

Revised September 2024



Summit Elementary School
School Learning Plan Report 2022-2027
Year 3 (2024-2025)



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 Secwépemc Nation, specifically the territory of the Tk'emlúps te Secwépemc 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'emlúpsTk' te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

Our School Learning Plan is closely aligned with the Aboriginal Education Enhancement Agreement. We have over 50 students who identify as being Indigenous or Aboriginal. We collaborate with families and community partners and use the strategies outlined in the Aboriginal Education Enhancement Agreement to improve outcomes for Indigenous 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. At Summit Elementary we sing the Welcome Song at all school events. Students and staff participate in cultural events, including beading, drumming, lahal, and basket weaving. We held a school powwow under the direction of our Aboriginal Education Worker. All students and staff participated and learned about Secwépemc traditional dancing, singing, drumming, and etiquette at a powwow.

CONTEXT

At Summit Elementary we know that diversity is our strength. Our school is a mid-sized urban community school. Summit Elementary is something of a hidden gem on a quiet cul-de-sac with green spaces and walking paths all around. We frequently have students joining our school throughout the year. Our proximity to Thompson Rivers University means many international students and families choose our school.

We have

- 313 students, 14 divisions, 20 teachers, 5 Certified Educational Assistants
- 8% of students have diverse needs
- 17% of students are of Indigenous heritage
- 17% of students are supported as English Language Learners
- a geographically small, hilly and densely populated catchment, so students often walk and take public transportation to school.

The diversity of our students is evident upon a visit to our school. We have students from more than 21 countries who speak 19 languages, as well as a wide range of socio-economic groups. 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.

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.

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 gap in several overlapping demographic sections in our students. Some of the sections identified to have gaps in literacy are: Indigenous vs. non-Indigenous learners, students who attend school regularly and those with lower attendance rates, as well as learners with diverse needs, or an IEP.

SCHOOL GOAL:

To increase school literacy success rates for our most struggling learners.

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. Some of the approaches used in classrooms lead the way in advocacy, policy change, trauma informed practice, restorative practices and creating student activists. For example, one teacher decided to run an invitational afterschool reading program, complete with food, so that some of our struggling primary readers can put in extra practice time. One of our teachers focuses on developing policy change and teaches advocacy skills to intermediate students. Another teacher held student elections where students learned about municipal, provincial, and federal political candidates, parties, and platforms, and then they cast ballots in a mock vote, increasing awareness and engagement in politics and the world around them.

We have revamped our learning assistance support structures to include more in-class supports and collaborative structures, which helps to normalise interventions and

getting extra help. We have a collective mindset ready to focus on the effectiveness of our student supports. 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:

As mentioned above, we have identified several sectors of our students who are not performing at the level in reading, writing and speaking that we know that they are capable of. Research shows how powerful the effect of proper support programs can be to meet student needs. Our areas of growth will be supports that target the bulk of our struggling populations, including non-attenders, students with special needs, and some students who are disconnected from our school. For example, our school needs to become a more welcoming place for Indigenous students, and in order to do that, needs to stretch in the spirit of Truth and Reconciliation. We need to ask more questions about the experience of our learners in order to make the invitation to be at school authentic and relevant. Our line of inquiry needs to follow why these students are struggling so that we can make changes to meet their needs.

OBJECTIVE:

In order to increase the literacy rates of our struggling learners we will be focusing on increasing the effectiveness of our learning supports, both in classrooms and school-wide.

SCHOOL STRATEGIES:

Our school strategies below are organized to focus on distinct but overlapping groups.

Students and Families who are not strongly connected to the school:

- Create kits and resources available school-wide for Indigenous high-interest content, as well as audio books, decodable texts, and graphic novels
- Create primary level Aboriginal Boys' / Girls' groups
- Build peer connections through cross-classroom collaboration

Students who have poor attendance (chronic or acute):

- Host after-school reading clubs
- A personal connection when students have an extended absence
- Other differentiated teaching approaches as required

Students with diverse needs:

- Use buddy reading to provide positive role models

General:

- Use an in-class LART support model which maintains intensity and flexibility for student supports
- Host a school-wide write
- Develop school-wide use of common literacy language

- Create essential literacy outcomes for each grade level
- Examine how to better use data (NFRA, school-wide write, FSAs, other) to inform our practices
- Deeper look at our RTI model and the times/structures to support learners

To improve classroom practices, we will learn about:

- Task analysis as outlined in Instructional Rounds
- Equity-centred 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 expert teaching
- Deepen our Trauma Informed lenses and practices
- Focus on our expertise in differentiation
- As a staff, work through “Framework for understanding poverty” by Ruby Payne

