. The SOAR acronym provides positive reinforcement to children when they demonstrate the attributes of Self Confidence, Optimism, Accountability and Respect. SOAR tickets and monthly assemblies celebrate learning and acknowledge those who have SOARED through each month. Even though assemblies moved to a virtual format this year, the incentive to SOAR continues to be a positive focus for Sinkut View.



Student LEADS

Sinkut View acknowledges that the leaders of tomorrow are the learners of today. In-school leadership roles include classroom lunch monitors, assembly (AV) set up personnel, noon-time office coverage, hot lunch helpers and Buckwheat duty. We have an active Student LEADS group consisting of grade 4,5 and 6 students; supported by a wonderful teacher. The Student LEADS group is working on an indigenous inquiry project to discover the similarities and differences in how a volunteer group such as the Student LEADS group would function with Indigenous values, organization, and structure. The Student LEADS group hosts bi-monthly meetings, organizes school-wide activities, fund raising initiatives and school spirit events.



Christmas Hair



Red Day



Reindeer Day

Environmental Stewardship



Sinkut View continues to promote environmental stewardship and foster a sense of accountability for the land on which we live. We each play a part in preserving nature and we learn through our school garden, flower beds and regular clean up days on the playground, how to appreciate and be respectful to the land.

Exploring local wetland areas was a highlight this fall.



SD91 Connections

The Facilities Carpentry Trailer is always a hit at Sinkut View and learners continue to benefit from hands on carpentry projects. An agricultural focus remains present with Buckwheat Duty which consists of a sign-up sheet for the proper care (animal husbandry) of a miniature pony that resides on the playground during warmer months. Children are responsible for the watering, feeding, grooming and exercise of Buckwheat. The manure is composted and used in the school greenhouse as fertilizer in the spring. Social Emotional Learning at Sinkut View is embraced by the connectivity and interdependence of all things. Having the responsibility for the welfare of another, or an animal builds compassion.



Knowing that success develops from a sense of connectedness, belonging and compassion. We understand that children develop and learn at their own pace and provide educational environments that acknowledge and celebrate each child's unique strengths as a learner. By providing a professional academic environment that includes direct instruction, inquiry, opportunity to practice and present, experimentation and hands-on activities, we will achieve our learning goals.

We continue to SOAR

