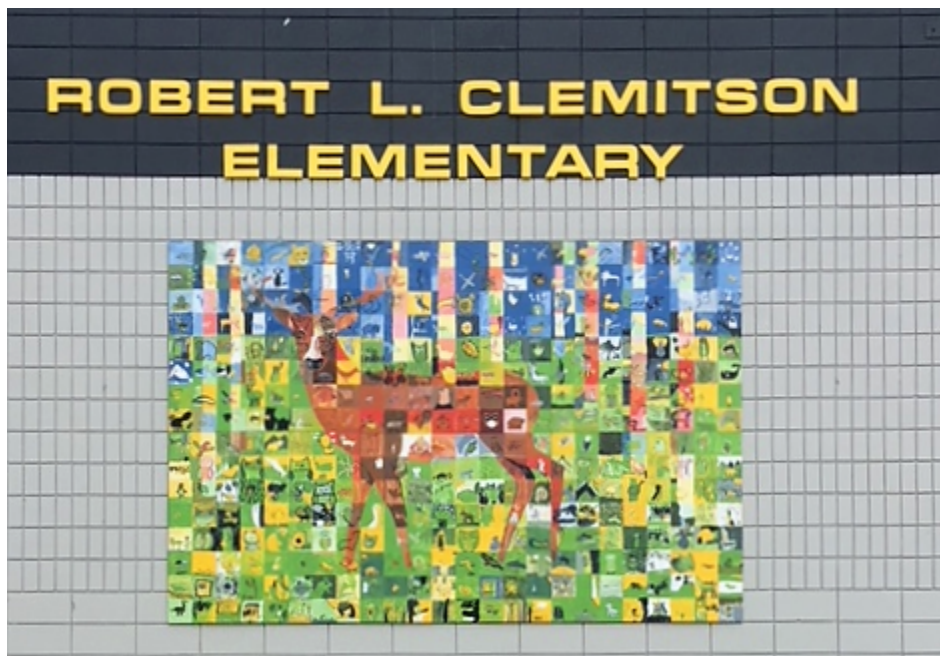


Revised July 03, 2024



RL Clemitson Elementary
Annual School Learning Plan 2024-2025

September 30, 2024



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 403 students in 18 divisions, a full time Principal and a half time Vice-Principal shared with Westwold Elementary, a 0.6 FTE Librarian shared with Westwold, a 0.857 Library Assistant shared with Westwold, 1.6 FTE of LART time shared with Westwold , 5 CEAs and 0.5 FTE for an Aboriginal Education Worker shared with Westwold. We support a wide range of students with unique needs and take pride in the achievement of these students. Approximately 19% 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, Track and Field Meets, Kamloops Honours Choir, Battle of the Books, Young Authors, and Young Artists.

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

Self-Reflection

Staff:

Staff meeting discussions

Pro-D Days

Surveys

BC Ed Plan Presentations

Assessment Development

Breakout Sessions (Grade Level)

District Team (lead staff Pro D)

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. In May, we held an Aboriginal Engagement Family event which was well-attended.

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. On average 10% less of our students are on track in numeracy. While we have seen a decrease in the number of students in grade 4 who are on track or extending in both literacy and numeracy, we continue to see students struggle more with numeracy in grade 7 where 10% less of our students are on track compared to our grade 4s. In grade 7, our students showed a small improvement in literacy but we have seen a decrease in the number of students who are on track or extending in numeracy. This decrease in success in numeracy in both grades 4 and 7 this year for all learners including our diverse and aboriginal students means we will be putting greater emphasis on support and learning for numeracy in the coming 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 the District Number Sense Assessment. This year, we have committed to working with the School District Number Sense Assessment to help inform our teaching process. We also had two teachers participate in the District Numeracy sessions organized by the Numeracy Coordinators.

AREAS TO GROW: Based on the data we see on the Foundations Skills Assessment, we see that our aboriginal and diverse learners are areas where we need to target interventions to support these students. We will also need to monitor our grades 4 and 7 results to see if a declining trend continues to appear in the next few years.

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
- rotate the staff who attend the numeracy training sessions each year so all members have an opportunity to receive professional development on current best practices
- have all staff participate in the September inservice day organized by the numeracy coordinator

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
- invite District Numeracy Coordinators to visit classrooms and model best practices for numeracy instruction and assessment
- 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 in consultation with District Librarians and the District Aboriginal Lead Teacher
- ensure excellent communication with the Aboriginal Education Worker to develop support plans for students when needed
- request Aboriginal Education teacher support, should it be available next year, to provide increased numeracy instruction for our Aboriginal students

To improve Diverse student learning, we will...

