

Yearly School Report (in Lieu of the School Learning Plan Report)

Summit Elementary, Principal Justin deVries

LARTs: Vicki Scott and Darcy Lussier

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Background:

Summit Elementary is a small urban community school. We have 12 classrooms and 252 students with the following demographic breakdown: 13% of students are on an IEP, 19% of students have Indigenous heritage, 11% of students are supported by our ELL programs. Our catchment area is small and condensed, so no district bussing services our school.

Over-arching themes of the year:

Given the climate and context of this year, our themes as a school were to foster and **build communal trust and collective efficacy**. However, there were many obstacles to this as our school needed more programs in place to help supporting our communities and students, so program creation became an important secondary focus.

Index of programs / changes made to support these themes (in no specific order, not exhaustive):

(descriptions of these programs are at the end of the report)

1. Breakfast Club
2. Brain Gym
3. Collaboration time
4. PAC it Forward
5. After school programs
6. Starfish backpack programs
7. Staff meeting format
8. Student discussion system
9. Video announcements
10. Resource Committee
11. Restorative Circle Training
12. Fireside chats

Appreciative Inquiry:

The following list includes things that we celebrate and appreciate at Summit that perhaps were not part of a theme or strategy, but perhaps by-products of a healthy school environment:

- Collective fundraising for a library renovation
- Improvements in student behaviour (via staff and parent reports)
- Improvements in staff satisfaction and well-being
- Improved staff relationships
 - Staff camping
 - Jackets
 - Chocolate drawer
 - Contests and laughter
 - Fun days

What's next for us?

Next year our first action will be to craft more specific goals around where we want to improve. This year we polled staff and parents about this, and have come up with three broad categories:

1. Celebrating diversity and harnessing it as strength
2. Learning more about student resilience and fostering growth mindsets
3. Creating a culture of academic press (a push toward excellence)

We will start our year off discussing these topics and using more concise language in our goals. When the goals form and start to cement in our hearts and minds, we will be able to continue our work on current structures or alter them to fit our needs. We understand that learning takes patience and time.

Description of changes (from index above)

1. Breakfast Club
 - a. Initially we were rewarded a CommunityLINKS grant of \$500 for food, but early in the year we collaborated with Boys and Girls Club of Kamloops who now support our school with the PowerStart program
 - b. This has drastically changed school for many of our students, who needed both the food and the positive adult connections in the morning.
 - c. Our program runs at full capacity (30 students) with a waitlist.
2. Brain Gym
 - a. We rotate through Tribes (cohorts) in the gym with a research-based program designed to connect student nervous systems, muscle control and co-ordination to whole body learning.
 - b. This program is unanimously adopted in our school and helps students build self-regulation strategies with students
 - c. With COVID the frequency was low for each class to participate. We look forward to having more sessions in the year to come
3. Collaboration time
 - a. We created a menu of what teachers felt they had to offer their colleagues.
 - b. Teachers would choose an item off the menu and submit it to the office.
 - c. The librarian would work with the teachers to find a mutual time to release the observer to go into the classroom to observe the menu item
 - d. This program then increased to include collaborative learning and working time
 - e. This program was used a total of 21 times this school year by 9 of the 12 classroom teachers
 - f. Next year we will be continuing this process with a focus on how to include those who did not participate, as well as modifying the scheduling aspects of it
4. PAC it Forward
 - a. PAC has really aligned themselves to connect with staff and our community
 - b. They have created a fund that specifically assists low-income families with field trip funding
 - c. The PAC have attended 2 of our staff meetings to collaborate
 - d. They have re-vamped their mission and structures
5. After school programs
 - a. For the first time ever, Summit has offered after-school programs to students
 - b. We ran three complete rotations, with a total of 7 programs offered and 95 students participating, and a waitlist of applications for each program
6. Starfish backpack programs
 - a. We now have 12 families receiving food from the food bank every Friday

7. Staff meeting format
 - a. We make space every staff meeting for recognition of territory, mindfulness, gratitude and celebration.
 - b. Our meetings are structured into three categories: Culture, Learning, and Information
 - c. We created and maintain staff norms for these meetings, which include putting important information first, and making assumptions that all staff have the best intentions for children
 - d. Our meetings use restorative circle discussions to gather input on significant issues
8. Student discussion system
 - a. We created a carefully thought-out way to discuss students on a school-wide platform
 - b. This was done to create a higher sense of community throughout COVID, and to build trust in colleagues instead of gossip when witnessing challenging behaviours from other students
 - c. This is also a vehicle to create common language, and steer mindsets when talking about our students (instead of sometimes unhealthy venting in staff rooms)
9. Video announcements
 - a. This has been amazing at keeping our classrooms connected throughout COVID, and will continue to play a large role moving forward
 - b. Staff uptake in hosting this daily has been high – with a rotation of classes taking on the task
 - c. This process gives students many opportunities to play a leadership role on screen
 - d. Allows for students to see each others' faces in times of separation
 - e. Next year we will push this into more presentations of learning and school-wide culture
10. Resource Committee
 - a. A team of 7 teachers met 5 times this year to establish answers to the following questions:
 - i. What do we have?
 - ii. What do we need?
 - iii. What do we value?
 - b. In this process we emptied all common storage spaces, had teachers collectively decide what to keep, then organized it and re-stored it and created a visual catalogue
 - c. Next year we start off with “what do we value?”
11. Restorative Circle Training
 - a. We have this now set for the September pro-d
 - b. All of my staff, from secretarial to CEA to teachers, will be trained on restorative conflict resolution (with certifications)
 - c. We have practiced this 6 times this year with important school-wide topics at staff meetings
12. Fireside chats
 - a. In the week before spring break I spent 45 minutes with every staff member one on one
 - b. I asked them what was ‘in their cup’ and practiced my coaching strategies to help them
 - c. These topics were thematically analyzed an action plan was created
 - d. This was presented at the first staff meeting (and CEA meeting) back after spring break
 - e. We made many changes to the day-to-day function of our school based on this input



