

Revised September 19, 2022



RALPH BELL
ELEMENTARY

Ralph Bell Elementary
Annual School Learning Plan 2022-2023

Due: 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

Ralph Bell Elementary has re-opened for the 2022-2023 school year. We welcome students from Juniper West, Rose Hill, Valleyview, Sun Rivers as well as Tk'emlúps te Secwépemc.

Ralph Bell is a kindergarten to grade 7 school and we have 10 divisions. Our students will move on to Valleyview Secondary for Grade 8.

Ralph Bell Elementary was originally opened in 1961 and was closed in 2010. We are excited to re-open the doors this year to students who attended Marion Schilling or Juniper Ridge last year. For September 2022, Grade 7 students and their siblings are allowed to stay at their respective schools.

As we begin to build on our School Learning plan, staff will be regularly consulted of the process. We will connect with our families this year to build on our school's vision and mission as well work on our goals. We will connect with Tk'emlúps te Secwépemc throughout the process as well.

Our goals align with the District Strategic Plan. We want every learner to develop competencies and skills to succeed academically as well as every Ralph Bell student to feel welcome, safe, and connected to our school.

We will continuously visit our learning plan throughout the year during our staff meetings. As we see successes or needs for improvement, we will consult with our community partners at the end of the school year, the beginning of each year or throughout the year, as needed. We will gather input from our community partners and families each year.

Learning Goal

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: At this time, we are tabulating the data we received from the previous schools.

SCHOOL GOAL:

Students will proficient or exceeding in literacy for each grade level.

AREAS TO CELEBRATE: Not applicable at this time.

AREAS TO GROW:

- all primary students are proficient in reading by the end of grade 3
- all intermediate students are proficient in reading by the end of grade 7

OBJECTIVES:

- every student will have a year's worth of growth in reading
- All Aboriginal and Non-Aboriginal primary students will be proficient in reading by grade 3. All Aboriginal and Non-Aboriginal intermediate students will be proficient in reading by grade 7.

SCHOOL STRATEGIES:

To improve in literacy, we will (classroom practices):

- Guided reading groups in grade 1, 2 and 3 classrooms
- Reading support in intermediate classrooms
- Classroom reading interventions
- Choice text at the intermediate level to match student reading ability
- Access to books at students' reading level on a regular basis
- Phonological awareness in K-3 classrooms

- Classroom libraries that support reading

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

- Work with Literacy Team at the HGEC
- Use Jolly Phonics and/or Heggerty programs in Kindergarten and primary classrooms
- Review best practices in guiding reading and reading instruction
- Create and build literacy stations during guided reading/small group instruction to enhance reading and writing skills

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

- Regularly connect with each other during staff meetings to support teachers with students that need targeted strategies
 - Big Buddy Reading
 - Combing students from a variety of classrooms to target specific skills
 - CEA support to target specific skills
 - I.e. letter sounds and recognition; sight words; phonic support; small group instruction guided by the teacher
- Regular contact with parents regarding student success and challenges
 - Involve school team when needed

To improve Aboriginal student learning, we will

- review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- Regular meetings/connections with Tk'emlúps te Secwépemc to discuss school activities as well as student/family support.

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

- Curriculum resources
 - guided reading books; novels at students' reading level; choice text for students; phonological awareness
- Human resources
 - CEAs, LART and principal will support in guided reading in the primary classes
 - CEAs, LART and principal will provide reading support in intermediate classes as needed

Evidence and Next Steps

Not applicable at this time. Will add once I have gathered evidence from previous schools. Staff and community members will be consulted either through staff meetings, parent nights or community meetings.

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: The students this year will be arriving to Ralph Bell from other schools in the district or they will be new to Kamloops. We want to work on building a sense of community and a sense of belonging with our students.

SCHOOL GOAL: All students will feel safe and have a sense of belonging to Ralph Bell.

AREAS TO CELEBRATE: Not applicable at this time.

AREAS TO GROW: All students will feel safe and have a sense of belonging.

SCHOOL STRATEGIES:

- To improve sense of belonging, we will
 - Have spirit buddies
 - School culture days (i.e. wear Spirit wear on Fridays)
 - Regularly meet our students in the morning and welcome them into school
 - Offer a variety of sports/clubs that students will be interested in
 - All adults will support with connecting with students
 - Have small group and large group discussions with students to allow the students to add their voice to our strategies and plans
 - These discussions with students can happen 3 times a year (beginning, middle and end).

- To improve classroom practices, we will
 - Regularly meet in our staff meetings to collaborate in supporting students and staff
 - Create a School Culture Committee
- To improve in grade-to-grade transitions, we will
 - Regularly meet in our staff meetings to collaborate in supporting students and staff

- To improve Aboriginal student learning, we will review the strategies in the Local Education Agreements and Aboriginal Enhancement Agreement and include those strategies that staff agree will have the most impact.
 - Regular meetings/connections with Tk'emlúps te Secwépemc to discuss school activities as well as student/family support
 - To improve wellbeing, we are allocating our financial resources towards continuing to build our sensory/Social Emotional Learning resources.

Evidence and Next Steps

- As we gain more evidence (i.e. DEWRS survey), we will target specific age groups/gender/etc. with specific interventions.
- Use information from students' discussion to help guide our plans
- Staff and community members will be consulted either through staff meetings, parent nights and/or community meetings.