



2024-2025

Sinkut View Elementary School

School District No.91 (Nechako Lakes)



Together we SOAR

School Plan to Enhance Student Learning

Our Mission:

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

Mission Statement and Vision of SD91

Mission: Achieving educational excellence in an environment that honours diversity and personalized learning.

Vision: Develop learners to make positive contributions in our evolving global community.

The Sinkut View School community is honoured to live, work, learn, and play on the unceded, ancestral territories of the Dakelh people.

Nechako Lakes School District gratefully acknowledges that we live, work, and play on the unceded, ancestral territories of fourteen First Nations representing the Dakelh, Nedut'en and Wet'suwet'en peoples.

Creating the plan:

This plan was created in collaboration with all the members of the Sinkut View staff and in consultation with our PAC. By studying data provided through numerous assessments, surveys, and observations, trends were identified to help us focus on key pieces we can grow upon to support the success of our students. This is a living document that guides our decisions and allocations over the next year.

School Overview:

- 87 students
- Kindergarten to grade 6
- 4 blended classrooms (K/1, 1/2, 3/4, 5/6)
- 21% Indigenous students
- 4% designated Inclusive Ed.

Sinkut View Elementary School is situated on the unceded, traditional territory of the Saik'uz First Nation. It is located a few kilometres north of the town of Vanderhoof. The school opened in 1962. For years, it operated as a grade 4-7 school. In 2014, the school was reconfigured as a K-6 school. Many of the students currently attending Sinkut View School are from farms and rural properties north of town. In total, for 2024-2025, there are 87 students. Eighteen are of Indigenous ancestry. There are eleven people on staff including a teaching principal, four fulltime classroom teachers, three classroom supports, one office administrator, an Indigenous Education Advocate, and a custodian. We also have a counselor on site every Monday as well as visits from a Speech and Language Pathologist and an Occupational Therapist.

Thanks to our Feeding Families program, every day, students can purchase a hot lunch if they choose. We always have healthy food for snacks and feeding students who are hungry during the day.

This year, our teaching staff applied for and received a district Indigenous learning grant in the amount of \$7,000. There are plans to buy resources, bring in local Indigenous people, and participate in a few field trips.

District Strategic Plan:



[Enhancing Student Learning Report - September 2024.pdf](#)

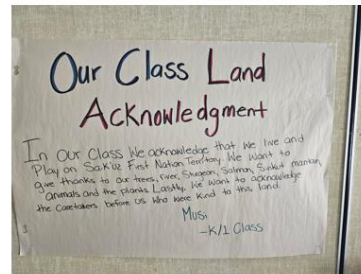
[SD91 Strategic Workplan 2024-25.pdf](#)

Honouring Diversity:

