

Revised June 30, 2026



Summit Elementary School
School Learning Plan Report 2022-2027
Year 5 (2026-2027)



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, Aboriginal, Metis or Inuit. 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 and various other songs at school events and on the announcements with our Welcome Wednesday. Students and staff participate in a variety of cultural events, Indigenous learning, traditional games such as Lahal and various crafts and language activities. In the fall we host a welcome back chili and Bannock dinner for our Indigenous Families and in the spring, we hosted our third annual Summit Powwow and celebrated our new Summit tipi with the poles that many of our students helped to skin and ready. All students and staff participated and learned about Secwépemc traditional dancing, singing, drumming, and etiquette at our 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. Our proximity to Thompson Rivers University means many international students and families choose our school. With the new catchment changes about 35 students have transitioned to their new catchment areas of McGowan and Sníne Elementary Schools.

In the fall of September 2026, we will have

- 275 students, 13 divisions, 20 teachers, 4 Certified Educational Assistants
- 13% of students have diverse needs
- 16% 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 20 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 struggled compared to the district and province, our data trend indicates that our efforts to support struggling learners—especially those for our primary Indigenous learners—are starting to pay off. The data underscores equity gaps among specific student populations including Indigenous learners, students with IEPs or diverse learning needs, and those with chronic absenteeism. [Summit School Appendix](#) [Summit Intermediate Survey - Summary of Results Jan 2026](#) [Summit Parent Survey Summary Dec 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 growth for students who are on track or extending in literacy. This number has grown by 10% over the past year. Indigenous and Diverse Learner results over the past 3 years have remained relatively constant for students who are on track or extending in literacy. This past year, Grade 7 students at Summit are within a percentage point of other students in the district and the province.

Our Primary Reading Assessment data highlights promising trends, particularly in Grade 1 and 2, where Indigenous learners are outperforming district peers by 24% and 18% respectively. Although students with diverse needs continue to perform below the averages in SD73, their performance has increased by 4% over the past year. 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:

- This spring, Summit was fortunate to receive additional staffing to support Grades 3-7 Indigenous learners with intensive literacy intervention. Students built literacy skills through daily intervention and increased self-confidence.
- This spring, Summit also received additional LART support, which was used to provide intensive literacy intervention for Tier 3 students
- 2025-2026 Grade 7 Literacy FSA scores increased from 64% to 74% being on track or exceeding expectations
- Primary Reading Assessments showed that Grades 1-3 students at Summit are 4% above the district average
- Grades 1-3 Indigenous learners are 7% above the district average in the PRA
- Students with diverse abilities in Grades 1-3 made a 4% increase from last year in the PRA
- According to the Summit Student Learning Survey, 94% of Grades 4-7 students feel that they are increasing their reading, strategies, and comprehension skills
- According to the Summit Student Learning Survey, 88% of Grades 4-7 students feel that they are developing writing skills and communicating their ideas clearly
- 83% of parents report significant or steady growth for their child in literacy

AREAS TO GROW:

Despite a slight gain over the past 3 years, Summit's Grade 4 literacy results fell by 3% over the past year and is currently below both the school district and provincial average. This gap suggests we need to provide extra support for students as they transition from the primary to intermediate grades.

The number of Indigenous students who were on track or exceeded literacy expectations has decreased in both Grades 4 and 7 over the past year and the past 3 years. However, it is important to note that the FSA data was collected prior to the intensive literacy intervention provided for Indigenous students in Term 3 and we are optimistic that noticeable gains were made during this intervention cycle that have not been represented in the data.

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 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.

OBJECTIVE:

By June 2027, improve literacy outcomes for all students, including priority learners, by increasing the percentage of students meeting or exceeding grade-level expectations in literacy 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.
- Reconfigure LART support to provide literacy-focused intervention.
- Access Word Origins program being offered to schools by SD73, to support whole-class instruction for Grade 3+ and intervention.

General School-Wide Strategies

- Use data (NFRA, FSAs, classroom assessments) to inform instruction and interventions.
- Staff to look at the feasibility of implementing daily school-wide literacy intervention during protected literacy time, and with a focus on specific skills.

