

Revised September 15, 2025



Summit Elementary School
School Learning Plan Report 2022-2027
Year 4 (2025-2026)



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 our second annual Summit Pow Wow under the direction of our Aboriginal Education Worker. All students and staff participated and learned about Secwépemc traditional dancing, singing, drumming, and etiquette at our Pow Wow.

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

- 329 students, 14 divisions, 19 teachers, 5 Certified Educational Assistants
- 10% 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 25 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 we 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 / Valleyview family of schools, which also includes Sa-Hali Secondary, Dufferin Elementary, Pacific Way Elementary, and McGowan Park Elementary, Aberdeen, Beattie, Lloyd George, Savona, South Kamloops Secondary, RLC Elementary, Dallas Elementary, KSA, Ralph Bell, Marion Schilling, Juniper Ridge.

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:

Our current literacy data shows steady progress in some key areas while continuing to reveal important gaps that need attention. While Summit Elementary has historically underperformed compared to the district and province, our three-year trend data indicates that our efforts to support struggling learners—especially those with diverse needs—are starting to pay off. The data underscores persistent equity gaps among specific student populations including Indigenous learners, students with IEPs or diverse learning needs, and those with inconsistent attendance. [Summit School Appendix Summit Intermediate Survey -Summary of Results Jan 2025](#)
[Summit Parent Survey Summary Jan/Feb 2025](#)

SCHOOL GOAL:

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

AREAS TO CELEBRATE:

Summit's Grade 7 FSA results show strong positive growth across nearly all demographics. The overall Grade 7 literacy success rate increased by 9% over three years, with Indigenous learners up by 11% and students with diverse needs improving by 13%. This improvement reflects the success of targeted interventions and the continued development of inclusive classroom practices. Summit students with diverse needs also showed marked improvement, contributing to an overall upward trend in Grade 4 performance. Our Primary Reading Assessment data also highlights promising trends, particularly in Grade 1 and Grade 3, where Indigenous learners are closing gaps and, in some cases, outperforming district peers. These results validate our shift toward collaborative support and trauma-informed instruction and affirm the strengths of our equity-focused initiatives and passionate educators.

Highlights:

- 2024–2025 Grade 4 Literacy FSA scores were a bright spot—4% above both the district and provincial averages.
- Indigenous learners at Summit outperformed their peers by significant margins: 11% higher than the district and 17% above the provincial average.
- In Grade 7, while overall literacy scores dipped by 10% from last year, our three-year trend remains positive (+9%), with Indigenous learners again outperforming the district by 10% and the province by 14%.
- Primary reading trends are especially promising. By Grade 3, 70% of our learners are proficient or extending, a 15% increase over three years and just 3% shy of the district average.
- Our Grade 3 Indigenous students are now performing above the district average, demonstrating the impact of intentional early years supports.
- Grade 2 learners also showed growth, with a 10% increase this year to 67% meeting or exceeding expectations.

AREAS TO GROW:

Despite promising gains, Summit’s Grade 4 literacy results continue to fall below district and provincial averages, with overall scores trending downward by 6% over three years. Notably, Summit’s Indigenous Grade 4 learners saw a 6% decline over that period, and the same group in Grade 2 declined by 5%. These gaps suggest that early intervention efforts are not yet consistent or robust enough to alter long-term trajectories for our most vulnerable students. Grade 7 Indigenous learners also remain below district and provincial peers despite internal gains. Strengthening culturally responsive pedagogy, reinforcing attendance and engagement strategies, and improving the consistency of literacy instruction in primary grades will be essential. We must strengthen early interventions, increase consistency in targeted supports, and ensure every learner has the tools and relationships they need to thrive. Continued inquiry into student experiences, cultural safety, and connection will guide the next phase of our school improvement work. We need to continue listening to students and families, especially Indigenous voices, to build a more inclusive, responsive, and empowering school experience.