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SCHOOL LEARNING PLAN 2017 - 2022

YEAR 3 * MAY, 2020



SCHOOL VISION

We want students to successfully incorporate the core competencies into all their Learning Projects (Academic, Social, Emotional) and to feel safe and secure with their decisions and their actions within society. We want our students to improve their ability to be creative thinkers, engage in deeper learning and to have the ability to be independent problem solvers. By creating a welcoming inclusive school community through positive communication, collaboration and school-wide activities, we hope students will experience a greater investment toward their learning and enhance the community connection to the school.

SCHOOL CONTEXT

Summit Elementary has students from Kindergarten to Grade 7. The school officially opened in October, 1980 and has gone through a series of changes. Initially, it drew students from the Upper Sahali area, increasing the student population to 500+. In 1992, McGowan Park Elementary was built to alleviate the growth of the student population. In 2010, the School District reconfigured the boundaries to include children from the South Sahali area resulting in a change of social-economic demographics and increasing the diversity of our student population.

2019 - 2020 SCHOOL YEAR BREAKDOWN

STUDENT POPULATION	260	PRIMARY STUDENTS	127	INTERMEDIATE STUDENTS	130
DIVISIONS	12	CEA'S/LIBRARY ASSISTANT	5	ABORIGINAL STUDENTS	49
TEACHERS	16	ABORIGINAL EDUCATION WORKER	1	ELL STUDENTS	32
LIBRARY	.4	SECRETARY/CUSTODIAL	3	DESIGNATED STUDENTS	24
ADMINISTRATION	1	LART	1.2	LDP	.2

STAKEHOLDER ENGAGEMENT PROCESS

In order to ensure that we would make good choices for our students, a collaborative approach for feedback was paramount. Stakeholders (students, staff and parents) were involved in the process of developing our school plan. By implementing opportunities for parents to provide input (PAC, Thought Exchange, and Google surveys), information to support our students and move our school forward was obtained. Staff were also involved in this process in a variety of ways. Through staff meetings and our Family of Schools Professional Development days which focused on Aboriginal Education, Project Based Learning, Presentations of Learning and the New Curriculum, we continue to strive for opportunities and best practices to teach our students to meet the challenges ahead.

SCHOOL GOALS

GOAL #1

FOUNDATIONAL SKILLS: NUMERACY & LITERACY

Related District Strategic Plan Goal

ENSURE EACH STUDENT ACQUIRES STRONG FOUNDATIONAL SKILLS AND CORE COMPETENCIES * (District Priority #1)

STUDENTS WILL GRADUATE WITH STRONG FOUNDATION SKILLS IN LITERACY AND NUMERACY * (District Goal 1.2)

RATIONALE

Over the past several years there has been a decline in our Numeracy and Literacy scores. In 2016, only 59% (Reading) and 44% (Numeracy) of our Grade 4 students AND 58% (Reading) and 53% (Numeracy) of our Grade 7 students were meeting the provincial FSA standards. It was also noticed that the Grade 4 cohort of (2013) performed lower in (2016) as a Grade 7 student. Literacy and numeracy will help students gain the fundamental skills necessary to achieve success in life and will be crucial in many aspects of their lives and for accessing the world around them. Workplace numeracy and literacy are employable skills and are important aspects of communication and in our current digital age. Acquiring literacy and numeracy skills can affect how our students will see themselves and how others will view them and can either support or limit the degree to which they can participate in their family, community and working life. We want to prepare our students to be the best that they can be so they can embrace life with confidence and flexibility.

GOALS	STRATEGIES	TARGETS/MEASURES
Literacy: Reading	<ul style="list-style-type: none"> ● Guided Reading ● Daily 5 ● Buddy Reading ● CAFE ● Home Reading Program ● Adrienne Gear “Reading Power” Program ● Sight Words ● Alphabet Recognition Phonemic Awareness ● Direct Instruction for ‘at risk’ students ● Self-reflection and revision ● Parent and community feedback ● Increased engagement ● Use of rubrics ● Presentations of Learning ● Summative assessment ● Pro-D scaffolding ● Cross-curricular learning ● Collaboration ● Exposure to a variety of resources and technology 	<ul style="list-style-type: none"> ● 80% of students will demonstrate growth in the District Kindergarten Survey ● 80% of students will meet grade level performance in the Primary (Grade 1-3) Literacy Assessment ● 80% of students will meet grade level performance in the Intermediate (Grade 4-7) Non-Fiction Reading Assessment ● 80% of students will meet or exceed grade level performance in the Foundation Skills Assessment (Grade 4-7)
Numeracy	<ul style="list-style-type: none"> ● Develop school-wide common Math language ● Mathletics ● All classrooms working on basic computation skills and number sense appropriate to grade level 	<ul style="list-style-type: none"> ● 80% of students will meet grade level performance in the District Numeracy Assessment (Grade 3 and Grade 6) ● 80% of students will meet or exceed grade level performance in the Foundation Skills Assessment (Grade 4 & Grade 7)