To Improve Classroom Practices, We Will:

- September NID is to be focused on literacy
- 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
- Expand staff capacity in trauma-informed practices to better support emotional and academic regulation.

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

- Prioritize learning assistance time to support literacy
- Continue 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	• Continue to fund literacy initiatives school wide • Continue to purchase resources to support literacy
Human resources	• LART Teacher to focus on working with students who are emerging or developing • Literacy Lead teachers to share learning with staff
Extracurricular	• Promoting Battle of the Books for grade 3-7 students • Continue to promote Heritage Fair
Technology kits	• Encourage Reading A-Z or Epic Books for our struggling learners for additional practice at home. • Amira AI Reading Tutor Pilot Project – 20 licences • Chapter One Tutoring Program for Indigenous families
Other	• Continued partnership with Berwick on the Park • Continue to offer the Come Read with Me Program • 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
- Use the grade 4 and grade 7 FSA results
- Kindergarten survey assessments (K's)
- Meaningful connections and equitable access to supports

Review dates: September 2026 - February 2027 - June 2027

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 prioritize increasing literacy success for all students—especially priority learners—by providing targeted, daily literacy opportunities, engaging in ongoing professional learning focused on effective literacy instruction, and using assessment data to inform instruction and interventions, **then** educators will implement consistent, evidence-based literacy practices, collaborate around student learning data, and design engaging literacy experiences that build student confidence, resilience, and motivation to read and write, **so that** all students will make measurable gains in literacy proficiency, develop a lasting love of learning, and strengthen the skills and confidence needed to thrive academically and in life.

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 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](#) [Summit Intermediate Survey -Summary of Results Jan 2026](#) [Summit Parent Survey Summary Dec 2025](#)

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:

It's clear that our focus on sense of belonging is working. Our school has been focusing on engaging learning, adult connection, relationships, and empathy toward others. We also have many new students enrol in our school throughout each 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 81% of intermediate students feel a strong sense of belonging, reported in our Summit Elementary Intermediate Student Survey (an increase of over 10%) and 65% reported that school is a place where they belong in the provincial Student Learning Survey and increase of 13% from last year and 15% higher than the school district average.

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

An impressive 94% 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:**

77% of students report feeling safe at school in our Intermediate Student Survey and 80% of grade 4 students reported feeling safe. 80% of students say that 3 or more adults at Summit care about them personally. 90% of parents surveyed agreed that Summit Elementary is a safe, caring, and welcoming place where their child belongs and is included. 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 inclusive and welcoming culture and thoughtful approach to diversity. 88% of parents indicated that Summit is inclusive and provides appropriate supports and opportunities for their child. Summit was described as a place where children are growing in confidence, happiness, and engagement.

- **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 like art and cooking.

AREAS TO GROW:

Consistency in Belonging & Connection:

Although our school average is well above district and provincial results for sense of belonging, we've noticed a downward trend in our grade 7 students over the past three years. This is a curiosity to explore as our school Intermediate survey of 150 students indicated that 80.5 % of students felt like they belonged. We'd like to see these numbers rise on the Provincial Student Learning Survey.

Student-Adult Relationships:

Despite our Summit Intermediate Student Survey reporting that 92% of students say that 2 or more adults at Summit care about them personally, on the Provincial Student Learning Survey only 43% of grade 7 students indicated feeling connected to adults who care, a drop of over 23% from last year.

Feeling safe and welcome at school:

While most students report feeling safe at school, we are still slightly below the district and provincial average. The noticeable drop again with our grade 7 group of students with only 69% of students reporting feeling safe. 77% reported feeling safe to be themselves in our Intermediate survey.