OBJECTIVE:

By June 2026, improve literacy outcomes for diverse learners by increasing the percentage of students meeting or exceeding grade-level expectations in literacy and numeracy by 5%, through strengthened early interventions, consistent targeted supports, and culturally responsive relationship-building practices.

SCHOOL STRATEGIES:

Students and Families, We Are Working to Build Stronger Connections With

- Build peer connections and a sense of belonging through cross-classroom collaboration activities, such as literacy buddies and shared projects.

Students Who Have Poor Attendance (Chronic or Acute)

- Ensure a personal connection is made when students are absent for extended periods (e.g., check-ins, welcome-back plans, or re-entry support).
- Implement differentiated teaching approaches to meet learners where they are upon return, reducing the gap caused by missed instructional time.
- Empathy interviews (Connection with a trusted adult to learn about barriers)

Students With Diverse Needs

- Use buddy reading and peer mentorship programs to support students with diverse needs by providing positive academic and social role models.
- Strengthen the use of LART support to provide timely and individualized intervention

General School-Wide Strategies

- Use data (NFRA, FSAs, classroom assessments) to inform instruction and interventions.
- Conduct a deeper analysis of our RTI (Response to Intervention) model, including how we structure time and support across the school.

To Improve Classroom Practices, We Will:

- Ensure that at least one NID's is focused on literacy
- Engage in professional learning on equity-centred assessment to ensure fairness and responsiveness to all learners.
- Strengthen structures and build urgency around supporting vulnerable learners.
- Use EdPlan Insight to gather data on our most vulnerable students
- Deepen instructional knowledge in literacy at both Primary and Intermediate levels through expert-led learning.
- Expand staff capacity in trauma-informed practices to better support emotional and academic regulation.

To Improve Grade-to-Grade Transitions, We Will:

- Prioritize LART time to support Literacy
- Small group intensive literacy support with an intervention focus

To improve in learning, we are ensuring that our resources meet our students' needs...	
Curriculum resources	<ul style="list-style-type: none"> ● Continue to fund literacy initiatives school wide
Human resources	<ul style="list-style-type: none"> ● LART Teacher to focus on working with students who are emerging or developing ● Literacy lead teachers to share learning with staff at staff meetings
Extracurricular	<ul style="list-style-type: none"> ● Promoting Battle of the Books for grade 3-7 students ● Continue to promote Heritage Fair
Technology kits	<ul style="list-style-type: none"> ● Encourage Reading A-Z or Epic Books for our struggling learners for additional practice at home.
Other	<ul style="list-style-type: none"> ● Continued partnership with Berwick on the Park ● Focus on revitalizing our One-to-One Reading ● Dedicate staff meeting time for professional dialogue, co-planning, and sharing best practices

Evidence and Next Steps

The data presented below are as follows:

- PRA data recorded and tracked in EDplan insight to inform our teaching practices and group students for optimal learning (PM benchmarks).
- Use the grade 4 and grade 7 FSA results
- Kindergarten survey assessments (K's)
- Ensure that Literacy Lead Teachers share information with staff
- Meaningful connections and equitable access to supports

Review dates: September 2025 - February 2026 - June 2026

Parents: Reviewed at PAC meetings throughout the school year

Staff: Staff meetings throughout the year / Fireside chats

Indigenous Education Partners: Liaise with our IEW and parent groups

If we continue to prioritize our professional learning cycle and create unique opportunities to build community then we will see:

- Our educators collaborating to identify common challenges, creating safe spaces, and leveraging student leadership opportunities
- Our students demonstrating increased engagement, resiliency and proficiency in literacy

Well-being Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

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:

Summit Elementary continues to foster a positive, inclusive, and welcoming school environment where many students report strong relationships, a sense of safety, and pride in their school. Survey results show that the majority of students feel connected through friendships, supported by caring staff, and engaged in a variety of meaningful activities. Our Indigenous and diverse learners report a stronger sense of belonging than both district and provincial averages—an encouraging sign of our equity-focused efforts.