	<ul style="list-style-type: none"> ● Using real life problems (project based learning) to connect basic skills ● Collaboration ● Use of rubrics ● Direct Instruction for 'at risk' students 	
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SUMMARY OF YEAR 3 * Goal #1 (Foundational Skills: Literacy & Numeracy)

LITERACY

As in Year 2 (because it was successful for our students), our primary teachers repeated the process for Year 3 and did a literacy pre-assessment to help guide instruction. The results showed that there were still some gaps for our Grade 2's, Grade 3's, and Grade 4's who continued to struggle in reading. Guided Reading Intervention Groups for eight weeks were established and the schedule went from October to November (8 weeks) - four days a week (Monday, Tuesday, Thursday, Friday). The schedule consisted of thirty intervention sessions with the groups; thereby giving each struggling reader access to thirty (25 minute) small group sessions with a teacher. A post-assessment was conducted in December and all students showed measurable growth. Because of the success of this program, we are going to apply the same concept to our numeracy goal.

Foundational Skills Assessment Data * **Literacy** * (Unofficial)

Year	Grade	On Track %	District %
2019	4	64% *	-----
2018	4	64%	64%
2017	4	66%	65%
2016	4	59%	64%
2019	7	91% *	-----
2018	7	77%	70%
2017	7	61%	70%
2016	7	58%	71%

DISTRICT NON-FICTION READING ASSESSMENT RESULTS (Fall 2019)**OVERALL RESULTS FOR SUMMIT ELEMENTARY BEFORE DISAGGREGATION OF DATA****AT A GLANCE - DATA BREAKDOWN PER GRADE LEVEL**

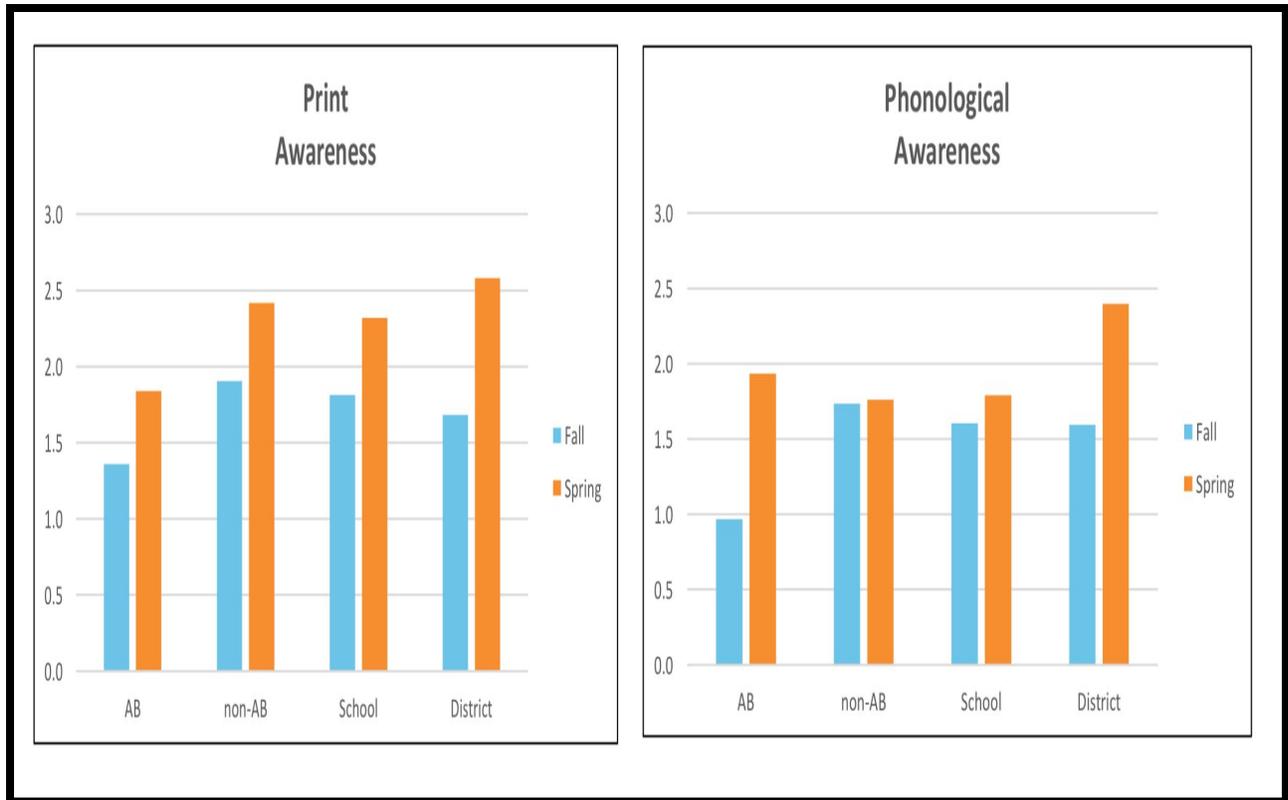
GRADE	EMERGING		DEVELOPING		PROFICIENT		EXTENDING	
	<i>Fall 2019</i>	<i>Spring 2020</i>						
4	40%		44%		13%		3%	
5	4%		50%		29%		-	
6	18%		29%		32%		21%	
7	12%		26%		47%		12%	