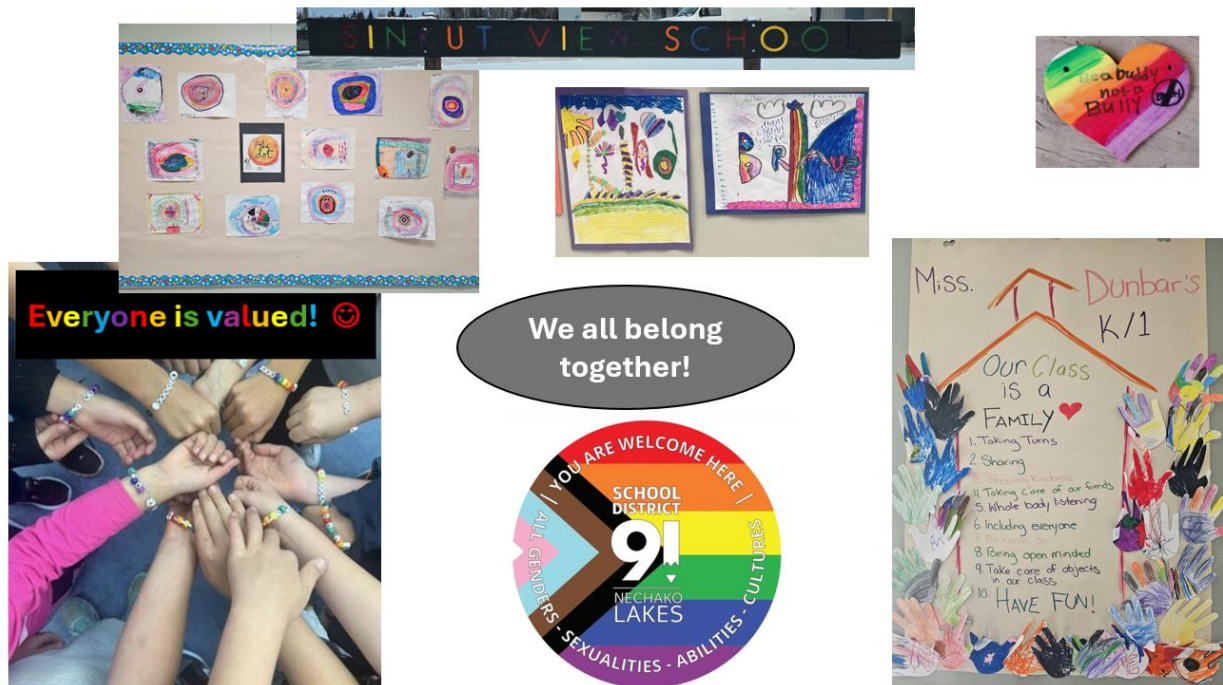
- Our school logo, which is visible on our website, displayed on our way, and on the top of many communications with families was created a few years ago with the support of an Indigenous artist. There is an outline of Sinkut Mountain, as well as trees and our Nechako River. These objects on the logo help to create a sense of

space. We also have a welcome poster with a greeting by a local elder, Arlene John whose message is in Dakelh and English.

- We have a local Dakelh woman who works here as an Indigenous Education Advocate. Not only does she support our Indigenous students, but she also works with our teachers to bring local Indigenous teachings, culture, language, and history to all our students.
- We also have a Dakelh language bulletin board at the front entrance with seasonal information and words of the week.



- Every May, SD91 holds a 'Share the Love' day at all schools. Leading up to this day, students and staff really focus on what it means to be a truly inclusive community and the importance of ensuring our school and playground are always welcoming and safe for everyone. We also have a staff member who is a district SOGI rep for our school. She is available to give us district updates. We have various SOGI resources available at our school as well as visuals and a Pride Inclusive flag. Our goal is to create a safe, welcoming space where everyone belongs and everyone feels valued.



- As we have students ranging in age from five to twelve, there are many opportunities for mixed age activities. Our intermediate students monitor in the primary classrooms at lunch, and they often do 'buddy activities' together.

Engaging our Workforce:

- Once a month, our teaching staff is given the opportunity to get together for an afternoon of planning and collaboration. We are hopeful that our CUPE staff will have the opportunity to connect in this way a few times before the end of the school year.
- Every September, all SD91 staff are given the opportunity to participate in an Indigenous Education Conference. This is always a great day for our staff to come together in a safe and trusting setting where we can learn together and share our thoughts, feelings, and ideas for how we can increase our understanding of truth and reconciliation. It is always an incredible day.

Enhancing Connections:

- We have a very active PAC which has regular meetings and works alongside our staff and students on many projects and fundraisers.
- Our PAC hosts BBQ lunches and pancake breakfasts.

- Our students can connect with learners from other schools at sports play days and theatre productions.
- We look for many opportunities to have parents involved with our school activities and learnings – these include a school-wide read to self time, parent helpers in classrooms, parents coming on field trips and to sports events.
- Every year, we hold a Remembrance Day assembly, a Christmas concert, and a spring tea. Parents and community members are always invited and many attend.



