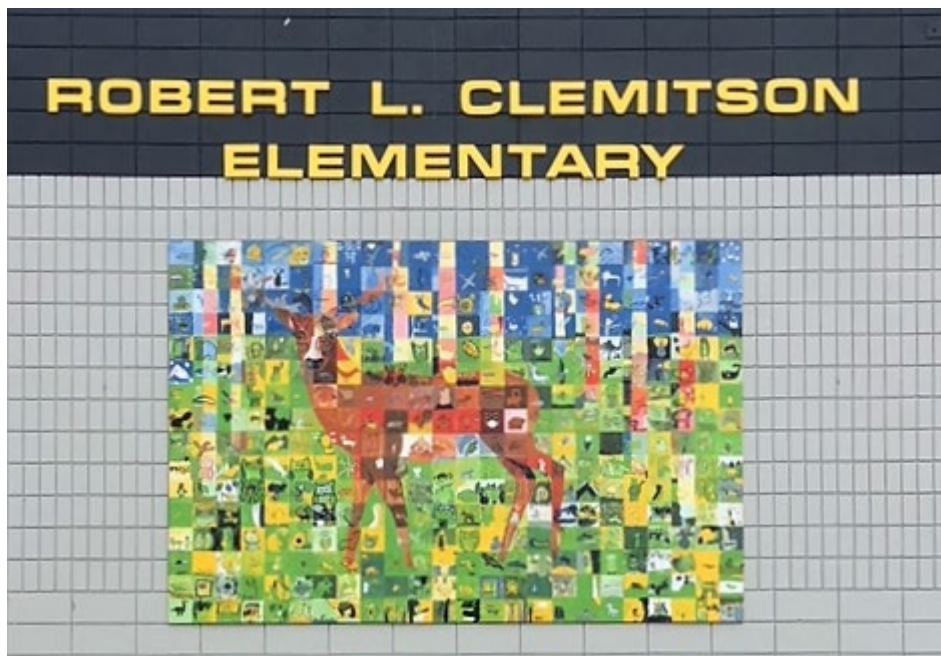


Revised September 20, 2022



RL Clemitson Elementary
Annual School Learning Plan 2022-2023

September 30



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 Tk'emlúps te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

CONTEXT

School Context

Our school is a community where people offer strength and support for each other and where opportunities for personal growth exist for everyone. It is a good place to learn, to work and to be. Our students and staff work together to support the core values and beliefs that we all live by to make RLC a great school.

Our purpose is to continue to implement the new Ministry Curriculum, focus on supporting our district's Strategic Plan, integrate the First People's Principles of Learning, connect with our Aboriginal Enhancement Agreement and Local Education Agreement and meet the changing needs of our students. We have identified two major learning goals. We continue to focus on these to help move teacher practice, and in turn, student learning forward, as we develop the needed competencies for learners in the 21st century.

RLC is a K - 7 school located in Barnhartvale on the South Shore and is part of the Valleyview Family of Schools that feed into Valleyview Secondary School. About 38% of our students walk or ride their bike regularly to school with the remainder arriving by car or school bus. We are a growing population and will have 392 students in 17 divisions, a full time Principal and a half time Vice-Principal shared with Westwold Elementary, a 0.6 FTE Librarian shared with Westwold, a 0.454 Library Assistant, 1.6 FTE of LART time shared with Westwold , 5 CEAs and 0.5 FTE for an Aboriginal Education Worker. We support a wide range of students with unique needs and take pride in the achievement of these students. Approximately 12% of our students are Aboriginal. Another 10% of the school population is designated as diverse learners. The school works hard to ensure that all of our students receive the support they require.

School Community / Citizenship

At RLC, we believe that students are socially responsible citizens who participate actively in their school community. As adults, we model this through collaboration and engage students in positive and productive days at school and in the community. We work diligently to teach and reteach our behaviour matrices and the W.I.T.S. program to create a safe environment to support the academic and social success of all students. We also ensure that students have access to a variety of programs. At RLC, students are able to participate in Choir, Arts Performance Assemblies, Social Groups, Buddy Groups, mountain biking, student performed musicals and both Office and Lunch Monitoring programs. At a district level, students at RLC have the opportunity to

participate in various activities like Science Fair, Heritage Stamp Contest, Sports Teams, Battle of the Books, Young Authors, Young Artists and Math Challenges.

Learning Partner Engagement Process

The school goals have an impact on everyone in the school community from the students in the classroom, to the teachers leading learning to parents who help bridge the gap between school and home. For this reason, everyone must be engaged annually in the process of learning. Engagement for each group will look different because they all have different roles to play but the first step is working together to formulate and communicate the goals.

In order to accomplish this, the following strategies are used annually:

Students:

Class Discussions

Surveys

Focus Groups

Staff:

Staff meeting discussions

Pro-D Days

Surveys

BC Ed Plan Presentations

Assessment Development

Breakout Sessions (Grade Level)

Parents:

PAC Meetings

Surveys

Discussions

We also strive to connect with our Aboriginal partners regularly not only through the Aboriginal Education Enhancement Agreement and the Local Education Agreement but also through regular communications with parents and the support of our Aboriginal Education Worker and the District Principal for Aboriginal Education.

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: As we use data to inform our decisions, the Foundation Skills Assessment results allow us to look at the larger system and track student progress in grades 4 & 7. Our results show us that our students, particularly our aboriginal and diverse students, find numeracy more challenging than literacy. While 83% of our students were on track or extending in literacy, 62% of our grade 4 students and 75% of our grade 7 students were on track or extending in numeracy. For this reason, numeracy will continue to be a focus for us this year.