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

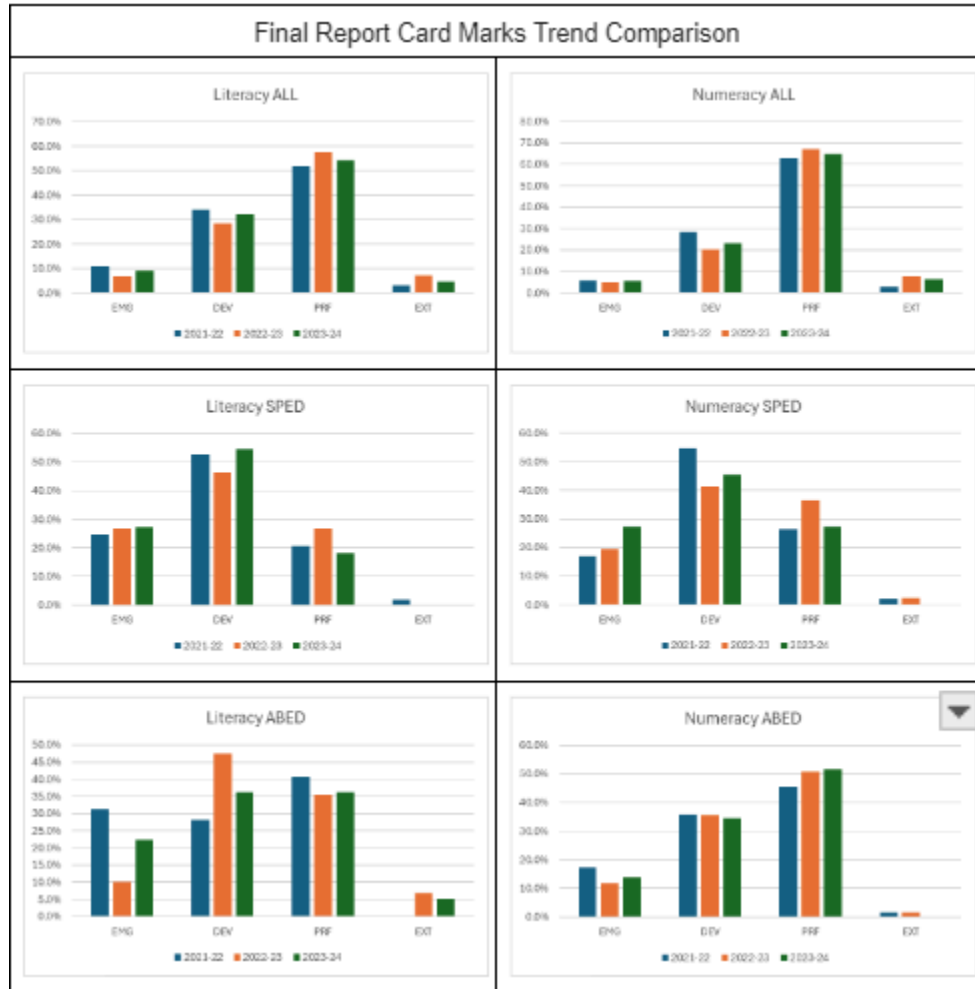
Evidence/Updates

The data presented below are as follows:

- Year over year report card mark comparisons for literacy and numeracy:
 - This is to show our school’s growth in our students meeting their curricular learning targets, which shows a picture of the story of the success of our intervention strategies this year.
 - We understand that report card marks are non-standardized, but we put a lot of trust in the cross-classroom alignment in assessment we have been

constructing. We include them to show the number of students meeting general learning outcomes.

- Indigenous and Diverse needs groups are segregated, showing that our learning gap has actually widened in both demographic areas this year.

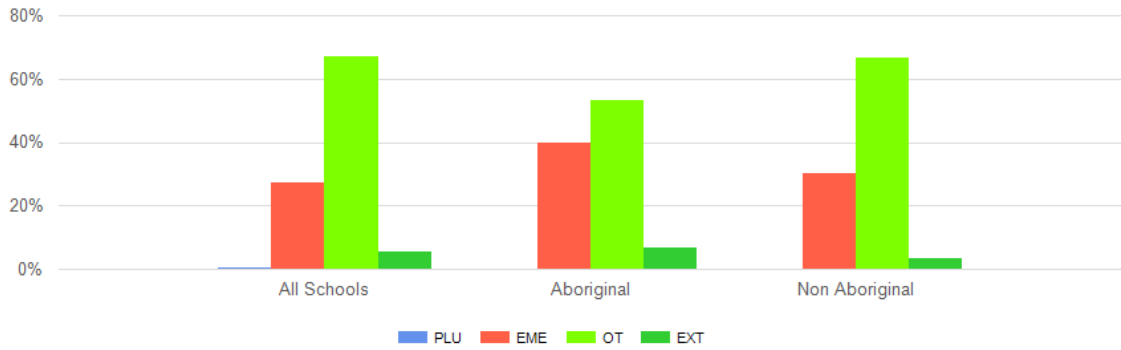


- FSA results:
 - A gap still exists between Indigenous and non-Indigenous students, as well as for Diverse learners
 - I did include our year over year data, which shows an increase in our literacy scores from years previous
 - These results reinforce our need for focusing on these areas, as well as a deeper look at how our FSAs are administered