Due to COVID-19, we have not been able to obtain a post assessment of our students. However, for each grade level, the data shown above has been disaggregated by gender, IEP students, and aboriginal/non-aboriginal students.

PRIMARY READING ASSESSMENT (There is no assessment for 2019 - 2020)

2018 - 2019 ASSESSMENT RESULTS				
Grade Levels	NYM	Approaching	Fully Meeting	Exceeding
TOTAL * (ALL GRADES)	44%	5%	21%	30%
Grade 1	73%	13%	7%	7%
Grade 2	23%	3%	32%	42%
Grade 3	36%	-	24%	40%

Kindergarten Survey Data Results * 2018 - 2019 - LITERACY DATA
(There is no assessment for 2019 - 2020)



NUMERACY

Due to our FSA results in both Grade 4 and Grade 7, numeracy will be a focus in Year 3. As indicated in the chart below, our scores in 2018 declined (especially for our Grade 4 students). As a staff, the conversations have been occurring on ways to support and improve numeracy for all our students. Throughout the year, we have been gathering data and resources, involved teachers in numeracy training and mentorship, and have attended Professional Development opportunities to set the stage for a focus around numeracy.

Foundational Skills Assessment Data * Numeracy * (Unofficial)

Year	Grade	On Track	District %
2019	4	68% *	----
2018	4	47%	60%
2017	4	61%	64%
2016	4	44%	61%
2019	7	47% *	----
2018	7	59%	55%
2017	7	64%	66%
2016	7	53%	60%

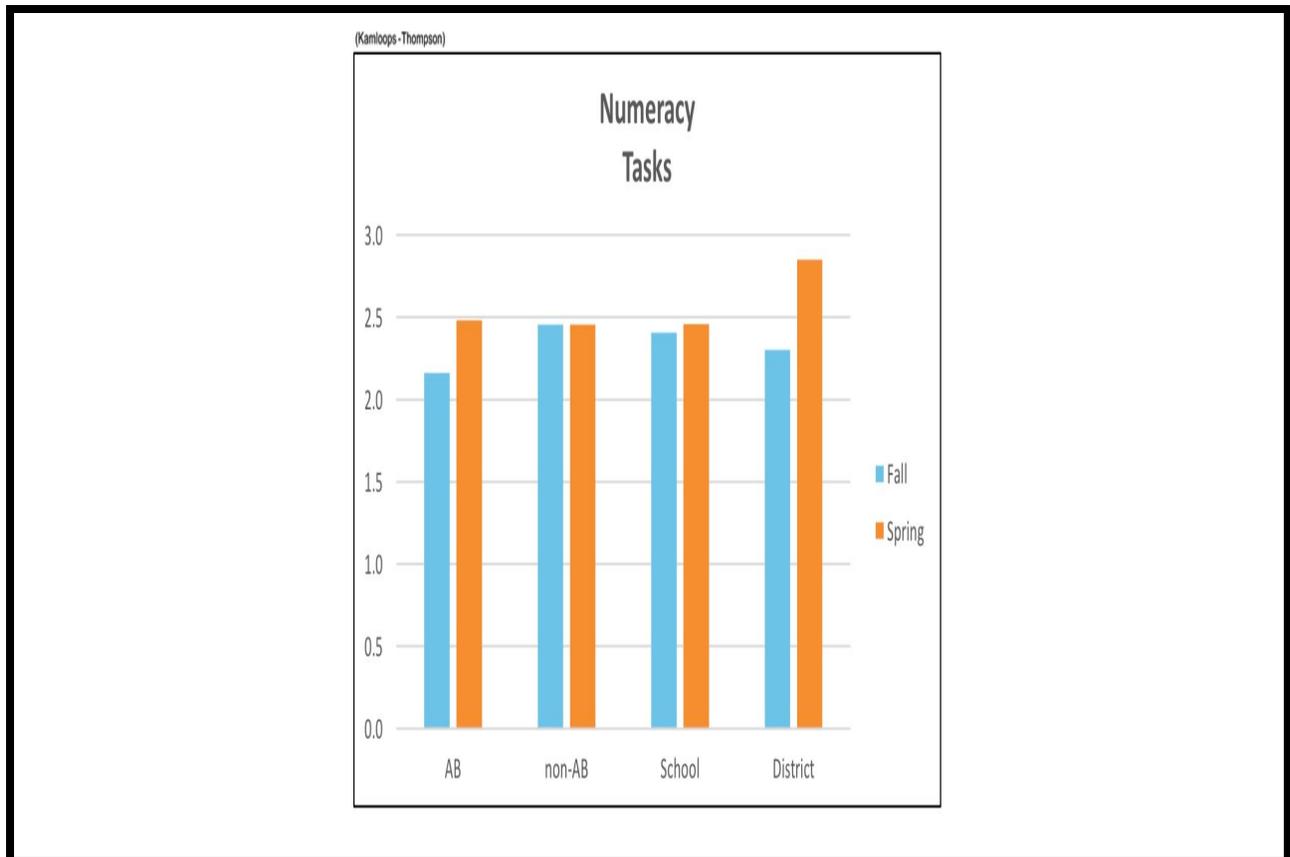
DISTRICT NUMERACY ASSESSMENT RESULTS (Fall 2019)

