



# Clearwater Secondary



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Clearwater, BC  
V0E-1N1  
www.clearsec.sd73.bc.ca

## School Improvement Plan Current June 2021

### School Vision

To inspire inquiry, creativity, and achievement  
To foster integrity, compassion and respect.  
To promote commitment, service, and lifelong learning



*Aboriginal Graduation at CSS June 2021*

## School Context

Clearwater Secondary is an 8-12 rural school with an enrolment of approximately 190 students. Clearwater Secondary has two campuses, our main campus hosts regular programming including our gym, shops, and video conference classrooms. Our secondary campus hosts our alternate education program adjacent Raft River Elementary. Clearwater Secondary is a one and a half hour drive from Kamloops and the road conditions are often challenging from November to March. The distance and condition of the two lane highway present access challenges for both staff and students. 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. The community is very supportive of the school, evidenced by the many collaborative programs and projects along with financial support. Our student council is incredibly active and liaisons with the local government on a formal basis.

## School Goals

Goal 1: Growth in the Core Competencies

Goal 2: Close the Gap in Foundational Learning for Grade 8/9 Students



The Biology 12 class with a visitor for their section on reptiles. One of the students Mom's brought in their pet lizard.

## Learning Partner Engagement Process

Input was solicited from staff, parents and students through discussion and review of school data.

Parents were engaged in discussion and review of data during multiple PAC meetings in the winter and spring of 2017. Staff were engaged in discussion, review, and the adjustment of implementation plans during each staff meeting since the the beginning of the process.

Data Sources included the following:

- FSA results
- NFRA results
- District Math assessment Grade 7
- Gates reading comprehension results
- Provincial exam results
- Attributes of a graduate data from staff, parents, and students
- Staff and parents ranked draft focus areas in order of priority March 2017
- Staff and parents discussed and provided input on draft goals April 2017
- Parents and staff participated in the Thought Exchange process fall 2016
- Staff completed the “attributes of a graduate” activity spring 2016
- Parents completed the “attributes of a graduate” activity January 2017
- Student complete the “attributes of a graduate” activity April 2017
- Parents surveyed September 2019 regarding areas of strength and improvement
- PAC consulted September 2019 regarding SLP



*Staff examining data*

# **Goal 1: Growth in the Core Competencies**

## **Related District Strategic Plan Goal**

Priority 1: Students will demonstrate growth in the thinking, communication, and personal/social core competencies.

## **Goal Rationale**

Staff, parents, and students consistently expressed that employers, post secondary, and the community wanted graduates who could demonstrate Core Competencies as reflected in the revised Curriculum.

## **Data Related to Goal/Evidence**

- Each grade 8/9/10/11 student to self assess using a portfolio of work and present to a panel in June.
- Each grade 12 student to present a portfolio of work during their Capstone presentation that shows growth over time with regards to the Core Competencies
- Each student to participate in a week long multi disciplinary project in May

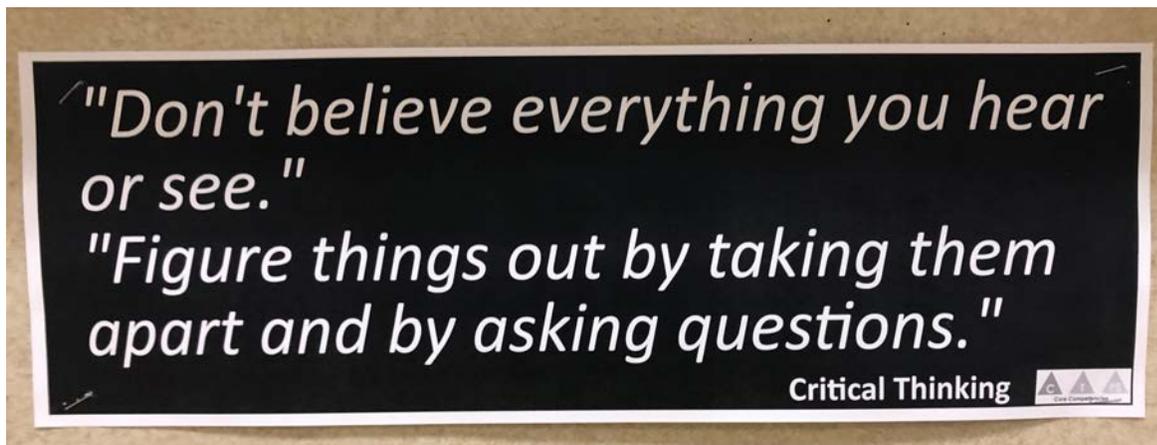
## **Strategies, Initiatives, Professional Learning Plan**

- Continued professional development on PBL
- Work towards another iteration of Core Competency Week, May 2022
- Work with the Data Analytics team within the District
- Continue to high light the Core Competencies with student, parents and the community via posters, news letters, and including the community in our Core Competency Interviews

## Progress on Goal and Summary Comments

This year we continued our work on having all students being able to talk about the Core Competencies and experience learning tasks that foster growth in the Core Competencies. Again this year were unable to run our Core Competency week but we hope to revisit both the structure and the intent of the week next year. This was one of the things at school that parents and students commented they were looking forward to and were sad that we could not make it happen. We hope to expand on the idea behind the week, to engage students in relevant learning experiences.