FSA result comparison

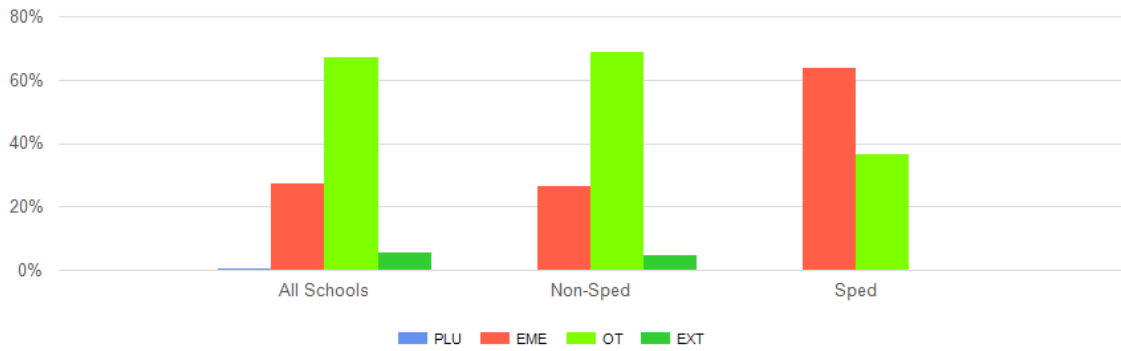
Aboriginal results

FSA Results - Literacy



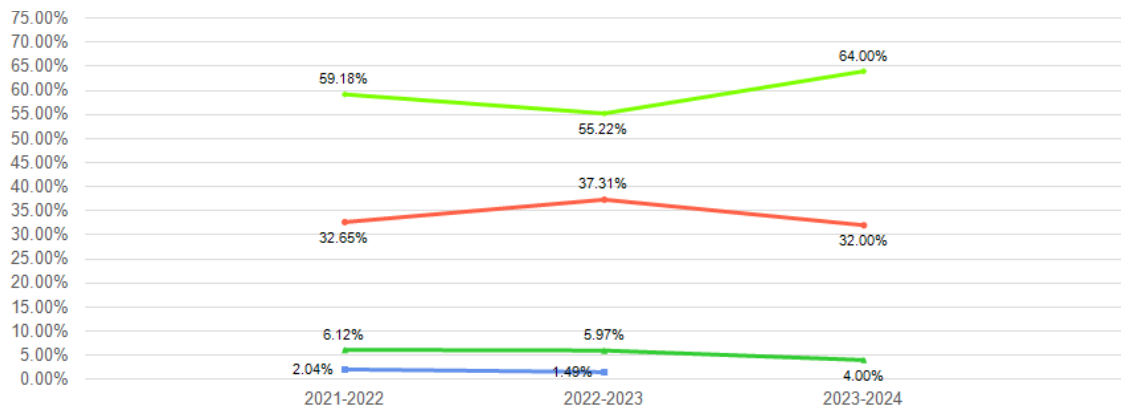
Diverse needs results

FSA Results - Literacy



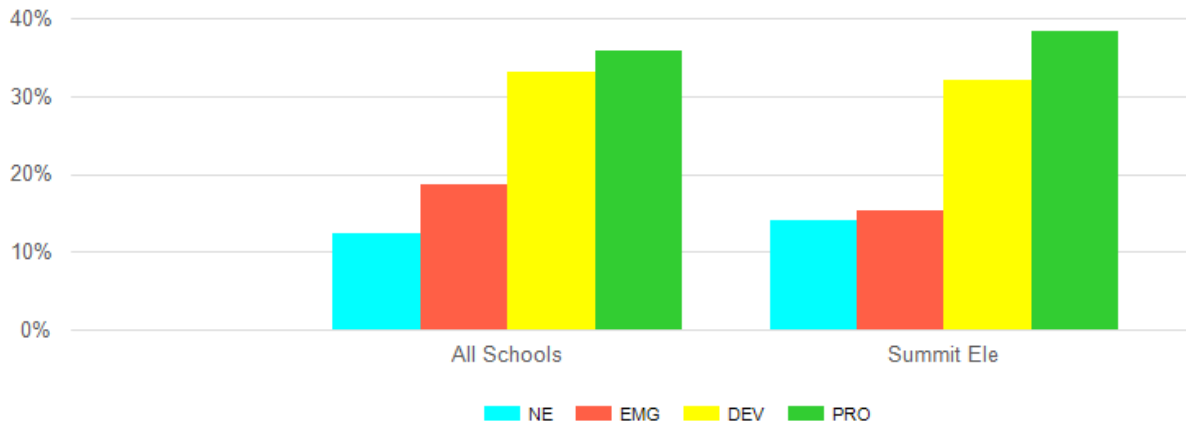
FSA year over year comparison

Literacy

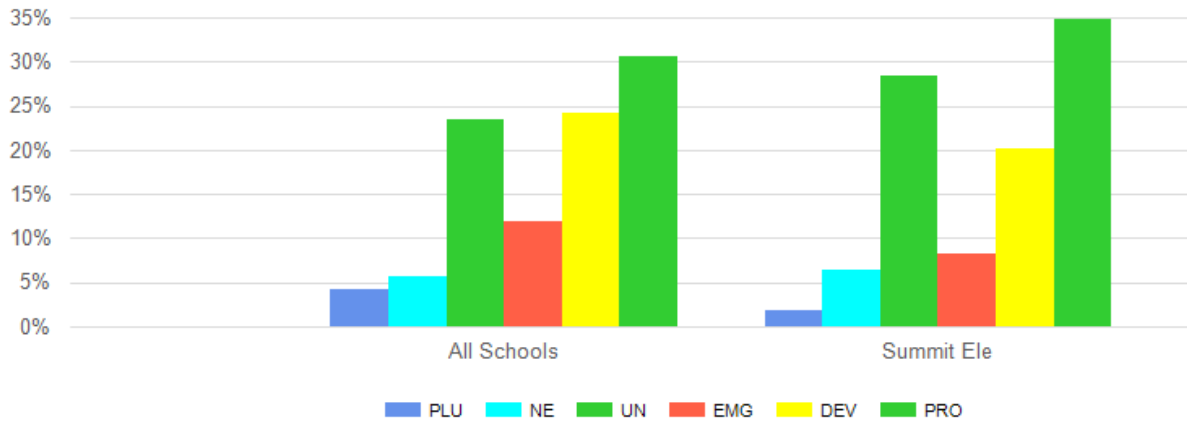


- Updates to our Primary Reading Assessments and Kindergarten survey data:
 - This is to show the effectiveness of our intervention strategies
 - We are so proud to be above district averages in our early literacy rates
 - Of particular note is the effectiveness of interventions on diverse learners
 - We are excited to see the long term effects of these interventions on our standardised assessments
 - Also included this year is our NFRA results, which also shows above average results.