OVERALL RESULTS FOR SUMMIT ELEMENTARY BEFORE DISAGGREGATION OF DATA

GRADE	EMERGING		DEVELOPING		PROFICIENT		EXTENDING	
	Fall 2019	Spring 2020	Fall 2019	Spring 2020	Fall 2019	Spring 2020	Fall 2019	Spring 2020
3	40%		46%		8%		-	
4	31%		48%		17%		4%	
5	18%		46%		29%		7%	
6	13%		46%		28%		10%	
7	12%		32%		44%		12%	

Due to COVID-19, we have not been able to obtain a post assessment of our students. However, for each grade level, the data shown above has been disaggregated by gender, IEP students, and aboriginal/non-aboriginal students.

Kindergarten Survey Data Results * 2018 - 2019 - NUMERACY DATA
(There is no assessment for 2019 - 2020)



GOAL #2

SOCIAL RESPONSIBILITY

Related District Strategic Plan Goal

ENSURE EACH STUDENT ACQUIRES STRONG FOUNDATIONAL SKILLS AND CORE COMPETENCIES * (District Priority #1)

STUDENTS WILL DEMONSTRATE GROWTH IN THE THINKING, COMMUNICATION AND PERSONAL/SOCIAL COMPETENCIES * (District Goal 1.1)

RATIONALE

When the boundaries changed, so did the diversity of our student population. In May, 2015, the staff revised the Mission Statement to reflect this and would “strive to enhance the community connection to the school and embrace the diverse potential of our learners so ALL students could achieve success”. A change in our strategies to meet the needs of our school culture was in order. As a staff, we also had to look at our own personal expectations and change accordingly. A survey to parents strongly indicated a request for extra-curricular programs and athletics for their children. This year we have increased our athletic and district opportunities and fewer parents are seeking other schools that are providing these programs. Students are also feeling a greater connection to the school and have indicated that in a survey provided to them. Parents also wanted their children to be positive about learning, feel connected to their teachers and friends, and excited about coming to school. We also want to focus more on our P.E.A.K.S. matrix and PBIS so that we can continue to create initiatives that will keep our students positive, empathetic, accountable, kind and safe.

GOALS	STRATEGIES	TARGETS/MEASURES
Student Self-Reflection	Self-Reflection based on core competencies and personal experiences.	Self-reflection rubrics in questionnaires, journals, video logs, etc.
Student Self-Regulated Learning	Help students to set specific and personal goals for their learning and monitor their progress.	An annual increase in the number of students who report they are improving in their ability to reflect on their learning through the District Engagement, Well-Being and Resiliency Survey (DEWRS).
Student Self-Directed Learning	Provide each student with the skills to reflect upon their learning and motivations during the learning process.	An annual increase in the number of students who report they are improving in their ability to reflect on their learning through the District Engagement, Well-Being and Resiliency Survey.
Project Portfolios	Maintaining a portfolio based on a particular subject/project.	Portfolios should demonstrate each student's growth in research, content, skills and organization.
Staff Collaboration and Professional	Establish one common grade group meeting per month	Teachers will use one strategy per month to promote student driven

Conversations		problem solving, collaboration and accountability
Student Attendance	Continue to offer programs to students that increase their enthusiasm for coming to school (theme days, athletics, district opportunities, academic success, etc.)	Student surveys and anecdotal feed-back from students and parents. Annual increase in the number of students that report satisfaction on key Ministry Satisfaction Survey indicators

SUMMARY OF YEAR 3 * Goal #2 (Social Responsibility)

SOCIAL RESPONSIBILITY

As in Year 2, we are continuing to build on our PBIS program. As a school, we value the importance of teaching students to be socially responsible because it helps them to acknowledge their own community and society and to connect more deeply and empathically with other individuals. We are continuing to teach students to be responsible and to take ownership of their actions in a way that values building a safe and positive school community. Student accountability encourages student learning and helps improve academic performance and achievements. As a school, we are working to create these opportunities. We know by looking at our data that building relationships with the adults within the building helps students develop a sense that they are worthy of being consoled and respected. This is essential for the healthy development of a child and will set them up for a good start in life. Children who are securely attached to adults are better able to manage their own feelings and behaviours and better able to relate to others.