We continued to make progress with our parents in trying to explain the Core Competencies in a language that is clear and understandable. With a new set of grade 8 parents every year this is an area we will need to continually revisit. We were unable to hold the Core Competency interviews this year due to COVID 19 but as with Core Competency week, we hope to bring the structure back again next year.



We are continuing with our work on having students self assess on the Core Competencies, laddering up to the Capstone presentation that our grade 12 students presenting in Career 12. This work over the past four years paid off as our grade 12 students presented outstanding portfolios of work during their Capstone presentations.



*Our students demonstrating their Personal and Social Responsibility by volunteering at our local seniors housing project. They needed help constructing a new garden and asked if we would come lend a hand.*

## **Goal 2: Growth in Foundational Learning**

### **Related District Strategic Plan Goal**

Priority 1: Students will graduate with strong foundational skills in literacy and numeracy.

### **Goal Rationale**

All of our data consistently tells us that every year 25% to 40% of our students are not yet meeting minimum grade level standards for reading comprehension and numeracy. This lack of foundational skills impedes their academic progress across all of their classes.

### **Data Related to Goal/Evidence**

All students who are reading below grade level will show one year or more of growth in their reading comprehension during grade 8 and 9 as measured by the Gates Assessment.

All students will be at least minimally meeting basic math skills. We have ordered the CTBS and will use the computation portion to help assess students foundational math skills. We will also use the District Numeracy Assessment to assess their competency with numeracy.

### **Structures, Strategies, and Action Plans: How will we get there?**

#### Structures:

- Silent Reading school wide every day
- One to One Reading for select grade 8/9 students
- One on one tutoring for Math for the most at risk students
- Increased staffing ratio for math classes

#### Strategies

- Staff to be conscious of how they use praise and the impact on mindset.
- Increase the frequency of formative assessment in classrooms

#### Action Plans

- Explicit highlighting of growth mindset in hallway displays and assembly discussions
- Focus on formative assessment during professional development, staff meetings, provide resources and coaching to teachers
- Show case student learning related to struggle and perseverance
- Include at least one numeracy task with each class per term
- Staff to participate in professional learning regarding success criteria. This item came out of the results of our learner surveys (previously called satisfaction surveys)

Data

- Below is an example of the data we use to inform our decisions about which students receive additional interventions related to this goal.
- We have not yet disaggregated the data to look at Aboriginal learners. This will be an action item for us this year moving forward with the work of Jake Schmidt.
- We look back at this data once the post tests are completed in the spring and term three report cards are out to determine progress towards the goal. *This was not possible this year due to COVID*