- review our student data and identify students requiring tier 1, tier 2 and tier 3 supports
- use formative assessments to identify areas of strength and areas of growth
- develop plans to support individual student needs (classroom adaptations, specific numeracy resources, LART support, CEA support, etc.)

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 every two months 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, and the District Numeracy and Number Sense Assessments. 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 the district Numeracy and Number Sense Assessments to develop strategies to support our students with counting forward, counting backward and understanding written questions. We will participate in the district numeracy coordinators inservice day in September 2024 and work with our Professional Development Committee to help develop our next steps in learning.

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 we saw an increase in the number of students that feel like they belong from 62% to 76% and the number of students who feel adults care dropped from 71% to 68%. This year, we also began tracking how many adults students feel connected to in our building. 82% of students reported that they felt connected to 2 or more adults in the building while 55% reported being connected to 4 or more adults. While our overall sense of belonging has increased to 76% this year, when we further explore our data we continue to 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 60% of our grade 7 students on the District Engagement and Well-Being Survey (DEWRS) survey.

We also created a RLC Primary DEWRS Survey, through feedback and input from our staff, as a means to collect data from our youngest learners. It was an opportunity for them to share their voice as valued members of our school community. The Survey was conducted in the spring when the Vice Principal visited each Kindergarten-Grade 3 classroom. To increase the validity of the results, the same information was shared by the same person (VP), and the classroom teacher was not present in the classroom. The results showed that 91% of primary students felt connected to 2 or more adults in the building. Due to the younger age of the students, we used other language to describe belonging, and framed it along the lines of connection with peers or teachers.

68% of students feel that they have at least one person to play with at school, and 72% of students want to spend time with their classroom teacher.

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

AREAS TO CELEBRATE: This past year was spent working with staff, students and parents to develop a definition of what belonging means at RLC. We continued to foster a sense of belonging amongst our colleagues as there were a number of new staff in our building. We also developed activities for students with our culminating activity being a whole school trip to the movies as a reward for their work on being courageous. We continued to work on ways to recognize and show appreciation to our staff to help foster connection and community - staff breakfasts, snacks at staff meetings, staff lunch, handwritten notes and small tokens of our appreciation throughout the year, finding ways to include our support staff in school events, Pro D activities that foster opportunities for team-building and collaboration, GOTCHA draws, and Wheel of Names prizes. Our students, staff and parents worked together to create opportunities for students, staff and parents to feel connected. These included special invitations to school events including our PAC Carnival both this year and last year, the PAC Spaghetti Dinner and Talent Show, our RLC Raffle, Volunteer Tea, and Winter and Spring Concerts. In addition, we incorporated many activities to foster opportunities for connection within our school such as, theme-day events organized by Student Leadership throughout the year, RLC track and field meet (with over 30 parent volunteers!), the RLC Fun Day, the whole school "Goes to the Movies" day and many more activities. We also engaged staff and students in working together to define what "belonging" looks like from both a staff and student perspective and have developed three big ideas: Connectedness, Safe, Active Participant.

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. In particular, our grade 7 girls identified that they didn't feel safe or like they belong with as low as 25 percent feeling safe attending school. Our first steps included meeting with the grade 7 girls to better understand why. Together, we talked about solutions and began implementing them this year and will continue to implement them next year. We will also continue to work with our student focus groups, and strive to check-in with them more regularly throughout the school year to help guide our next steps.

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 to students using a Check-In Check-Out (CICO) system if they need it
- provide opportunities for students to connect with an adult outside the classroom through intra-mural activities, clubs, and extra-mural activities
- introduce common language and practices school-wide to support connection and well-being

To improve classroom practices, we will:

- integrate feedback from student focus groups into classroom practices
- incorporate classroom instruction that includes targeted teachings related to Social-Emotional Learning and well-being based on the 7 Grandfather Teachings.

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. We will continue to look for creative ways to include support staff in meetings and staff events so they feel an increased sense of belonging. The school wellbeing goal and strategies will be reviewed three times a year 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, the DEWRS Survey, and the RLC Primary DEWRS Survey. With these three 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.

Finally, we have heard anecdotally from our students, families and staff that they feel welcomed and feel a strong sense of belonging at RLC. Our new families have expressed how warm, welcoming, and inclusive our school community has been to them as they joined our community. This feedback has been very positive. Moving

forward, we will need to continue to review the SLS data and the DEWRS data to see if this anecdotal feedback is felt universally by students or only in targeted groups.