Creating Student Success:

Literacy

GOAL:

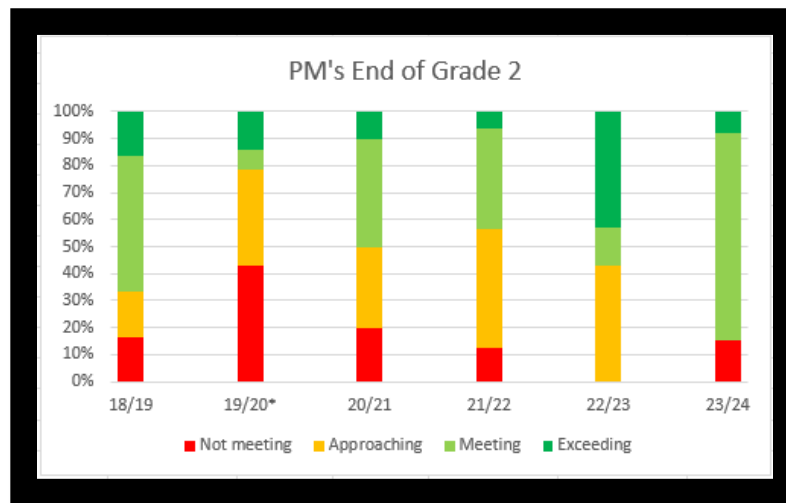
By the end of grade 2, learners will demonstrate mastery of phonemic awareness at grade level.

OBJECTIVE:

By June 2025, 80% of our students in grade 2 will be able to demonstrate mastery of phonemic awareness at grade level.

Looking at the data from the last few years, reading levels, and assessments this fall, we felt that we have a large gap in phonemic awareness. Our learners struggle with words they do not know. All the way up to grade 6, we notice them struggling to sound out words and apply strategies consistently.

As phonemic awareness is mastered, reading levels will increase to grade level and beyond. Our success will be measured by PM Benchmarks at the end of grade two.



How we will get there – Literacy:

Literacy Centres/groups	- Both primary classes come together each morning to participate in collaborative literacy learning
Literacy games and lessons, Heggerty, Deb Koehn	- Strategies in all classrooms (Tier 1 intervention) - Learning opportunities for staff - Stephanie Lindstrom (psychologist) - Kindergarten teacher – working collaboratively with other kindergarten teachers throughout the district. - Visits from Deb Koehn to support new teachers
Small group instruction	- In all 4 classrooms - Adult-led target grouping in 1/2, 3/4, and 5/6 classrooms.
Book/reading culture	- Buddy reading, novel studies, DEAR - Read to Self – class and school-wide, adults modelling a love of reading
Assessments	- CCR (reading assessment), School Wide Writes, PMs, DRAs, Spaces as formative assessment, as a tool to help students learn and share, and communication with families. - Student self-assessments
Adult targeted time	- Teacher collaboration time - RTI (understanding our learners) (curricular – literacy) - Teacher check-ins and school-based team meetings - Working with SLP team (Megan Young/Britney Inden) and Literacy Coordinator (Michelle Miller-Gauthier)



Numeracy

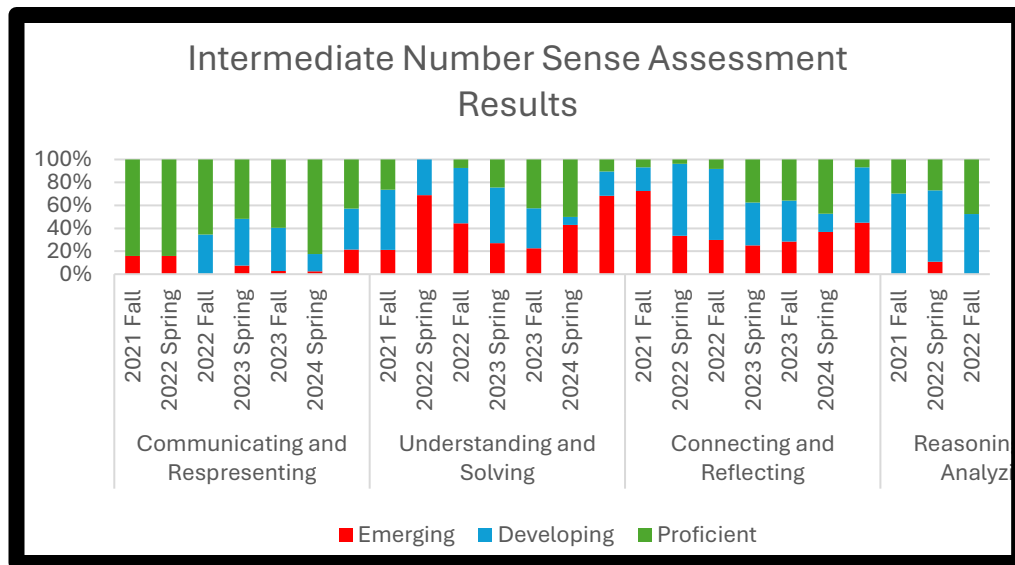
GOAL:

Intermediate learners will demonstrate a grade level grasp of number sense, focusing on Connecting & Reflecting and Reasoning & Analyzing.

OBJECTIVE:

By June 2025, 80% of all intermediate students will demonstrate understanding of number sense as demonstrated through connecting, reflecting, reasoning, and analyzing.

Similar to the rest of the District, Sinkut View has noticed that our students struggle with number sense. Our SNAP data shows a distinct deficit in number sense, particularly in Connecting & Reflecting and Reasoning & Analyzing. Understanding and Solving results were also weak this fall, through reflection and collaboration, we plan to address this with more clarity and modelling of how to demonstrate this competency.



How we will get there – Numeracy:

Math Learning Centres/groups, Deb Koehn (supporting new teachers)	- K/1 and grade 1/2 classes have daily centres - Small group learning and whole group instruction in the 3/4 and 5/6 classrooms
SNAP math	- Being used in multiple classrooms as a tool to reinforce and review number sense (and used as a district assessment twice a year)
Small group instruction	- In all 4 classrooms - adult-led, target grouping in the classrooms (support from an LSW as available)
Assessments	- DNA (District numeracy assessment) – gr 3, 4, 5, 6 at the school level and gr 3 and 6 at the district level - September and May using the SNAP assessment - Class assessments in gr. 3/4 and 5/6
Adult targeted time	- RTI (understanding our learners) (curricular – numeracy) - Teacher check-ins and school-based team meetings - Working with district math coordinator (Lena Miller) - District wide math learning (Peter Liljedahl)



Social-Emotional Well-Being

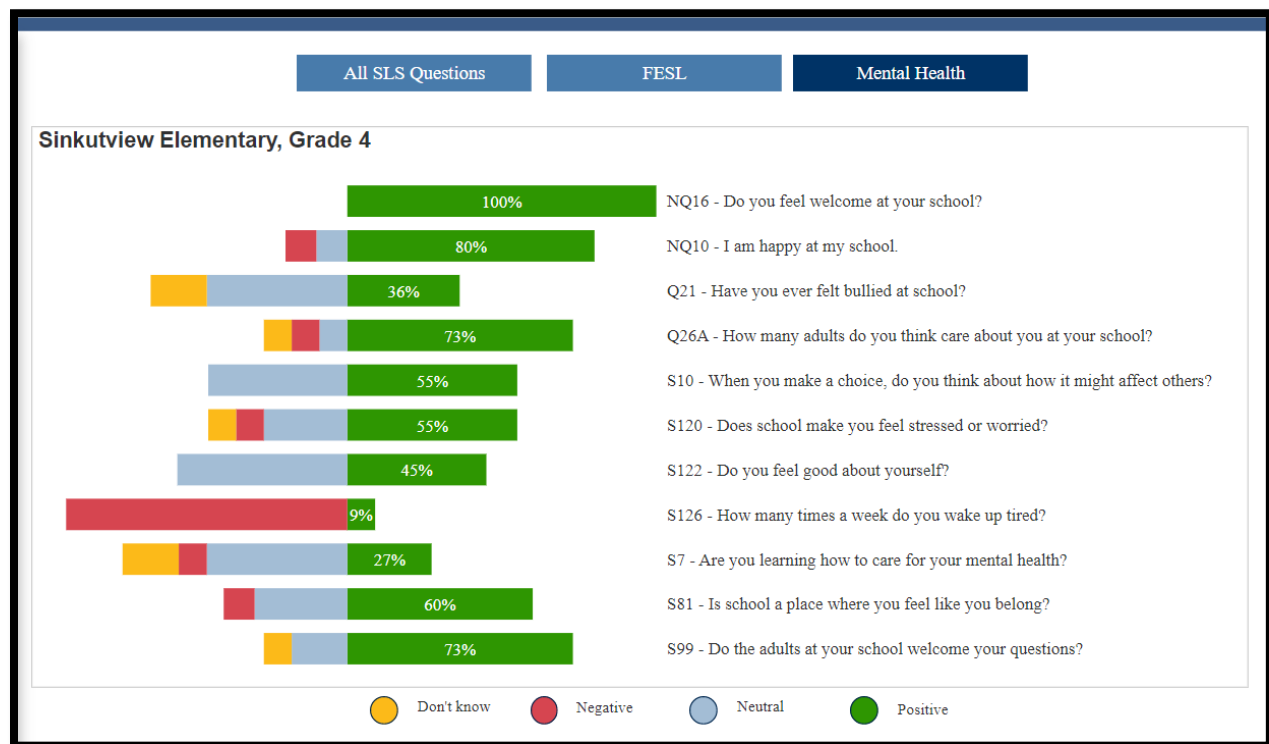
GOAL:

All learners will feel good about themselves and demonstrate self-confidence.

OBJECTIVE:

By June 2025, students will confidently indicate that they usually or always feel good about themselves and are able to demonstrate self-confidence.

Looking at past Student Learning Survey results, we have identified a need for our students to build self-confidence. This lack of self-confidence will affect our students' ability to learn and take risks. This is represented by the question, "Do you feel good about yourself?", where only 45% of students answered "Yes." A highlight for the Student Learning Survey is that 100% of our students feel welcome and safe at our school. To support this data, we can have a story of a new student to our school this year who historically missed a lot of school approached a staff member at Thanksgiving and declared that they were thankful for our school because they do not get picked on and feel very safe coming to this school.



How we will get there – Social-Emotional Well-Being:

Self-Regulation books and programs (eg. WITS, EASE, classroom resources, counselor)	- School-wide culture (inside and outside the school building) - Students are learning about this and practicing using their WITs, LEADs, and Zones during conflicts in the classroom, in the gym and on the playground. - Student Leads group – Gr 5/6 - Pink Shirt Day/Anti-Bullying Day (end of February) - Share the Love Day (Mid-May)
Cultural and identity learning and understanding	- Students learn about and value their own cultures, values, identities – classroom and whole school settings - Learning about our local history – in particular, focusing on the history, traditions, culture, worldviews of our local Indigenous people, the Dakelh - Students are engaged in Indigenous learning opportunities with our Ab Ed Advocate when available. - Following the First Peoples Principles of Learning - National Indigenous Peoples' Day and Orange Shirt Day - Our school has a staff SOGI rep and various SOGI resources which are available. We also have visuals and a Pride Inclusive

	flag. These all help to create a safe, welcoming space for all learners, staff, and visitors. - Our school community welcomes everyone regardless of identity, ability, culture (this is supported by special days including National Indigenous People's Day, Pink Shirt Day, and Share the Love Day). Everyone belongs.
Physical Health	- Breakfast program and healthy snacks - Hot lunch program so no student goes hungry - Outdoors – hikes, snowshoeing, skiing, and place-based learning in connection with the First Nations learning principles. - All four classes try to have regular PE, either in the gym or outside
Counselling	- Nick Ferguson (counsellor) works at our school one day a week - Time with whole classes, small groups, one-on-one with students - Suggests resources to use in the school
Assessments	- Social-Emotional student self-assessments (midway through the year) – gr 4 and 6 - Conversations/check-ins related to social-emotional well-being - Behaviour logs, referrals to office, documented calls to parents
Adult targeted time	- Teacher collaboration time - RTI (understanding our learners) – SEL, behavioural - Teacher check-ins and school-based team meetings - Working collaboratively with Nick Ferguson (counsellor) - Small group activities with adults in the building



Everyone is welcome!



Learning and Growing Together