MINISTRY OF EDUCATION LEARNING SURVEY DATA * (Unofficial)

DO YOU FEEL WELCOME AT THE SCHOOL?			
	Grade 4 (Most/All Time)	Grade 7 (Most/All Time)	Parents (Most/All Time)
March, 2020	69% *	77% *	90% *
March, 2019	93%	62%	90%
DO YOU FEEL SAFE AT SCHOOL?			
	Grade 4 (Most/All Time)	Grade 7 (Most/All Time)	Parents (Most/All Time)
March, 2020	85% *	83% *	----
March, 2019	86%	69%	----
DOES THE SCHOOL PROVIDE CLEAR EXPECTATIONS AND RULES FOR BEHAVIOUR?			
	Grade 4 (Most/All Time)	Grade 7 (Most/All Time)	Parents (Most/All Time)
March, 2020	96% *	85% *	86% *
March, 2019	96%	81%	80%

DO ADULTS IN THE SCHOOL TREAT ALL STUDENTS FAIRLY?			
	Grade 4 (Most/All Time)	Grade 7 (Most/All Time)	Parents (Most/All Time)
March, 2020	92% *	46% *	----
March, 2019	86%	54%	----
IF YOU HAD A PROBLEM, CAN YOU GET THE HELP YOU NEED FROM ADULTS AT YOUR SCHOOL?			
	Grade 4 (Most/All Time)	Grade 7 (Most/All Time)	Parents (Most/All Time)
March, 2020	76% *	62% *	98% *
March, 2019	82%	69%	88%

The data from the Learning survey clearly indicates a decline in the connection of Grade 7 students to our school. While we have done a good job establishing clear expectations and rules for behaviour, we need to work on building greater relationships for our older students.

DISTRICT ENGAGEMENT, WELL-BEING AND RESILIENCY SURVEY (DEWRS)

Students with a positive sense of belonging: *Feeling accepted and valued by their peers and by others in the school.*

	GRADE 4		GRADE 5		GRADE 6		GRADE 7	
Spring, 2020	-		-		-		-	
Fall, 2019	87%		89%		66%		77%	
Spring, 2019	79%		85%		75%		74%	
Fall, 2018	83%		83%		61%		81%	
BREAKDOWN								
	M	F	M	F	M	F	M	F
Spring, 2020	-	-	-	-	-	-	-	-
Fall, 2019	74%	100%	90%	87%	64%	67%	88%	65%
Spring, 2019	85%	73%	71%	68%	86%	63%	80%	67%
Fall, 2018	67%	94%	76%	94%	61%	61%	75%	90%

Students with positive teacher-student relations: *Students who feel teachers are responsive to their needs and encourage independence with a democratic approach. (Note: disaggregation of data is not available).*

	SPRING, 2020	FALL, 2019	SPRING, 2019	FALL, 2018
GRADE 4-7	--	82%	78%	81%

Students feeling safe at school as well as going to and from school:

	GRADE 4		GRADE 5		GRADE 6		GRADE 7	
Spring, 2020	-		-		-		-	
Fall, 2019	79%		92%		72%		82%	
BREAKDOWN								
	M	F	M	F	M	F	M	F
Spring, 2020	-	-	-	-	-	-	-	-
Fall, 2019	74%	100%	100%	86%	73%	71%	88%	76%
Spring, 2019	92%	65%	57%	79%	86%	78%	79%	83%
Fall, 2018	70%	72%	66%	89%	65%	89%	69%	60%

Positive Learning Climate: *There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. (Note: disaggregation of data is not available).*

GRADE 4-7	SPRING, 2020	FALL, 2019	SPRING, 2019	FALL, 2018
	--	66%	60%	66%

Safety and Well-Being (Mental Health): *What adult in the building could students talk to if they needed help to feel safe or with help to solve a problem. (Note: disaggregation of data is not available).*

GRADE 4-7	PRINCIPAL	TEACHER	CEA	SUPERVISOR
Spring, 2020	-	-	-	-
Fall, 2019	80%	98%	57%	55%
Spring, 2019	92%	96%	72%	67%
Fall, 2018	79%	96%	66%	66%

SPECIFIC SUPPORTS FRAMEWORK

SEVEN PRINCIPLES OF LEARNING

Due to the rapid changes in our world that demand economies based on knowledge and skills to thrive in them, many schools have to reconsider the way and approach to teaching and learning. Every classroom at Summit is working toward a practice that includes the Seven Principles of Learning:

1. Learners at the centre
2. The social nature of learning
3. Emotions are integral to learning
4. Recognising individual differences
5. Stretching all students
6. Assessment for learning
7. Building horizontal connections

ABORIGINAL ENHANCEMENT AGREEMENT

In addition, Summit Elementary staff are proud and committed to providing opportunities that are reflective of the Aboriginal Enhancement Agreement, the First Peoples' Principles of Learning and the Aboriginal Worldview and Perspectives. Incorporating these into our school learning plan is to ensure that all learners have opportunities to understand and respect their own cultural heritage as well as that of others.

