

Revised Sept 20, 2022



# *Summit Elementary School* 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

Summit Elementary partners with Tk'emlúps te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

## CONTEXT

Summit Elementary is in the Sa-Hali family of schools, which also includes Sa-Hali Secondary, Dufferin Elementary, Pacific Way Elementary, and McGowan Park Elementary.

Summit is a small urban community school. We have 13 divisions and 275 students with the following demographic breakdown: 14% of students are on an IEP, 19% of students are of Indigenous heritage, and 13% of students are supported by ELL programs. Our catchment area is small and densely populated, so no district bussing services our school.

The diversity of our students is evident upon a visit to our school. We have students from more than 16 countries, as well as a wide range of socio-economic groups represented here. At Summit Elementary we know that diversity is our strength, which is why reaching out to our community is so important. We recognize and value the input and direction from our diverse school community, and will continue to partner with our PAC and parents to gather it. We plan on continuing the process of annual check-ins with our Indigenous families to provide direct feedback on how our school can best meet the needs of all students in a way that is culturally sensitive.

# 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.

## **SCHOOL RESULTS ANALYSIS:**

In most years Summit underperforms in literacy compared to the Province and District. Looking deeper, there is a lack of parity between Indigenous and non-Indigenous learners in this area, as well as when comparing learners with diverse needs against the whole. Considering our school has a high percentage of Indigenous students or diverse learning needs, a focus in this area will make a significant impact on our results as a whole, as well as addressing equity concerns.

## **SCHOOL GOAL:**

**To have Indigenous students perform in literacy at parity with non-Indigenous students.**

## **AREAS TO CELEBRATE:**

Our school-based data shows that there are some years where our students are able to meet or exceed the district/provincial averages in literacy. We have pockets of excellence where teaching and learning are worth celebrating. Many of our teachers lead the way in terms of advocacy, policy change, trauma informed practice, restorative practices and creating student activists. We have a collective mindset ready to make changes. The list of strategies and professional learning listed below are a result of our staff's focused attention and passion on reaching equity amongst our learners.

## **AREAS TO GROW:**

According to our disaggregated data, our Indigenous students and our students with diverse learning needs are lagging behind the others. We also see a higher number of conduct issues with these students. We need to change and improve our practices and structures to better meet the needs of these learners.

**OBJECTIVE:**

*Indigenous students will meet literacy expectations on par with or above the school-wide and district-wide success rate.*

**SCHOOL STRATEGIES:**

To improve in these areas in our classrooms we will:

- Integrate the First People's Principles of Learning in our everyday literacy teaching strategies
- Focus more on ways to allow oral storytelling traditions and elements of story to take a more important role in assessment and teaching
- Adopt flexible scheduling when it comes to demonstrating knowledge
- Create kits and resources available school-wide for Indigenous high-interest content, as well as audio books, decodable texts
- Share resources in staff meetings and in collaborative times
- Other differentiated teaching approaches as required
- Host after school home reading clubs
- Create primary level Aboriginal Boys / Girls groups
- Host a school-wide write
- Develop school-wide use of common literacy language
- Create essential literacy outcomes for each grade level
- Re-write performance standards into "I can" statements
- Examine how to better use data (NFRA, school-wide write, FSAs, other) to inform our practices
- Use buddy reading to provide positive cultural role models
- A collaborative focus between classes and teachers
- Use an inquiry process into our practices and compare to current research

To improve classroom practices, we will learn about:

- Task analysis as outlined in Instructional Rounds
- Equity-centered assessment
- Collaborative LART structures to allow for co-creation and curation of resources, as well as creating urgency around the work
- Using EdPlan Insight to collect data around our most vulnerable students and schedule our LART intervention around these.
- Literacy at the Primary and Intermediate levels through experts
- Deepen our Trauma Informed lenses and practices

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

- Yearly review the results of our assessments in grade groups
  - Kindergarten survey

- Primary Literacy Assessment
- Foundational Skills Assessment
- Non-fiction Reading Assessment
- School-wide write
- Create a list of essentialized curriculum across grade levels

To improve in learning, we are ensuring that our resources meet our students' needs by:

- Resource applications will require ties to literacy initiatives
- A school-based fund to create engaging tasks
- Release time for collaboration
- Staff meeting time for discussion and co-planning
- A Celebrations Committee formed to order and share resources to classrooms

**Evidence, Updates, and Next Steps**

The evidence needed to guide our level of success in this area will be primarily from our routine formative and summative literacy assessments. This will include, but not be limited to, PRAs, FSAs, NFRAs, school-wide write, and term/final grades in literacy. Below you will find a running record of our updates to this goal, succeeded, and next steps.