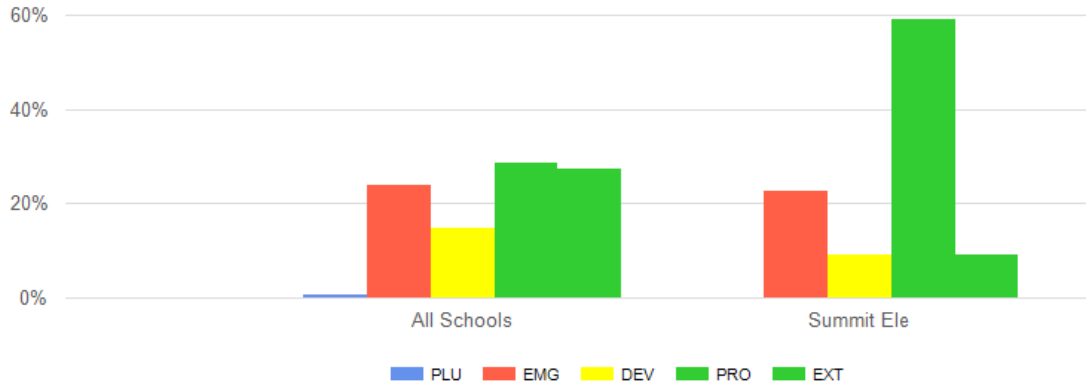
Fall K survey



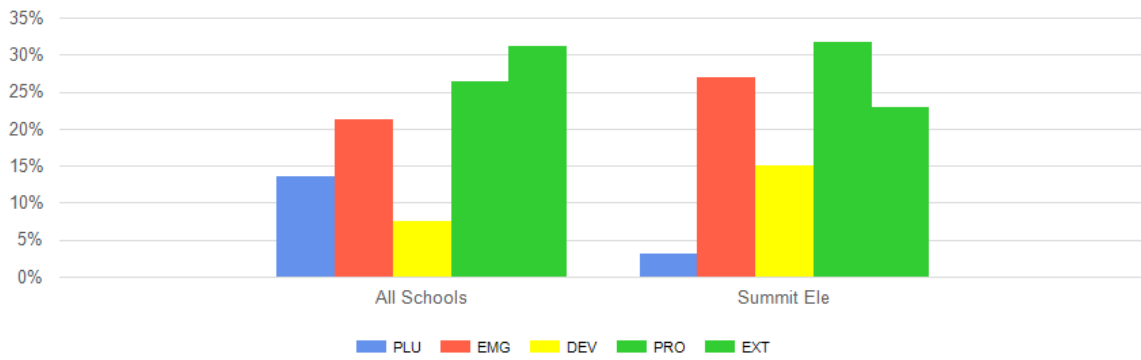
Spring K survey



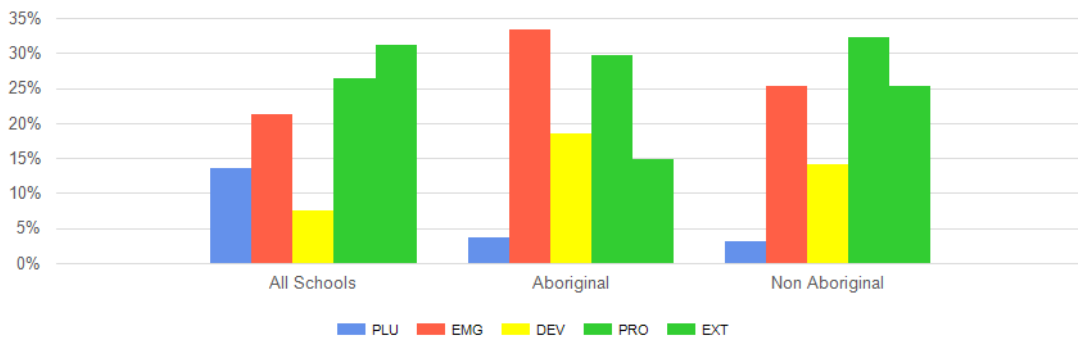
PRA November

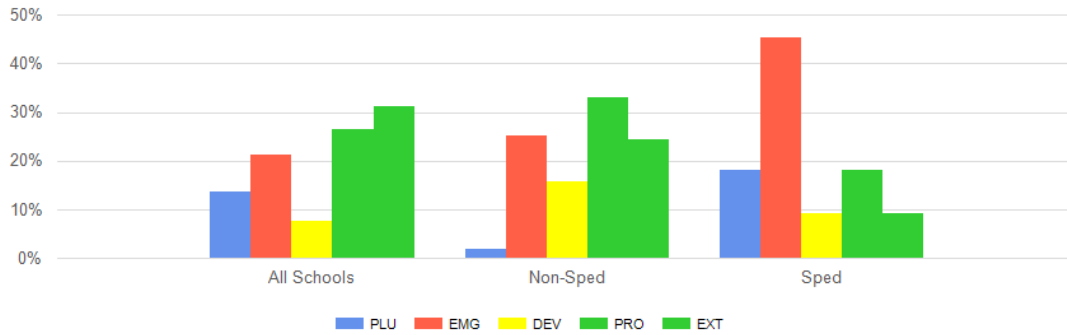


PRA June

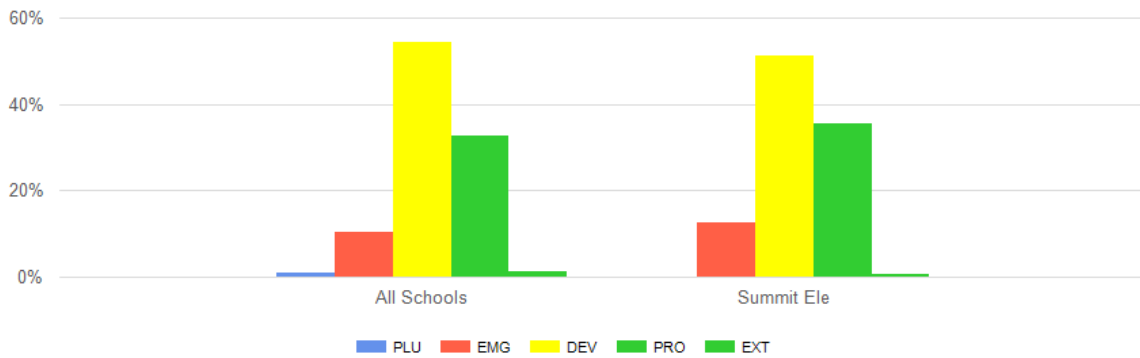


PRA Comparisons





NFRA results



<p>September 2022</p>	<p>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.</p>
<p>November 2022</p>	<p>The Pro-D focus group on this goal led us to several conclusions.</p> <ol style="list-style-type: none"> 1.) The goal as worded needs revamping to include others who struggle with the same issues re: attendance and disengagement 2.) The strategies need to be updated. Some removed due to the culture of low expectations, and some added to really target what the data shows is the issue 3.) A deeper data dive into what aspects of our struggling learners really need addressing. It may not be deeply correlated to AbEd, but some other issue (attendance, IEPs, etc) <p>Parent focus group on this goal With parent feedback we discovered that perhaps our school is targeting a demographic area where not all of the students are struggling. We re-wrote the goal #1 to focus on struggling learners, not Indigenous learners. This way we not only avoid using the label, but we also can use strategies for any struggling student and</p>

	focus more on where the issues actually are.
April 2023	Took a second look at our strategies and added to them. Added more under attendance and disconnection. Celebrated the changes to our central LART support model.
May 2023	Had staff take a deeper dive into our list of strategies. Through a 'roses and thorns' process, we trimmed the list of strategies to those we needed to continue to pursue.
July 2023	Data and reflections entered into the "Evidence, Updates, and Next Steps" Section for the 2022-2023 school year
Sept 2023	Updated language in Objective, Areas to Celebrate and Areas to Grow based on feedback from the district.
January 2024	Collected strategies OTHER than 'changing the LART model' in preparation for Feb Mid-Year review. Updated the Planning/Celebration documents
June 2024	Collected updated data to report on in this document.
Sept 2024	New administration (principal and vice-principal) reviewed the plan with LDP candidates before submission to the district.

