



RL Clemitson Elementary
Westwold Elementary
Annual School Learning Plan 2026-2027

June 2026



Acknowledgement

Secwepemcúl'ecw yí7élye 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

RL Clemitson

RL Clemitson is a Kindergarten to Grade 7 school located in Barnhartvale on the South Shore and is part of the Valleyview Family of Schools, with students transitioning to Valleyview Secondary School. Our students come from a variety of communities, including Barnhartvale, Campbell Creek, Monte Creek, and Westwold.

At RLC, students have many opportunities to participate in extracurricular activities, athletics, the arts, and leadership programs. This year, students took part in a wide range of experiences, including *A Pirate's Christmas* and *The Lion King* performances, the *Rhythm in the Hills* primary outdoor concert, Shuffle Dance Club, Rubik's Cube Club, Knitting Club, Chess Club, Young Artists, Young Authors, Battle of the Books, the Heritage Stamp Competition, District Math Challenges, sports teams, mountain biking, floor hockey intramurals, and our Peer Reading Buddy and Office and Lunch Monitor leadership programs.

2025-2026

Current Population	402	Library Teacher	.60
Divisions	18	LART Support	1.5
Primary Students	172	CEAs	7
Intermediate Students	230	Aboriginal Education Worker	.50
Aboriginal Students	74	Clerical	1.0
Ministry Category	46	Administration	1.5

Westwold

Westwold Elementary is a rural K–7 school located in the community of Westwold, approximately 40 minutes east of Kamloops. As a unique one-room school, Westwold is an integral part of the local community and provides a close-knit, family-oriented learning environment.

Families are highly supportive of the school and play an active role in school activities and student learning. All students travel to and from school by school bus or private vehicle.

The school ended the 2025–2026 school year with 16 students in a single multi-grade classroom. Westwold is staffed with a full-time Classroom Education Assistant (CEA), while administrative leadership and additional district support services are provided in partnership with RL Clemitson Elementary and School District 73.

Our school community will be included in the development and revisions of this plan through the following:

- **Staff:** Staff meetings, Professional Development days, and committee meetings are used to review evidence, discuss areas of need, and identify priorities for student learning and school improvement.
 - **2025–2026 Staff Book Club:** Staff engaged in a book study of *Shifting the Balance* and shared monthly feedback to inform future professional learning and instructional next steps.
- **Students:** Student voice is gathered through school-wide questionnaires, the Grade 4–7 Student Learning Survey, and the intentional collection of Street Data through conversations, focus groups, and other strategies that provide insight into students' experiences and sense of belonging.
- **Parents/Caregivers:** Parent and caregiver feedback is gathered through PAC meetings, parent engagement events, school newsletters, and ongoing communication with families.

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.

RLC RESULTS ANALYSIS 2025-2026:

Dibels Assessment - Dibels

	All Schools	Robert L Clemitson Ele
PLU	8.04%	
Core	19.79%	17.05%
Core	11.02%	7.36%
Intensive	48.32%	60.85%
Strategic	12.83%	14.73%

Kindergarten
Dibels: End of Year
2026



FSA Results
Grade 4
2025-2026



FSA Results - Literacy

	All Schools	Robert L Clemitson Ele
PLU	0.26%	
EME	27.32%	27.78%
OT	65.24%	68.52%
EXT	7.18%	3.70%

FSA Results - Literacy

	All Schools	Robert L Clemitson Ele
PLU	0.45%	
EME	25.51%	6.90%
OT	72.26%	89.66%
EXT	1.78%	3.45%

FSA Results Grade 7 2025-2026



	Performance	Robert L Clemitson Ele
DRA Level	PLU	1 0.78%
	EMG	25 19.38%
	DEV	12 9.30%
	PRO	35 27.13%
	EXT	56 43.41%
Accuracy	PLU	18 13.95%
	Frus	8 6.20%
	Inst	63 48.84%
	Ind	40 31.01%