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 our "Share a Little Love" strategy.
- Strengthen student leadership and voice through leadership opportunities, lunch monitoring, organizing events, 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 such as our Global Community Picnic, Powwow, Indigenous teachings, and special events.
- Monthly PBIS 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 2026 - February 2027 - June 2027

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

MONTH	2026-2027
September	• Terry Fox run with the whole school • Truth and Reconciliation Day/ Orange Shirt Day activities • Review of SLP Data and plan with staff, parents, PAC • Teacher & Tims • Earth Rangers Presentation • Pro-D - "How to Build a Literate Learner"
October	• Cross country running • Frisbee Rob • Wildsafe Presentations • Scholastic Book Fair • Halloween Parade • Halloween Dance Hosted by our PAC • Come Read with Me • Volleyball • Indigenous Meal
November	• Remembrance Day Assembly • Classroom open house • Volleyball
December	• Festive Fridays! • Winter Concert • Parent Survey
January	• School-wide performance • Basketball
February	• Intermediate School Survey • Grade 6 & 7's skiing at Harper Mountain • Pink Shirt Day
March	• Festive Fridays! • ELL SD73 District event Grade 6 & 7 students' day of celebrating diversity
April	• Science Fair • Day of Sucwentwecw -Whole school gathering • Flag Football • Track and Field • Battle of the Books • Parloff • Young Artists Conference
May	• Track and Field • Zone Track Meet • Flag Football • Presentations of Learning • SPARK -Welcome to Kindergarten • Young Authors Conference • Heritage Fair • Indigenous Pro-D • Global Community Picnic
June	• SPARK -Welcome to Kindergarten • Flag Football Jamboree • District Track Meet • Grade 7 students at Sunnybrae • National Indigenous Peoples Day • 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 acute 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 2026 to reassess needs and supports at the start of the school year
- Implementation of empathy interviews with students in fall 2026 to gain deeper understanding of individual experiences
- Administration of a whole school belonging survey to capture broader student voice
- Provide inclusive and safe spaces for student engagement
- Ongoing use of positive office referrals to reinforce connection and recognize student strengths
- Use Community Link grant to provide healthy snacks to all students, reducing the stigma of not having enough food
- Monthly Celebration to recognize improved student attendance (Pizza with the Principal)

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 during weekly announcements and at all gatherings
- 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 2026
- International Picnic May & 4th Annual Summit Community Pow Wow June 2027

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. We will collect data using our Student Learning Survey and school qualitative data.

Review dates: September 2026 - February 2027 - June 2027

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

	Goal #1 Literacy	Goal #2 Sense of Belonging	Goal#3 Cultural Identity
September *Sept 22 NID S = SAFE Safety, Wise & Kind	Reading/Literacy Assessments & Planning NFRA PRA Come Read with Me Volunteers Literacy Pro-D	PBIS Kick off/Matrix teaching PAC Welcome back BBQ Terry Fox Cross country running Truth & Reconciliation Day Indigenous Dinner	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 Come Read with Me Grade one families invited	Halloween activities including parade, dance Presentations of Learning PBIS Awards Assembly	Respect <i>I am like SALMON! I am respectful toward others. I persevere and keep trying when things are hard!</i>
November O = Own It Responsibility & Integrity	Come Read with Me Program	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 O = Own It Responsibility & Integrity	PRA's	Green Christmas Festive Fridays Christmas Concert (No PBIS assembly) Parent Survey	Continue with Swan
January CH = Champion Others Courage & Inner Strength	K Survey Literacy	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 others. I act with love and peace in all I do.</i>
March		No Assembly	Continue with Eagle

C = CARE Community & Belonging			
April O = Own It Responsibility & Integrity		Day of Suwewtwecw	Honesty <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>
May C = CARE Courage & Inner Strength	PRA	Red Dress Day Moose Hide Campaign Year-end awards and celebrations Global Community Picnic Indigenous Land Based Pro-D	Connections, relationships, and courage <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>
June CH = Champion Others Courage & Inner Strength	K Survey	National Indigenous Peoples Month Pow Wow No assembly	<i>Continue with Bear and include Coyote!</i>

Summit a year in review [Final Assembly June 2026](#)

A few highlights from our year

Day of Truth and Reconciliation



Presentations of Learning



Our Berwick Senior Visits



Remembrance Day



Green Christmas



Green Christmas Volunteers



Harper Mountain Skiing



Summit City Basketball Champs



Community Global Picnic



Roots of Empathy Baby



Summit Powwow 2026



Summit Powwow 2026