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
- Use the grade 4 and grade 7 FSA results
- Kindergarten survey assessments
- Ensure that Literacy Lead Teachers are willing to share with staff information gained at lead teacher sessions
- Meaningful connections and equitable access to supports

Review Date #1 September 2024

Parents: Reviewed at PAC meetings throughout the school year

Staff: September 2024

Aboriginal Education Partners: Liaise with our AEW

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

Well-being 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:

Every learner will thrive personally and culturally.

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. This data points to the need in developing a goal to increase the sense of safety of our students at school.

We are also aware that not all of our students took the School Learning Survey seriously, so we will pre-teach the importance of the survey so that the results are a better reflection of our students' feelings around safety in our 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 enrol 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:

Continue to provide restorative practices as a common language.

This includes a well defined common definition of “Safe” at school.

Need a more defined supervision strategy, and clear expectations across the school.

Increasing our abilities to celebrate differences of all kinds, along with teaching our students effective conflict resolution strategies, will increase our students’ sense of safety in our school and reduce physical aggression incidents.

A plan and written expectations for how adults connect to students at school.

SCHOOL STRATEGIES:

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

- 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
- Parent information nights focused on bullying, reporting, restorative practices, and trauma informed practice
- 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
- Incorporate the Seven Grandfather Teachings into our practice and common school language
- Create common expectations by staff for staff on how we connect with students

To improve classroom practices, we will:

- analyze the results of our survey and create school-wide expectation matrices
- Define 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

- Cammy Plummer Pro-D around circles and restorative justice
- 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
- Re-invigorating PBIS in our school through Pro-D and in-school programs

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

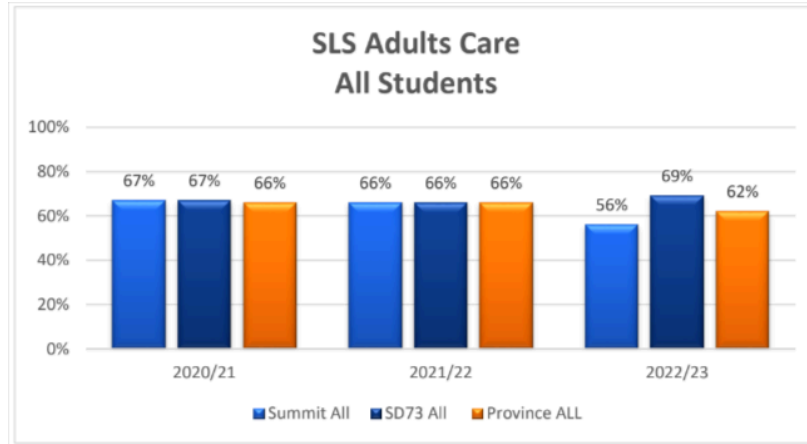
Evidence/Updates

The data presented below are as follows:

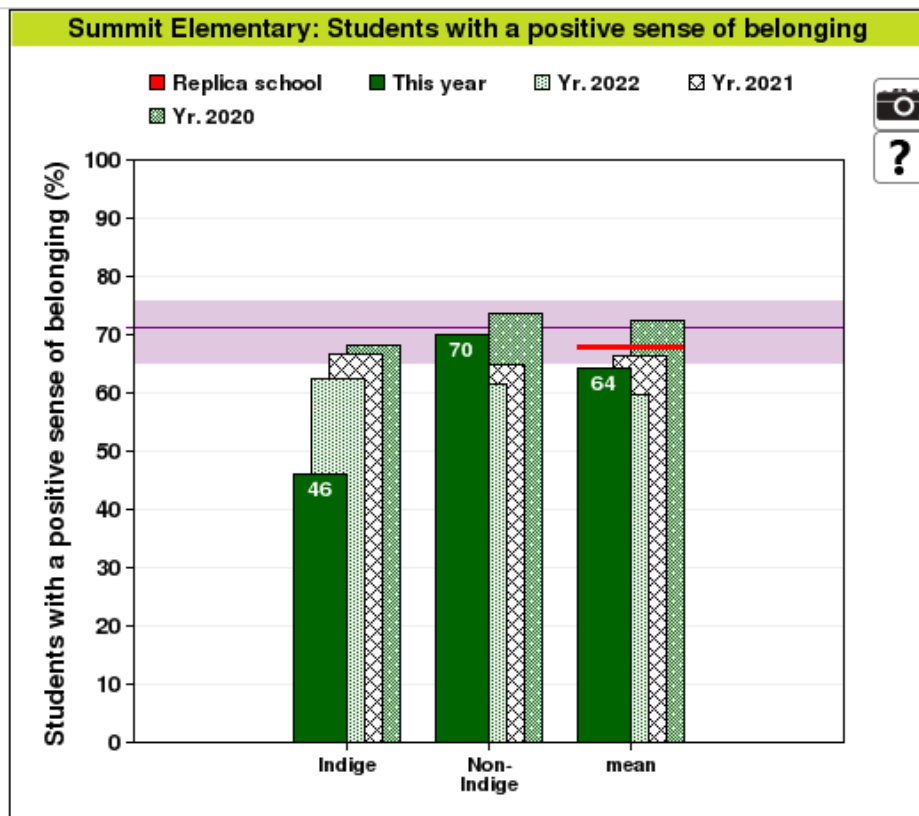
- Our LAST YEAR Student Learning Survey data presented to us from the District
 - There is lots to celebrate on this table, and below the table I present an area of growth: students feeling like the adults care for them. This will be incorporated into our strategies for next year. We need to make sure our positive culture and climate is being strongly felt by our students.
- Year over year responses to the belonging and safety questions on the annual District Engagement, Well-being, and Resiliency Survey
 - These results are interesting for our school. There is a marked improvement overall in our students' sense of belonging, however a large gap now exists between Indigenous and non-Indigenous students.
 - All students report feeling safer attending Summit, slightly above the national average
- Year-over-year responses to the safety questions on the annual provincial Student Learning Survey:
 - These results show no real significant change in feelings of safety, but there is an increase in our grade 4 sense of being bullied. This has been a focus all year for us, as one specific classroom had an influx of students from other schools who struggled together socially, and the classroom had 31 students in it. We worked hard to meet their needs this year, and are looking forward to another year with them to see if our interventions made a difference.