	Performance	Robert L Clemitson Ele
DRA Level	PLU	1 2.33%
	EMG	8 18.60%
	DEV	1 2.33%
	PRO	7 16.28%
	EXT	26 60.47%
Accuracy	PLU	12 27.91%
	Frus	2 4.65%
	Inst	17 39.53%
	Ind	12 27.91%

Grade 1 June DRA Level

Grade 2 June DRA Level

	Performance	Robert L Clemitson Ele
DRA Level	EMG	7 16.67%
	DEV	3 7.14%
	PRO	14 33.33%
	EXT	18 42.86%
Accuracy	Frus	3 7.14%
	Inst	23 54.76%
	Ind	16 38.10%

Grade 3 June DRA Level

SCHOOL GOAL

New Goal for 2026-2027:

All students will make measurable growth in literacy through responsive, evidence-informed teaching practices that support reading, writing, oral language, and communication.

AREAS TO CELEBRATE

- Lunch and Learn Book Club 2025-2026: Grateful that *Shifting the Balance* and *Shifting the Balance 3-5* were given to us by the Director of Instruction - Curriculum.
- Our Learning Assistance Resource Teacher (LART) established a Primary Buddy Reading Program, pairing trained Grade 6/7 students with primary readers who benefited from additional reading practice. The LART monitored progress and regularly updated "just right" reading materials to support student growth.
- Books up to level 60 are available for intermediate teachers to use for guided instruction.
- Celebrated National "Schwa" Day with all primaries on April 8.
- RLC has had a successful One-to-One Reading program. We had 8 adults this year who committed to reading with students every week.

AREAS TO GROW

- Initiated discussions with district and community partners to pilot parent engagement evenings focused on school readiness, literacy, and numeracy, with the intention of applying for CommunityLINK funding for 2027-2028.
- Find support systems and programming to support intermediate teachers in reading instruction.

SCHOOL STRATEGIES

To improve classroom practices, we will do the following for Professional Development:

- Continue to provide Lunch and Learn opportunities for all of our teachers. Currently determining the book to be used: *Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions*, *The Reading Comprehension Blueprint*, *The Writing Revolution*
- Attend district-planned Pro D (Sun Form in Sept/Oct) Administration with teachers.

To improve in grade-to-grade transitions, we will...

- Collect DRA data in June to pass to next year's teacher in September.
- Our Kindergarten teachers have used DIBELS data to inform instructional decisions and identify key trends in early literacy. As Grade 1-3 teachers receive DIBELS training next year, the Kindergarten team's experience will provide valuable support in building consistent literacy assessment and instruction across the primary grades.

To improve in learning, we are ensuring that our resources meet our students' needs:

- We purchased one level of Syllasense, 2 sets of Home Reading Books from Henry Grube printshop,

- Reorganized and created a common area for teachers to access resources for literacy instruction.
- Attended DIBELS training and Pro D (December) with administration and teachers.
- Continue to build on understanding and teaching the components of an effective structured literacy program (phonological awareness, phonics, comprehension, fluency, vocabulary, and morphology). Determine resources needed.

Evidence and Next Steps

- Administration to continue to provide release time for collaboration when possible.
- In monthly newsletters, provide a small anecdote of reading support at home/information about the process of reading.
- Share the common goals with our support staff to ensure their understanding of support with students in the classroom setting.
- Ensure consistent use of AAC (speech-generating devices, communication boards, PECS, etc.) across classrooms with the support of a SLP.
- Adjust support systems in the primary on a 8 week cycle. Determine how we can support students with intensive, consistent instruction and use assessment data to determine success.

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

- All intermediate students (230) were given a Sense of Belonging survey in January.
 - Who do you like spending time with at school?
 - Why do they make you feel good/what do you do with that person?
 - Do you feel like you belong in your class? What makes you feel that way?

- Is there a place at school where you feel safe and happy?
- Is there a place that doesn't feel safe? Why?
- Is there anything you want to share about being a RLC Panther?