With the support of our Aboriginal Education Worker (AEW), we continue to foster and embrace an understanding of the Aboriginal culture through:

- Day of Suwentwecw - school-wide assembly and gathering of students and community
- Girls groups
- Potluck luncheons with bannock
- Drumming presentations
- Band elders guest speaking in classes
- Family of Schools - Pro-D
- School-wide cultural activities
- Classroom projects - Legends, Tiles, Button Blankets
- First Nations' culture board in main hallway displaying prominent art work
- Welcome signs in entrance way
- Staff meeting presentations with AEW and staff members
- Ongoing in class and home support from our AEW
- Disaggregating data to support and improve student learning

GOALS

<p>To increase the academic and social success of all Aboriginal students</p>	<ul style="list-style-type: none"> ● Students given opportunities to complete projects using Aboriginal content ● Use PBIS to provide expectations of safety, inclusion and respect ● AEW support for our students ● Use of Daily 5 for literacy ● Use of Daily 3 for numeracy ● Ongoing teaching of the core competencies with a focus on Aboriginal content
<p>To increase the sense of identity and belonging in all Aboriginal students</p>	<ul style="list-style-type: none"> ● Aboriginal Girls' group once a week ● First Peoples' Principles of Learning incorporated in instruction ● Day of Recognition ● Guest speakers invited to share knowledge and culture with everyone
<p>District and School Culture</p>	<ul style="list-style-type: none"> ● Welcome signs at entry of school ● Culture board in hallway to display student works of art, language and opportunities ● Community and district initiatives and presentations
<p>Aboriginal Parent and Community Engagement</p>	<ul style="list-style-type: none"> ● Relationship building opportunities with families through guest speakers, presentations of learning, open house, etc.

UNIVERSAL DESIGN FOR LEARNING AND INCLUSION

The staff at Summit are committed to Universal Design for Learning (*UDL*) and have begun to think about teaching and learning that helps give **ALL** students an equal opportunity to succeed. We are working in classrooms to create learning environments that are more inclusive of all students. We continue to develop UDL strategies to meet all students' learning needs by providing materials in multiple formats.

Our goal of UDL is to use a variety of teaching methods to remove any barriers to learning. It's about building in flexibility that can be adjusted for every student's strengths and needs and designing curriculum which allows all students to learn in a variety of ways that utilizes their unique abilities.

UDL isn't specifically for students with learning and attention issues. It attempts to build in flexibility that can be adjusted for **EVERY** student. The following chart illustrates some examples of differences between the traditional classroom and a UDL classroom that we are striving to meet.

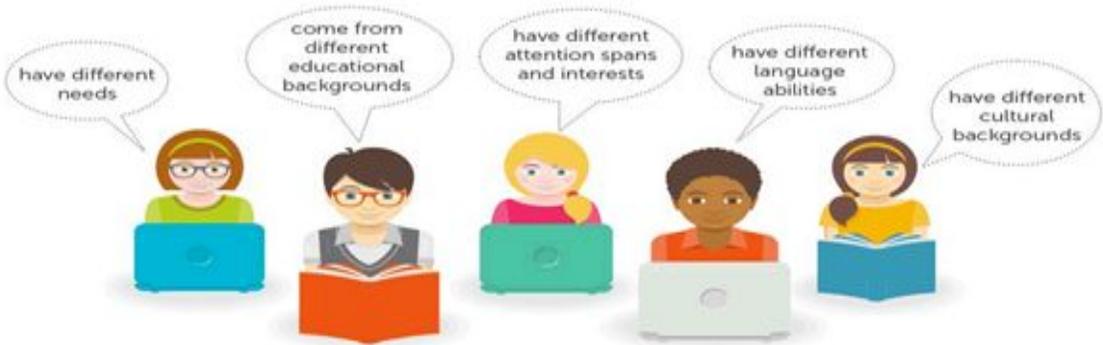
IN THE TRADITIONAL CLASSROOM	IN THE UDL CLASSROOM
Teaching focuses on “ <i>what</i> ” is taught!	Teaching focuses on both what is taught and “ <i>how</i> ”.
Accommodations are for specific students.	Accommodations are for all students.
The teacher decides how the material is taught.	The teacher works with the student to decide how the student will learn the material.
The classroom has a fixed setup.	The classroom has a flexible setup
There’s one way for a student to complete an assignment.	There are multiple ways to complete an assignment.
Grades are used to measure performance.	Grades are used to measure performance.

We also recognize that students may require additional support for their learning success and we have a variety of supports in place for them.

- Specialized classes for Social, Literacy and Numeracy support
- Individualized learning through personalized projects
- Ongoing file reviews and Level B testing
- Monthly SBT meetings which involve District Professionals
- Differentiating instruction in classrooms
- Collaborative and team approach to supporting our struggling students
- Sensory/Self Regulation supports in place
- SOGI curriculum and PRO-D at staff meetings are ongoing
- Creating a school that honors all students
- Buddy reading and tutor support wherever necessary

WHY UNIVERSAL DESIGN FOR LEARNING?

Classrooms are filled with students who:



PROFESSIONAL LEARNING PLAN

Our Learning Plan is just the beginning of the opportunities and successes that we want for our students. A new curriculum and new staff will present challenges for students, parents and teachers at our school for September, 2017. We are excited about the plan ahead and will continue to try and work collaboratively to create a culture that excites students to come to school and fosters personalized learning for greater individual student success.