At the same time, three-year trends reveal a decline in overall belonging and student-perceived adult connection, especially among non-diverse learners. While most students feel safe at school, this measure has remained static and highlights areas like recess and transitions as continued focus points. Student feedback also points to a desire for more clubs, sports, and opportunities to contribute their voice. These insights affirm the need to deepen our work in building strong relationships, responsive programming, and inclusive, student-led culture. [Summit School Appendix](#)

SCHOOL GOAL:

Every learner will feel welcome, safe, and have a strong sense of belonging to Summit Elementary. 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. 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.

- **Belonging & Relationships:**

Students consistently report that friendships and a kind, inclusive community are what they value most about attending Summit. Over 70% of intermediate students feel a strong sense of belonging, supported by the district-level Student Learning Survey where our Grade 7 Indigenous and diverse learners report above-average belonging compared to both the district and province.

- **Recognition of School Values (SCORCH):**

An impressive 96% of students correctly identified the components of our SCORCH matrix—Safe, Care, Own It, Respect, and Champion Others—demonstrating a strong school-wide understanding and alignment with our behavioural expectations.

- **Feeling Safe & Supported by Adults:**

75% of students report feeling safe at school, and a majority feel that adults in the building care about them. These numbers are stable and close to the provincial average. Parent survey responses also highlighted appreciation for Summit's positive tone, staff care, and safety measures.

- **Cultural Inclusion & School Spirit:**

Many students shared pride in Summit's inclusive environment and recognition of Indigenous culture. Parents echoed this in their feedback, noting the school's welcoming culture and thoughtful approach to diversity and inclusion.

- **Positive Academic & Extracurricular Experiences:**

Students appreciate Summit's engaging learning environment and the variety of programs—from sports and PE to field trips and clubs. Special memories like hot lunches, Battle of the Books, and school dances make Summit feel special and fun.

AREAS TO GROW:

Consistency in Belonging & Connection:

Despite strong numbers in certain groups, the overall sense of belonging has declined by 7% over the past three years. Some non-diverse learners reported feeling less

connected, suggesting a need to ensure that all students—not just those in priority groups—feel valued and included.

Student-Adult Relationships:

There has been a 7% decrease in the number of students who feel that adults at school care about them. Re-establishing strong, trusting connections between students and staff is critical, particularly coming out of years affected by disrupted schooling.

Opportunities & Student Voice:

While many students feel engaged, a large number requested more extracurricular opportunities, including clubs (e.g., robotics, art, baking), competitive sports, and creative outlets.

SCHOOL STRATEGIES:

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

- Embed daily practices that build connection, such as breakfast programs, morning circles, check-ins, restorative circles, and buddy programs.
- Ensure every student has a trusted adult through an “Share a Little Love” strategy.
- Strengthen student leadership and voice through leadership opportunities, organizing classroom clubs, feedback surveys, and peer-led initiatives.
- Continue with our expanded clubs and extracurricular opportunities to reflect student interests, identities, and cultures.
- Celebrate cultural and individual diversity through inclusive events, Indigenous teachings, storytelling, and displays.
- Monthly PBIS Den groupings to reinforce “SCORCH” expectations combined with the Grandfather Teachings
- Increase adult visibility and relational presence during high-traffic times (recess, transitions)

To improve classroom practices, we will:

- Continue to explore professional development on trauma-informed teaching, relational pedagogy, and inclusive instruction.
- Increase use of restorative practices and social-emotional learning strategies to support safe and respectful learning environments.
- Encourage consistent classroom routines that include co-created norms and positive behavior expectations linked to SCORCH values.
- Highlight and model empathy, student advocacy, and voice across learning activities and class discussions.

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

- Implement intentional transition activities (e.g., peer mentorships, class visits, welcome letters, and intro-to-next-grade sessions).
- Hold transition planning meetings for students with diverse or complex needs, involving families and support teams.
- Share student strengths, needs, and connection points between current and future teachers.