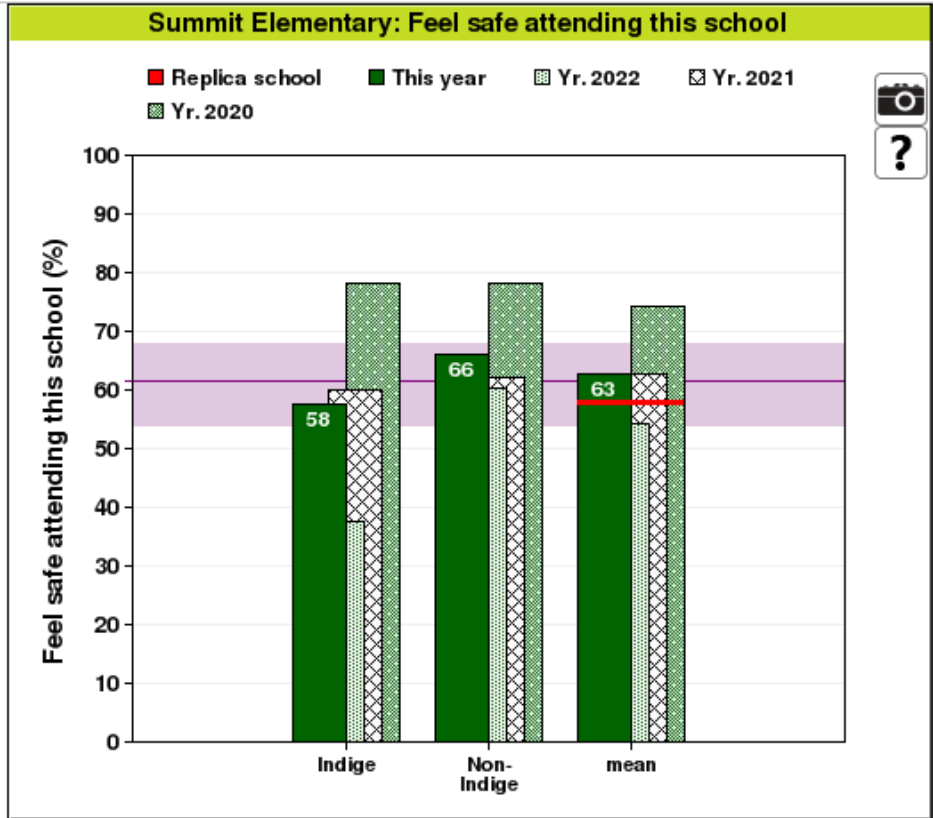
School learning survey from LAST YEAR:

Student Learning Survey Feel Safe							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Summit All	82%	72%	82%	78%		77%	3%
SD73 All	71%	71%	71%	74%		72%	2%
Province ALL	74%	73%	74%	78%		78%	3%



Results from the annual DEWRS:

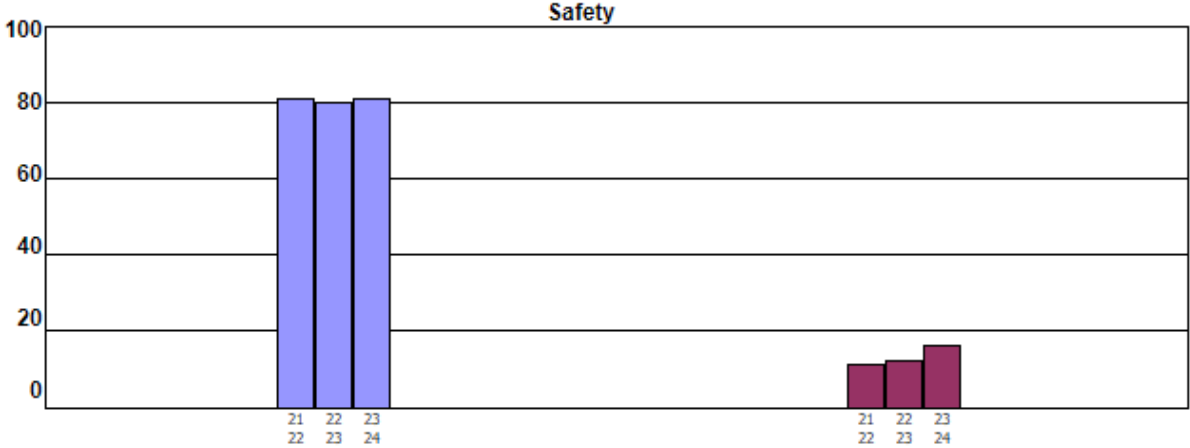




Unofficial Results from the Annual Student Learning Surveys

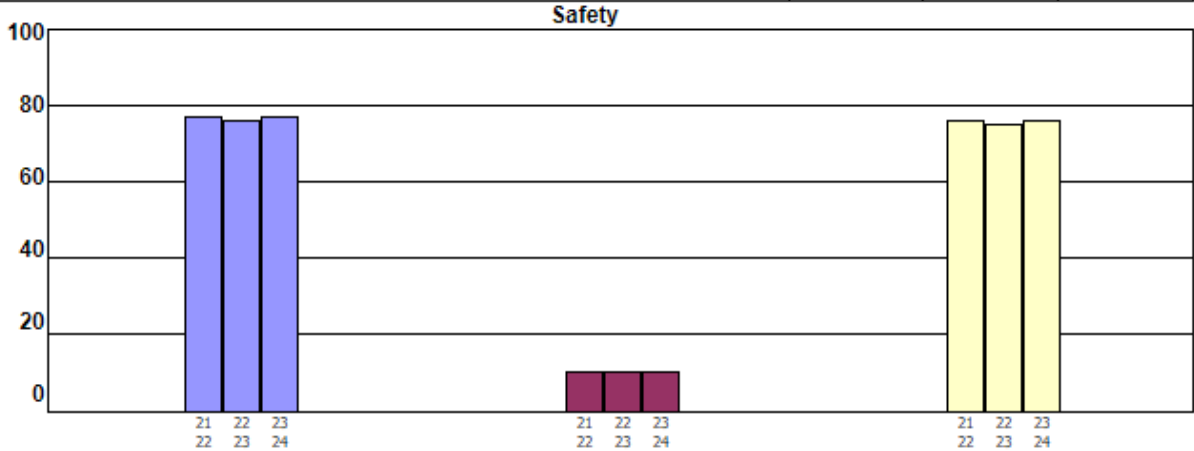
GRADE 4 RESULTS (in %), 2021/2022 - 2023/2024

% Reporting Positive Responses				
Safety		Province		
		2021/2022	2022/2023	2023/2024
Do you feel safe at school?		82	81	82
Have you ever felt bullied at school? *		12	13	17
Have you ever felt teased or picked on at school?*		N/A	N/A	N/A
I feel safe when I am going from home to school, or from school to home.		N/A	N/A	N/A



GRADE 7 RESULTS (in %), 2021/2022 - 2023/2024

% Reporting Positive Responses			
Safety	Province		
	2021/2022	2022/2023	2023/2024
Do you feel safe at school?	78	77	78
Have you ever felt bullied at school?*	11	11	11
I feel safe when I am going from home to school, or from school to home.	77	76	77



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.
November 2022	Updated the strategies to focus more on physical safety aspects of the goal instead of so many cultural safety aspects - as per the parent focus group input.
May 2023	Had staff take a deeper dive into our list of strategies. Through a 'roses and thorns' process, we trimmed the list of strategies to those we needed to continue to pursue.
July 2023	Data and reflections entered into the "Evidence, Updates, and Next Steps" Section for the 2022-2023 school year
Sept 2023	Updated "Areas to Grow" and "School Strategies" to reflect input from the district on the language and intention of our plan
June 2024	Data and reflections entered into the "Evidence, Updates, and Next Steps" Section for the 2023-2024 school year

	Plan made to update strategies with staff in the fall.
Sept 2024	Goals updated with LDP team and staff at the Sept. 3, 2024 staff meeting.

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, and Student Learning Survey, DEWRS survey, parent satisfaction surveys and Student School Learning Plan data. Staff will work to develop a common language to foster a safe learning environment.

Cultural Goal

HUMAN & SOCIAL 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:

To be determined after review

Evidence and Next Steps

To be determined after review

SCHOOL RESULTS ANALYSIS:

Review Date #1 October 2024

Parents: Reviewed at PAC meetings throughout the school year

Staff: October 2024 To begin discussions on how to implement this goal

Aboriginal Education Partners: Liaise with our AEW