Results of this survey indicated that students felt very connected in the building, specifically to peers. Next steps coming from this survey are:

- Introverted students, as a staff we need to ensure that they have one safe, trusted connection. Introvert vs. isolation.
- Struggles continue to happen on the playground regarding pro-social behaviours. WITS program has been ingrained in the culture however students are not following these steps. Discuss other options for teaching pro social behaviours
- Expand positive reinforcement opportunities for students.
- Staff also completed an anonymous Sense of Belonging survey in January. We believe that promoting a sense of belonging is an important goal for both staff and students. 16 staff members responded to the following questions:
 - What helps you feel most connected and supported at RLC?
 - What could help strengthen your sense of belonging at RLC?
 - What is one/or more things school leadership could do to improve and support staff well-being and belonging?
 - What is something about RLC or this staff that you are proud to be part of?

SCHOOL GOAL:

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

AREAS TO CELEBRATE

- The connection that our staff have with students that aren't in their classroom is inspiring. Our staff provide the following as extra curricular activities for students:
 - Rubik's Cube Club, Spelling Bee Club, Knitting Club, Shuffle Club, Advanced Shuffle Club, Chess Club, Primary Art Club, GSA,
 - Leadership Opportunities for students: Literacy Big Buddies, Office Monitors, Lunch Monitors, Assembly Set up Crew, Leadership club (supports school dances, Garbage/Compost Recycling support,
 - March Madness: Food bank drive and competition with other schools in our Family. This year, RLC and Juniper communities and students were very engaged due to competition.
 - Sports Opportunities: Basketball/Volleyball, Cross Country Running, Track and Field, Parloff, Primary Track and Field Meet, Ravens Hockey League (floor hockey intramural), Scorekeeping and Refing, Swim Club, Flag Football, Whole school fun day.
 - Theatre/Musical Performances: Pirates Christmas, Lion King, Rhythm in the Hills Primary Conference, Intermediate Coffeehouse performance, After School Sports and Arts Program (Biking Club run by a staff member)

- Lunch Group with Principal for students who need a quiet place to eat.
- LEAF Program: (Learning, Evolving, Advocating, Fostering) run out of our LART room, targeted 10 students with diverse learning and social emotional needs.
- PAC provide amazing opportunities for our community and students specifically Carnival in the spring brings hundreds of students and families

AREAS TO GROW

- Gotchas - are given to students who show positive behaviors related to the Seven Grandfather Teachings. Friday, students are chosen to receive a prize and come to the office. Discussion with staff how to re-vamp this program. Prizes related to our literacy goal (give books away). Discussion with PAC about supporting this.
- Staff Connections: we made a conscious effort to do some fun, engaging staff luncheons and activities to promote connection. Continue this with the work of Leroy Slanzi and an Emotional Schools Framework.

SCHOOL STRATEGIES:

To improve the sense of belonging:

- Use student focus groups and surveys to learn how students feel about belonging and what helps them feel connected at school. Create a questionnaire so that information can be tracked and compared across grades (specifically related to connections with adults).
- Review student feedback to find common themes and identify what is working well and what students need. Use this information to plan activities and supports that match student needs.
- Continue to provide opportunities for students to build relationships with adults outside of the classroom through intramurals, clubs, leadership opportunities, and extracurricular activities.
- Provide leadership opportunities for students to contribute to the school community by mentoring younger students, helping with school events, and taking on leadership roles.

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

- Explore as a staff other pro social programs that can support our students with interpersonal struggles during unstructured times.
- Continue to use Student Learning Survey data, however develop a more comprehensive school wide data collection system to understand the student voice.

Street Data

Current equity-centred inquiry question:

- How are we, as a staff and administration, putting in structures of accountability for students that have poor attendance?

Strategies:

- Develop a common staff expectation for making an initial connection with every family early in the school year (e.g., within the first two weeks).
- Which families are we connecting with quickly? Which families are we struggling to reach, and why? What barriers might families be experiencing?
- Review attendance data as a staff to identify patterns, celebrate successes, and determine where additional support may be needed. At what point are we reaching out?
 - SFC support/Indigenous Councillor
 - Ministry Supports
 - Indigenous Outreach Support
 - Transportation options to support
 - Connect with Valleyview Secondary to determine supports in place for siblings and if we can replicate
 - Food/clothing related
 - Is the attendance related to peers/work load/apathy.