September 2022	Goal updated with input from both staff and district personnel. We will now, and continuing throughout the school year, share the plan with the school community and get feedback from PAC and target focus parent and student groups.

# Wellbeing Goal

## **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:**

In our School Learning Survey, 72% of students reported feeling safe at school, which is 1% above the district average. This is our lowest category in the wellbeing section of the survey, but we also know that our most often reported conduct incident category is physical aggression. These data point to the need in developing a goal to increase the sense of safety of our students at school.

Along with that, our school has a large degree of cultural and socio-economic diversity. If we included cultural safety, through a celebration of diversity in all forms, then we would achieve not only our goal, but also work to solve other forms of inequity.

### **SCHOOL GOAL:**

We will increase the number of students reporting that they are safe at school, as well as decrease the number of safety related conduct incidents.

### **AREAS TO CELEBRATE:**

Our school currently focuses on adult connection, relationship, and empathy toward others. Our school population regularly reports above the district standard in many areas of well-being, which is something we celebrate. We also have many new students enroll in our school throughout the year, so the fact that we have created a safe and welcoming environment is worthy of mention. Our school culture is open and accepting of differences.

## **AREAS TO GROW:**

Though diversity provides strength, it also comes with many challenges. Our school has a high number of conduct referrals, with physical aggression being the most common category. This is often a result of students who have underdeveloped emotional regulation who are trying to resolve conflicts or differences of opinion. Having students come to school with diverse upbringings means there's a need for a safe and trustworthy conflict management system. We also need a more defined supervision strategy, and clear expectations across the school. Our theory of action is that through increasing our abilities to celebrate differences of all kinds, along with teaching our students effective conflict resolution strategies, that we will increase our students' sense of safety in our school and reduce physical aggression incidents.

## **SCHOOL STRATEGIES:**

To improve the student sense of safety in our school, we will:

- Perform a culture survey, including visually mapping safe areas of the school
  - Survey to include student definitions of what it means to be safe at school
- Create clear and defined expectations that are reinforced regularly
- Provide direct teaching on diversity and how to accept diverse needs
- Use of Buddies when teaching about self-regulation strategies
- Continue to use restorative practices with staff and students
- Conduct student self-assessments: "What is your way of doing?"
- Use literature and texts that promote diversity and safety
- Continually explore different cultures and promote cultural diversity
- Increase the celebrations of holidays and food that are diverse, as well as a high level of celebration on pride days and other cultural holidays
- Alter our school-wide traditional days of celebration (father's day vs family day)
- Indigenize our classrooms, as well as keeping safe spaces
- Focus on the First People's Principles of Learning and Core Competencies
- Collecting student personal profiles to know our student's cultural background
- Each classroom will do the EASE program facilitated by our LARTs
- Create a communication system between staff to better monitor behaviour

To improve classroom practices, we will learn about:

- Analyze the results of our survey and create school-wide expectation matrices
- Defining safety to staff and students in a school context
- Find PD in the area of how to use PBIS strategies
- Deepen our Trauma informed lenses and practices
- Ensure our restorative practices are taught to new staff yearly
- Our staff need to be comfortable in our knowledge of other cultures
- Jennifer Kaatz / Jodi Carrington as experts in Pro-D
- The Kids in the Know program, as well as other SEL programs

- How to promote more self-regulation strategies to students

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

- Share the results of the student personal profiles between teachers
- Provide opportunities for teacher input into class lists

**Evidence, Updates, and Next Steps**

The evidence used to create this goal came primarily from the District Engagement, Well-being, and Resiliency Survey (DEWRS). This survey has been administered at least once per year for the last several years, so we have a solid baseline to compare against. We will know we have reached our goal when our results from this survey increase above baseline. Below you will find a running record of our updates to this goal, succeeded, and next steps.

September 2022	Goal updated with input from both staff and district personnel. We will now, and continuing throughout the school year, share the plan with the school community and get feedback from PAC and target focus parent and student groups. We are ready to have our student safety survey completed by the end of September.