SCHOOL GOAL: Numeracy - All students will meet or exceed numeracy expectations for each level

AREAS TO CELEBRATE: We are using multiple assessments to follow student progress in numeracy. We use the Foundation Skills Assessment, the District Numeracy Assessment and our own RLC Number Sense Assessment. This year, we have focused on supporting learning about ways of sharing learning in numeracy and were rewarded with significant improvement on the District Numeracy Assessment with improvements of between 15% and 30% on each sub-assessment item.

AREAS TO GROW: Based on the data we see on the Foundations Skills Assessment and on the District Numeracy, we see that our aboriginal and diverse learners are areas where we need to target interventions to support these students.

OBJECTIVES: Aboriginal students and diverse students will meet or exceed numeracy expectations for each level at parity with our non-aboriginal and non-diverse students.

SCHOOL STRATEGIES:

To improve in numeracy, we will...

- prioritize the Collective Efficacy Learning Cycle : analyze data together, identify common challenges, identify issues, be open to a variety of learning opportunities, create safe practice environments and use formative assessment
- explicitly inform both staff and students what successful impact looks like from the outset
- review our student data and identify students requiring tier 1 and tier 2 supports

To improve classroom practices, we will...

- access the expertise of the District Principal for Information Management and Analytics and the District Numeracy Coordinators
- participate in district numeracy learning events
- Share learning from the numeracy sessions with staff during staff meetings.
- use up-to-date research based resources including a number sense and taking shape kit to share in our primary classes
- Improve our instruction of number sense, geometric thinking and spatial reasoning in primary classes.
- Focus on developing the framework to build thinking classrooms in intermediate classes.

To improve Aboriginal student learning, we will...

- purchase or develop curriculum resource materials for Aboriginal studies and other programs with Aboriginal content
- provide staff cross-cultural awareness training
- ensure excellent communication with the Aboriginal Education Worker and the Bands to develop support plans for students when needed

To improve Diverse student learning, we will...

- review our student data and identify students requiring tier 1 and tier 2 supports
- use formative assessments to identify areas of strength and areas of growth
- develop plans to support individual student needs

Evidence and Next Steps

Our goals will be reviewed regularly by staff, students and parents not only so that everyone is aware of our goals but so that each group has an opportunity for meaningful and regular feedback. The school numeracy goal and strategies will be reviewed once a month at a staff meeting for staff input, once a month at a PAC meeting for parent input and once a term by our leadership students for student input.

In order for us to continue to follow our students' progress, we will use the Foundation Skills Assessment, the District Numeracy Assessment, and our school developed Number Sense Assessment. With these three assessments, we will be able to drill deeper to better understand where our students are struggling. As the next step, we want to better understand our students ability in number sense and the impact literacy has on student success in numeracy. We are using the information gathered from our Number Sense Assessment to develop strategies to support our students with counting forward, counting backward and understanding written questions. We are inviting the district numeracy coordinators to work with us at a staff meeting in October 2022 to help develop our next steps.

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: As we use data to inform our decisions, the Student Learning Survey results allow us to look at the larger system and track student responses in grades 4 & 7. Our results show us that our students, particularly our non-aboriginal and non-diverse students, find it more challenging to develop a positive connection with the adults in the building with 55% of students sharing that they felt 2 or more adults cared and 61% of students sharing that they felt a sense of belonging to the school. When we further explore our data, we can see a trend where students see a decreasing sense of belonging and connectedness as they move from grade 4 to grade 7 with a high of 81% of grade 4 students reporting feeling a positive sense of belonging to 70% of our grade 7 students on the DEWRS survey. This is further reinforced on the DEWRS survey where 91% of grade 4 students share they have positive teacher-student relations to 76% of grade 7 students.

SCHOOL GOAL: Students will feel a sense of belonging and a positive connection with the adults in the building.

AREAS TO CELEBRATE: One area to celebrate is the connections our aboriginal and diverse students are making with adults. Our aboriginal learners are 10% more likely to make positive connections and our diverse learners are 17% more likely.

AREAS TO GROW: Based on the data, our strategies will need to support our upper intermediate students as they move from grade 4 to 7 in maintaining a strong sense of belonging and connectedness..

SCHOOL STRATEGIES:

To improve the sense of belonging and connection with two or more adults who care, we will:

- Use student focus groups to better understand how students define and understand belonging and connection.
- Develop activities and strategies to address student needs based on the feedback from students
- Connect students to multiple adults through multi-aged aged DEN groups
- Connect to students using a Check-In Check-Out (CICO) system
- Provide opportunities for students to connect with an adult outside the classroom through intra-mural activities, clubs, and extra-mural activities

To improve classroom practices, we will (PD strategies):

- Integrate feedback from student focus groups into classroom practices
- Teach the EASE program to support students in managing stress and anxiety

Evidence and Next Steps

Our goals will be reviewed regularly by staff, students and parents not only so that everyone is aware of our goals but so that each group has an opportunity for meaningful and regular feedback. The school wellbeing goal and strategies will be reviewed once a month at a staff meeting for staff input, once a month at a PAC meeting for parent input and once every two months by our leadership students for student input.

In order for us to continue to follow our students' progress, we will use the Student Learning Survey and the DEWRS Survey. With these two assessments, we will be able to drill deeper to better understand where our students are struggling to connect with adults. Before we move forward, we will work with student focus groups to get a better understanding of how students perceive belonging and connection. With a clearer understanding of student perceptions, we will be able to develop strategies to connect students to adults in the school.