Use student and parent feedback to refine transition processes and make them more inclusive and supportive.

To prioritize cultural safety & identity, we will:

- Continue to build partnerships with Indigenous Knowledge Keepers and community members.
- Highlight student identities and backgrounds in classroom content, school displays, and celebrations.

Evidence and 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, empathy interviews and Student Learning Survey, Individual student, parent, and staff surveys, parent satisfaction surveys and Student School Learning Plan data.

Review dates: September 2025 - February 2026 - June 2026

Parents: Reviewed at PAC meetings throughout the school year

Staff: Staff meetings throughout the year / Fireside chats

Indigenous Education Partners: Liaise with our IEW and parent groups

TIMELINE:

MONTH	2024-2025
September	<ul style="list-style-type: none"> • Terry Fox run with the whole school • Truth and Reconciliation Day/ Orange Shirt Day activities -Special Whole heart activity with singing and drumming in our field • Review of SLP Data and plan with staff, parents, PAC • Teacher & Tims • Welcome back BBQ
October	<ul style="list-style-type: none"> • Cross country running • Halloween Parade • Halloween Dance Hosted by our PAC • 'Volleyball • Indigenous Meal
November	<ul style="list-style-type: none"> • Come Read with Me - Grade 1 • Classroom open house • Motivational Magic Presentation
December	<ul style="list-style-type: none"> • Remembrance Day Assembly • Volleyball • Skating • Staff craft night • Winter Concert
January	<ul style="list-style-type: none"> • TRU Wolfpack game • Basketball • Author Annie Mack • Valleyview Band
February	<ul style="list-style-type: none"> • Indigenous Pro-D • Parent Survey • Student Empathy Interviews • Intermediate School Survey • Grade 6 & 7's skiing at Harper Mountain
March	<ul style="list-style-type: none"> • Grade 6 & 7's skiing at Harper Mountain • ELL grade 6 & 7 students' day of celebrating diversity
April	<ul style="list-style-type: none"> • Science Fair • Day of Sucwentwec -Whole school gathering • Flag Football • Track and Field • Battle of the Books • Parloff • Young Artists Conference
May	<ul style="list-style-type: none"> • Track and Field • Track Meet • Flag Football • Presentations of Learning • SPARK -Welcome to Kindergarten • Young Authors Conference • Heritage Fair
June	<ul style="list-style-type: none"> • Jess Dance-Artstarts 2-day hip hop workshops • SPARK • Greg Stewart Visit • National Indigenous Day Parent & Year End PAC Summer Solstice

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How can we foster meaningful connection and a sense of belonging for our outlier students—those considered at risk—at Summit Elementary, through a culturally sustaining lens?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Students with irregular or chronic absenteeism
- Learners demonstrating limited connection to school and staff
- Students with minimal or negative peer relationships
- Students with frequent office referrals or behavioural concerns

State one or two actions taken by staff to understand these learners' school experience:

- Ongoing use of the "Share a Little Love" document to track and build meaningful staff-student connections
- Intentional staff collaboration focused on strategies to strengthen student belonging
- Implementation of the SCORCHERS matrix and common language to support consistency in school-wide expectations
- Introduction and promotion of PBIS (Positive Behaviour Interventions and Supports) initiatives and assemblies
- Development of inclusive lunch-time clubs (e.g., art, gym, LEGO, board games, library activities, coding, writing) based on student interests and feedback

Share how you have used, or plan to use, this information to create positive change:

- Regular check-ins by staff with identified vulnerable students through the "Share a Little Love" tracking process
- Planned check-ins with at-risk students in September 2025 to reassess needs and supports at the start of the school year
- Implementation of empathy interviews with students in fall 2025 to gain deeper understanding of individual experiences
- Administration of a whole school belonging survey to capture broader student voice
- Continued offering of lunch-time clubs to provide inclusive and safe spaces for student engagement
- Ongoing use of positive office referrals to reinforce connection and recognize student strengths

