



Clearwater Secondary
School



Clearwater Secondary Annual School Learning Plan 2022-2023



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on
the territory of the Secwepemc Nation, specifically the territory of the
Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of
the Secwépemc people and includes the seven Secwépemc First Nations
Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Simpcw through our Local Education Agreement [link](#) and the Aboriginal Education Enhancement Agreement [link](#).

CONTEXT

Clearwater Secondary is an 8-12 rural school with an enrolment of approximately 190 students. Clearwater Secondary is a one and a half hour drive from Kamloops and serves communities from Blue River to Blackpool.

Our local surroundings present many unique outdoor opportunities for students including hiking trips, fly fishing, a local ski hill, a hockey arena 80 meters from our front door, and our own school garden.

Clearwater Secondary is part of the North Thompson Family of Schools that include Barriere Secondary, Barriere Elementary, and our three feeder schools, Raft River Elementary, Vavenby Elementary, and Blue River Elementary.

One of our key strengths is the support of the community, the connections and relationships we have with our community. We actively foster relationships within the community thru service to and involvement in the community. This strength is echoed in the District Strategic plan value commitments “Building meaningful relationships that support and strengthen learning and growth” These connections are born out in a myriad of ways: We often have the Mayor volunteer at the school during events, the local ski hill will open just for us on request, and when we are need the community always steps up. Two of the most recent times that the community has rallied behind us involves our affordable high caliber sports programs. We recently had two teams attend the provincials and on both occasions the community funded our needs in a matter of days.

Each year the SLP will be revisited with input from staff, students, parents, community, and our aboriginal partners within the community. We will review current data, best practices supported by research, and individual student stories to refine our action plans for next year.

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 results on the Grade 10 Literacy Assessment trend is 16% below the District average
- Our results on the Grade 10 Numeracy Assessment trend is 11% below the District average.
- The FSA results from Raft River Elementary for 2021/22 indicate that this cohort is weak in numeracy. 56% of students are emerging, which means only 44% are meeting expectations. Looking back historically this is the weakest cohort numeracy score since 2017/18
- In almost every subject fewer aboriginal students score a C+ or better.

SCHOOL GOAL:

Students will increase their Numeracy and Literacy skills.

AREAS TO CELEBRATE:

- On the 2020/21 Numeracy , our diverse learners scored above District diverse learners. This may be an anomaly due to small cohort size.
- On the 2020/21 Literacy Assessment our aboriginal learners scored higher than our non aboriginal learners.

OBJECTIVES:

- Grade 8 students who are lagging in literacy skills will gain one year of reading comprehension in one year as measured by the Gates-MacGinitie Reading Test.
- Grade 8 students who are lagging in numeracy skills will improve their numeracy skills as measured by the Canadian Test of Basic Skills and District Numeracy Assessment.
- Grade 9 students who are lagging in numeracy skills will improve their numeracy skills as measured by the District Numeracy Assessment.
- Aboriginal students will score a C+ or better at the same rate as non aboriginal students.

SCHOOL STRATEGIES:

To improve literacy skills we will

- Engage all students in daily silent reading
- Enrol our most lagging grade 8 students in our One to One reading program
- Have our grade 10 and 12 students practice pieces of the literacy assessments.
- Provide aboriginal students with connections to aboriginal mentors.
- Have more Humanities staff participate in the marking of the Literacy assessments.
- Access District resources on how to best prepare students for the Literacy assessment.

To improve numeracy skills we will

- Help staff develop authentic numeracy tasks to use within their classrooms
- Have students practice numeracy tasks on a regular basis across subjects.
- Have students practice the numeracy assessment prior to writing.

To improve both numeracy and literacy skills we will

- Continue to provide frequent feedback to students about how they can improve their work.
- Have teachers collect regular formative assessment data to inform their lesson planning and help them identify which student require further support.

Evidence and Next Steps

- Evidence will be collected on an ongoing basis as students complete assessments.
- Anecdotal evidence will be collected regarding how much effort students are putting into writing the provincial assessments. We have a hunch that the test maybe measuring determination along literacy and numeracy. We have anecdotal evidence that students are quitting before they complete the assessments.

Next steps

- Complete data collection. For example, we do not have data for 2021/22 for any of our provincial assessments.
- Create a data summary that includes sample size. Some of our sample sizes are very small and therefore our percentages have very large swings from year to year, making the data inappropriate to use for improvement planning. For example, on the grade 10 Literacy Assessment we did 23% better than the District in 2019/20 and did 52% worse than the District in 2020/21.
- Share data with staff during the September staff meetings.
- Share data with PAC during September and October with regular updates on the SLP through out the year.

Wellbeing 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: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

- Our sense of belonging is 14% below District averages.

SCHOOL GOAL:

Students sense of belonging will increase.

“Is school a place where you feel like you belong?”

AREAS TO CELEBRATE:

- Over the last five years our indigenous learners sense of belonging has improved

SCHOOL STRATEGIES:

To students sense of belonging offer high engaging experiences during our Core Competency focus times. Our Core Competency Week typically occurs during May. We will investigate expanding this to a session in the fall as well.

Evidence and Next Steps

Evidence for this goal will be from the school learning survey.

Next steps will be to develop an action plan by reviewing the research on what will increase students sense of belonging past our current action plan.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY 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 STRATEGIES:

- Staff were provided with a copy of the Indigenous Cultural Safety , Humility, and Competency Guide at the June 30th 2022 staff meeting.
- Staff will review the guide during one our professional development sessions in the fall.

Evidence and Next Steps

To access District and regional resources on how to collect data and continue our learning in this area.