



Clearwater Secondary
School



Clearwater Secondary Annual School Learning Plan 2025-26



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 180 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:

Literacy

- Our results on the Grade 10 Literacy Assessment trend are 16% below the District average (data from 2023/24).
- Our results on the Grade 12 Literacy Assessment trend are 16% below the District average (data from 2023/24).
- The FSA results from Raft River Elementary for 2024/25 indicate that this cohort of incoming grade 8 students is 6% below the District average and 3% below the Provincial average for Literacy.

Numeracy

- Our results on the Grade 10 Numeracy Assessment trend are 4% above the District average (data from 2023/24).
- The FSA results from Raft River Elementary for 2024/25 indicate that this cohort of incoming grade 8 students is 1% above the District average and 3% above the Provincial average for numeracy

SCHOOL GOAL:

Students will increase their Literacy skills.

AREAS TO CELEBRATE:

- Students in our One to One reading program in 2024/25 made significant progress as measured both by the Gates McGinity assessment and by anecdotal observations. The average gain in reading comprehension was greater than one year.

AREAS TO GROW:

- We would like students in grade 8 who are multiple grade levels below grade level in reading comprehension to grow in this area.
- We would like students to score higher on the provincial literacy assessments.

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.
- Our school scores on the Provincial Numeracy Assessment will be on par with the District average in 2025/26

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.
- Have more Humanities staff participate in the marking of the Literacy assessments.
- Have staff participate in professional development regarding English First Peoples course offerings.
- Access District resources on how to best prepare students for the Literacy assessment.
- Continue to expand the diversity of our learning resources to better serve students with lagging reading comprehension
- Continue to expand the learning resources used in classrooms to allow Aboriginal learners to see themselves reflected in the materials used in the classroom.
- Make Literacy across classrooms a focus of professional development for the upcoming school year.
- 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 may be measuring determination along with literacy and numeracy. We have anecdotal evidence that students are quitting before they complete the assessments.

Next steps

- Share data with staff during the September staff meetings.
- Share data with PAC during September and October with regular updates on the SLP throughout the year.
- Review the updated data appendix that includes 2024/25 provincial assessment results with the hope of identifying which interventions were effective last year, using this to modify our current plans. We are hoping this data will be available in October.

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 2023/24 data on feeling welcome is 19% above District averages.
- Our 2023/24 data on sense of belonging is 4% above District averages.
- Our 2023/24 data on feeling safe is 8% above District averages.
- Our 2023/24 data on adults who care is 3% above District averages.

SCHOOL GOAL:

Students sense of belonging will increase.

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

AREAS TO CELEBRATE:

- Our 2023/24 data is above District averages in all areas
- During interviews students told us that they feel staff support a safe environment, when homophobic or racist language is used, that staff address the language.
- During interviews students told us that they have staff they can go to if they need support.

SCHOOL STRATEGIES:

Based on student interviews, provide more chances for students to connect with peers outside of athletic teams. Promote a diversity of clubs.

Teachers use the techniques for connecting with students, promoting self regulation and belonging found in *Ensouling Our Schools* by Jennifer Katz, specifically start of day/class check ins.

Teachers use the techniques for connecting with students, promoting self regulation and belonging found in *Kids These Days* by Jody Carrington such as lights ups.

Evidence and Next Steps

Evidence for this goal will be from the school learning survey and further student interviews.

Next steps will be to continue with the programs and strategies we have in place which have seen our scores increase across the board.

Conduct more interviews with students as per the Street Data model.

Staff will continue to reflect on strategies to foster belonging during staff meetings.

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- Will targeted interventions with our grade 8 students increase their sense of belonging and increase the number of students who believe they have two or more adults they can turn to for support?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Our grade 8 students.

State one or two actions taken by staff to understand these learners' school experience:

- Staff have conducted small group (typically groups of two) interviews with students asking them about their sense of belonging at CSS and in general their experience as a grade 8 student.

Share how you have used, or plan to use, this information to create positive change:

- We have revitalized and expanded our Link Leader program, connecting grade 8 students with peers in grade 11 and 12.

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 choose learning about Secewpmec culture and history as one of the professional development themes for 2025/26.
 - Staff choose the book Secwepemc People by Marianne and Ronald Ignace as the anchor resource for this learning.
- Staff plan on attending a professional development session hosted by Simpcw in February. Simpcw invited and hosted us in February 2025 and invited us back for 2026.

Evidence and Next Steps

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

Work with local Indigenous community members to support local events such as National Indigenous Peoples Day.