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:

- [SD73 Indigenous Cultural Safety, Humility and Competency Guide](#)
- Monthly Grandfather teachings (See Below)
- Continued professional development at Ab Ed School Leader sessions
- Drum the welcome song at all assemblies and get togethers
- Continued learning about Equity-Centered, Trauma-Informed Education
- Grade 5 students attend District Pow Wow
- First Peoples Principles of Learning woven into daily practices
- Cultural dinner Sept 2025
- Boys and Girls groups

Evidence and Next Steps

As per the steps and strategies mentioned above, these will be steps we will take to accomplish these goals of every child feeling safe and thriving. To measure our successes, we will collect data using our Student Learning Survey and school qualitative data.

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Indigenous Education Partners: Liaise with our IEW and parent groups

	Goal #1 Literacy	Goal #2 Sense of Belonging	Goal#3 Cultural Identity
September *Sept 22 NID Rosa Fazio Cultivating Connection & Purpose S = SAFE Safety	Reading/Literacy Assessments NFRA PRA	PBIS Kick off/Matrix teaching PAC Welcome back BBQ Terry Fox Cross country running Truth & Reconciliation Day	Well being and wisdom <i>I am like BEAVER! I am wise and kind. I make safe and respectful choices for myself and others.</i>
October *Oct 24 NID District C = CARE Community & Belonging	FSA K Survey	Halloween activities including: parade, dance Presentations of Learning PBIS Awards Assembly	Relationships, Connection, Love <i>I am like EAGLE! I show care and compassion to others. I act with love and peace in all I do.</i>
November O = Own It Responsibility & Integrity		Remembrance Day Assembly PBIS Awards Assembly Indigenous Veterans Day	Love & Honesty <i>I am like SWAN! I take leadership to overcome problems. I am open and honest with myself and others. I am proud of who I am!</i>
December R = Respect Perseverance & Respect		Christmas PBIS Awards Assembly Elfing Around with Kindness Green Christmas	Respect <i>I am like SALMON! I am respectful toward others. I persevere and keep trying when things are hard!</i>
January CH = Champion Others Courage & Inner Strength	K Survey PRA	Student Learning Survey	Courage, Generosity <i>I am like COYOTE! I champion others with strength, kindness, compromise and by celebrating differences.</i>
February C = CARE Community & Belonging		Kindness activities and assembly Diversity Pink Shirt Day	Relationships, Connection, Love <i>I am like EAGLE! I show care and compassion to</i>

			<i>others. I act with love and peace in all I do.</i>
<p>March</p> <p>R = Respect</p> <p>Perseverance & Respect</p>			<p>Respect</p> <p><i>I am like SALMON! I am respectful toward others. I persevere and keep trying when things are hard!</i></p>
<p>April</p> <p>O = Own It</p> <p>Responsibility & Integrity</p>		Day of Suwewtwecw	<p>Honesty</p> <p><i>I am like TURTLE! I accept feedback. I am true to myself and all other people and things. I take ownership for my actions.</i></p>
<p>May</p> <p>C = CARE</p> <p>Courage & Inner Strength</p>	PRA	<p>Red Dress Day</p> <p>Moose Hide Campaign</p> <p>Year end awards and celebrations</p>	<p>Connections, relationships, and courage</p> <p><i>I am like BEAR! I can find my inner strength and have the bravery and courage to support others. I face my fears and defend my beliefs.</i></p>
<p>June</p> <p>CH = Champion Others</p> <p>Courage & Inner Strength</p>	K Survey	<p>National Indigenous Peoples Month</p> <p>Pow Wow</p>	<p>Courage, Generosity</p> <p><i>I am like COYOTE! I champion others with strength, kindness, compromise and by celebrating differences.</i></p>

Summit a year in review [Final Assembly June 2025](#)