As we prepare for the upcoming 2017 - 2018 school year and the years ahead, staff will need to know how to master our collective goals, feel competent about the direction we are going, and share challenges in a safe, respectful forum.

To achieve this, we will:

- Meet regularly as a Professional Development committee and pursue PRO-D opportunities to the greatest extent
- Create teacher collaboration time for planning lessons and units in smaller grade groups and larger multi-grade groups so teachers can learn from each other
- Engage students regularly through monthly PBIS assemblies and school-wide leadership activities
- Present opportunities to observe in other classrooms within the school/District
- Continue to move forward toward project based learning and inquiry based learning strategies
- Bring in speakers/facilitators for training
- Work with other learning communities in our Sahali Family of Schools to move forward

Our Professional Learning at Summit that occurred for the 2018-2019 school year included:

- Staff meetings - twice a month & presentations of learning shared
- Trauma Workshop for staff
- ERASE training for staff
- Professional Development days throughout the year
- PBIS pilot school for 2018 - 2019
- Encouraging and promoting the community connection to the school
- Family of Schools meetings
- Aboriginal School Leaders inservices
- UDL sessions for development in the school and classrooms
- Teacher Inquiry workshop for a staff member
- Participated in the district pilot for numeracy assessment
- Ed Tech Mentor established

SUMMIT ELEMENTARY * JUNE 1, 2019
SLP STRATEGY - PROFESSIONAL LEARNING PLAN

We feel that if our professional development sessions over the 2019-2020 school year provide specific tools and protocols for teachers to implement strategies, resources and assessments in core subject areas for our students, then we will observe the success of our students through district assessments in literacy and numeracy AND see a positive change in knowledge and comfort-level for teachers in designing and implementing these lessons and strategies.

Professional Learning and Development Timeline

Summit Professional Learning Plan

At Summit, staff are committed to ongoing professional development training in all areas (academic, social and emotional, and safety). The training helps us become more efficient at what we are doing which then gives us additional time to focus on our students. Professional learning that improves the learning of all students is our ongoing goal. We will continue to learn together and use our staff meetings and Professional Development Days to work on our school goals.

For the 2020-2021 school year and moving forward, we will be putting a greater focus on our numeracy goal while maintaining the academic growth and success that we are observing around our literacy goal. As a staff, we are onboard to become a pilot school for the new reporting format.

Professional Learning and Development Timeline

MONTH	FOCUS
JUNE - 2019	
JUNE	<ul style="list-style-type: none"> ● 0.20 Teacher Support awarded to Summit for LDP ● Meeting with Katie McCormack (Numeracy Leader) to develop a numeracy plan for 2019 and discuss numeracy resources ● PAC awarded Summit Elementary \$2500.00 for Numeracy Resources ● PAC awarded Summit Elementary \$5000.00 for Literacy Resources.
SEPTEMBER - DECEMBER 2019	
SEPTEMBER	<ul style="list-style-type: none"> ● PBIS team meeting to set expectations for behaviour and success for new and returning teachers ● PRO-D - Numeracy & Assessment ● Staff Meetings (x3) ● Review progress of School Learning Plan
OCTOBER	<ul style="list-style-type: none"> ● Staff Meeting (x1) ● Family of Schools Meeting ● Numeracy Inservice - Session 1 - Building Number Sense

	<ul style="list-style-type: none"> ● KIDS IN THE KNOW Primary/Intermediate Training Sessions ● Elementary Career Education Session #1 ● Inclusive Education Training Session ● Numeracy Cohort Training Session #1 ● Tech Mentorship Training Session #1
NOVEMBER	<ul style="list-style-type: none"> ● Staff Meeting (x2) ● Family of Schools Meeting ● Aboriginal Lead Session #1 ● Aboriginal Elder and B. Jensen visit Summit ● Spirals of Inquiry Learning Series ● Tech Mentorship Training Session #2
DECEMBER	<ul style="list-style-type: none"> ● Staff Meetings (x2) ● PRO-D - Numeracy & Resources ● Tech Mentorship Training Session #3 ● Numeracy Cohort Training Session #2
JANUARY - JUNE 2020	
JANUARY	<ul style="list-style-type: none"> ● Staff Meetings (x2) ● Family of Schools Meeting ● Aboriginal Lead Session #2 ● Elementary Career Education Session #2 ● Numeracy Cohort Training Session #3 ● JOHSC Fundamentals Safety Training Session ● Due Diligence Safety Training Session ● Digital Threat Assessment Inservice Training Session
FEBRUARY	<ul style="list-style-type: none"> ● Staff Meetings (x2) ● Family of Schools Meeting ● Aboriginal Lead Session #3 ● PRO-D
MARCH	<ul style="list-style-type: none"> ● Staff Meeting (x1)
APRIL	<ul style="list-style-type: none"> ● Staff Meetings (x2) - ZOOM ● Family of Schools Meeting ● Aboriginal Lead Session #4 ● PRO-D
MAY	<ul style="list-style-type: none"> ● Staff Meetings (x2) - ZOOM ● Numeracy Cohort Training Session #4 ● PRO-D ● Family of Schools Meeting/Presentations
JUNE	<ul style="list-style-type: none"> ● Staff Meetings (x2) - ZOOM