		CONFIDENTIAL		CONFIDENTIAL							
Student Name	Days missed	Report Card Marks	Gates May 2019			FSA Reading	FSA Writing	FSA Numeracy	NFRA	DNA	
	Math	English	Vocab	Comp	Total	EM/OT/EX	EM/OT/EX	EM/OT/EX	Max 3.5		
	C+	C+	10.6	9.6	10	ON (568)	ON (2)	ON (432)	3		FSA
	C+	C	9.1	8.9	8.9	ON (460)	ON (2)	ON (457)	2		EM=Emerging/Low
	A	A	8.4	9.3	8.6	ON (557)	ON (3)	ON (566)	3		OT=Ontrack
	B	C+	7.5	8.9	7.9	ON (535)	ON (2)	EX (612)	3		EX=Extending
	C+	C+	4.4	3.5	3.6	EM (364)	ON (2)	EM (403)	2		
	C+	A	7.6	9.3	8.2	ON (483)	ON (3)	ON (461)	3		
						ON (445)	ON (2)	ON (491)			
	C+	C	5.5	5.7	5.5	EM (387)	EM (1)	ON (525)	3		
	A	A	9.1	9.6	9.3	ON (515)	ON (2)	EX (681)	3		
	C	C	3.6	3.5	3.3	EM (408)	ON (1)	EM (374)	2		
	B	B	8.3	9.6	8.6	ON (477)	ON (2)	ON (474)	3		
	B	B	7.8	5.7	7	ON (472)	ON (2)	ON (483)	2		Gates
	C+	C+	6.3	5.2	5.6	EM (323)	ON (2)	ON (527)	2		Number = grade eq
	C+	C	5.7	3.7	4.6	EM (314)	ON (2)	EM (428)	2		
	C-	C-	7.5	3.7	5.8			EM (200)	2		NFRA
	C	C	8.3	8.9	8.4	ON (471)	EM (1)	EM (276)	2		1 = Not Yet Meeting
	B	A	7.6	8.3	7.8	ON (556)	EX (3)	ON (618)	3		2 = Meeting (Minimum)
	A	A	9.5	PHS	11.3	ON (610)	ON (3)	ON (561)			3 = Fully Meeting
	B	B	6.1	6.1	6.1	EM (385)	ON (2)	ON (455)	2		4 = Exceeding
	B	C+	6.8	4.4	5.6	EM (356)	ON (2)	ON (465)	2		
	B	B	7.1	4.7	6.1	ON (453)	ON (2)	ON (560)	2		
	C	C	6.3	5.7	6.1	EM (347)	EM (2)	ON (304)	2		
	C	C	5	5.7	5.3	EM (321)	ON (2)	EM (387)	2		
	C+	C-	6.1	3.7	4.8	EM (330)	EM (1)	EM (387)	2		
	B	B	7.3	5.5	6.4	EM (383)	ON (2)	ON (437)	3		
	A	C+	9.5	8.6	9.1	ON (556)	EM (1)	ON (510)	2		
	C+	B	6.3	6.4	6.3	ON (434)	ON (2)	EM (422)	2		
	NA	NA	9.1	11.7	10						
	C+	B	5.7	7.6	6.6	ON	ON	ON	2		
	B	B	9.8	8.9	9.4	ON (501)	ON (2)	ON (582)	3		
	A	C	10.2	PHS	11.6	ON (560)	ON (3)	EX (608)	2		
	C+	B	4.6	8	6.2	ON (488)	ON (2)	ON (450)	2		
	B	B	10.2	11.3	10.6	ON (532)	ON (3)	ON (569)	3		
	B	C				EM (318)	ON (2)	ON (432)	2		
	B	B	10.2	9.6	9.8	ON (497)	ON (2)	ON (504)	3		

## **Progress on Goal and Summary Comments**

This last year was one of the most disruptive to our structures and interventions I can recall.

We did not run our One to One Reading program this year, which was one of our most successful interventions in past years.

We were able to provide some effective intervention for students struggling with math. We created a small group that received extra time working on number sense, using ideas from Jo Boaler and from our own Katie Mc Cormick. Katie came and visited us and helped us design the intervention. Vice Principal Loree Holmes ran the intervention and reported that students were very engaged, and gained confidence through out the 8 week intervention. When I visited the classroom I also observed that students were engaged and felt confident enough to share their thinking.

We were also able to continue to move forward with our staff learning around formative assessment. This was something we worked on as a staff at every single meeting and was a follow up to our work studying Dylan William's work. Each staff meeting I highlighted teacher practices that I observed in classrooms that were great examples of formative assessment. Slowly I saw variations of these practices in more classrooms. We keep on discussing this because changing practice if not just changing knowledge, it is changing habits and routines.

We are still waiting for the student learning survey data to be released. We have our school data but are not able to compare it to district or provincial numbers at this point. I have been told this will be available in September and we will review it then.

## Indigenizing our Space

We started working on this project after being challenged by District Principal of Aboriginal Education Mike Bowden to indigenize our learning spaces with the hope of globally promoting indigenous ways of knowing, indigenous culture, and reconciliation.

Our attempt to indigenize our space is still in progress. We worked with our contacts from Simpcw and locally vetted a list of room names to be used within the school. Interestingly some of the words did not exist in the traditional language but the local elders approved a name suggested by the local Simpcw language resource contact that we worked with. The signs are now up all around the school.

Phase two of project involves Charlie Fortier from Simpcw, who is a local language resource person, creating short videos for the schools use so that we can work towards correct pronunciation of the names. We were unable to complete this phase of the project in 2019/20 but hope to be able to make progress once COVID 19 passes. I recently, June 23rd, met with Chief Loring from Chu Chua. We discussed this project and my hope to re-connect with Charlie. Chief Loring reiterated her support for this work and encouraged me to reach out again in September.

Charlie attended our April Day of Suwentwecw assembly in 2019 and was absolutely fabulous at engaging the entire school in a brief language lesson. I have great hopes that the videos will be equally as engaging.



## **Professional Development**

We will continue our work on assessment and if possible some language learning from Charlie. A few of us have been reading “Deeper Learning” by Jal Mehta and Sara Fine. This excellent work will inform our work and discussion around our own deeper learning focus, Core Competency Week, and how we find balance between foundational learning and deeper learning. We will be looking forward to the new directions from the new superintendent and will work to support those directions as well.