

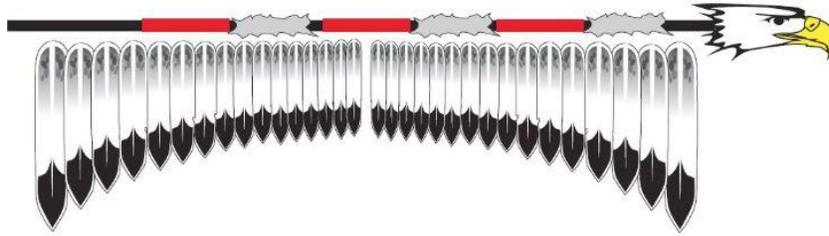


Rayleigh Elementary School
Annual School Learning Plan
2022-2023

Revised September 15, 2022



SECWEPENCÚLECW



Acknowledgement

Secwepencúl'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'emlúps 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

The community of Rayleigh is a fifteen-minute drive north along Hwy 5 from the city of Kamloops. While it is considered to be a part of Kamloops, Raleigh is a small rural community. We are a part of the North Shore Family of Schools. We draw students from Heffley Creek Elementary as they come to us for grade 4. Our grade 6 students go to Brocklehurst Middle School for grade 7 to then on to North Kamloops Secondary for grade 10 to 12.

The people of Rayleigh are very proud of their school and this is evident in the level of support that they provide. Our Parent Advisory Committee is well attended and they fundraise to support our school activities. It is through our PAC that we communicate to the rest of the community what our goals and plans for the future are. The staff of Rayleigh Elementary work diligently to build a community in a safe and caring manner that allows for diversity and acceptance of all cultures.

Rayleigh Elementary is a small school of around 200 students. We have 9 classroom teachers with one Learning Assistance and Resource Teacher. Our student population has a variety of economic diversity with 10% indigenous learners. Our special needs learners make up 5% of our student population.

Rayleigh Elementary provides a safe, orderly, and caring environment for all students. Each student's self-esteem is fostered by positive relationships with staff and their peers. We strive to have our parents, teachers, and community members actively included in our student's learning.

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:

During the past 5 years our focus has been on improving our students' competence in Numeracy. We thought that by focusing on improving our teachers' understanding and skills in teaching Numeracy we would see the improvement in student competence. By utilizing the District Numeracy Coordinators and Professional Development days, teachers were able to build their skills.

Preliminary 2021 FSA data for Numeracy shows that 94% of grade 4's are at the Performing or Extending level. An increase from 51% three years prior. Currently 6% of grade 4's are at the Emerging level, a decrease from 49% three years prior.

Report card marks in Math for grade 6 show 78% of students are at the Proficient or greater level. Our District Numeracy Assessment results show that our grade 6 and 3 students are at 80 to 90 % Proficient and Extending. Our Emerging numbers are at 0 - 3%.

Our numeracy and literacy data shows all our students are above the district average. When you look closer at the data the one trend that stands out is how our reading results drop off as the grade increases and the reading becomes more complex. This is true for most of the boys from grade 4 up.

SCHOOL GOAL:

Through developing students' competencies in reading, students will meet or exceed literacy expectations. Improving a students' competence in reading will enhance an important skill needed to improve all areas of learning.

AREAS TO CELEBRATE:

- Grade 4 FSA Reading, Writing and Numeracy scores are all above District averages.
- Primary reading scores are all above the District average.

AREAS TO GROW:

- Male students in the intermediate grades have lower reading scores than the females.
- Intermediate students' reading scores drop in the intermediate grades.

OBJECTIVES:

- To improve the reading ability of all students in the school.
- To target boys in the intermediate grades to improve their reading skills

SCHOOL STRATEGIES:

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

- Provide diverse learning opportunities, strategies, tasks, and assessments that reflect a school wide commitment to literacy
- Partner reading: A pair of student take turns reading aloud
- Choral reading: The teacher and class read aloud text together
- Cross grade reading buddies: Pairing students from upper and lower grades
- Structured literacy lessons
- Regular formative assessment
- Student choice in reading material
- PRA and NFRA assessments in the fall and spring

For grade 5 and 6 students Literacy Intervention:

Disciplinary Literacy	advanced reading/writing to learn <i>specialized reading strategies unique to subject areas</i>	TIER I Provide accommodations, modifications, scaffolds that ensure struggling learners can access the same essential content knowledge as their non-struggling peers
Content Literacy	reading/writing to learn <i>vocabulary, comprehension, writing strategies used across all subjects</i>	
Basic Literacy	learning to read/write <i>intervention for basic skills, including words study, fluency, vocabulary, comprehension, writing</i>	TIER II & III Remediate to develop basic skills

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

- Utilize measures and assessments: Curricular competencies, PRA, NFRA, and provincial literacy assessments to guide appropriate interventions and provide context for our Pro-D, PLC, and overall staff planning.
- Implement literacy interventions and classroom supports through designated Inclusive Education modeling/supports.
- Implement strategies and principles of learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.
- Teachers will utilize district literacy Coordinators to update their teaching practise.

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

- review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our staff and aligned support teams within our school (Inclusive Ed., Aboriginal Ed. teams)
- We will review our student referrals within our Inclusive Education dept. and what we are doing to support them

To improve in learning, we are ensuring that our resources meet our students' needs. At the core of our student centered resources within Intellectual Development, we will focus on:

- Curriculum resources
- District Coordinators
- Guest educators
- Other:

Evidence and Next Steps

Evidence to be entered and updated as designing, planning, and implementation take place starting in Sept. 2022.

The Parent Advisory Committee will review the school improvement plan. They will review strategies and provide input.

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 students are doing well in most areas. Through past observation and direct interventions with students our staff feel that we need to work on student resilience and self esteem.

SCHOOL GOAL:

We will show an annual growth with students who are able to handle stressful situations, feeling safe, having a sense of belonging, and having 2 or more adults who care within our building.

Our systemic goal is to show positive growth that reflects an inclusive school that recognizes and supports all learners.

AREAS TO CELEBRATE:

The School Learning Survey and our DEWRS report show that our students' sense of belonging is 8% higher than previous years. Student interest and motivation is up 11% and feeling safe attending school is up 8%.

AREAS TO GROW:

- Build resiliency
- Build self esteem
- Focus on kindness

SCHOOL STRATEGIES:

We will have students build their resilience to stressful situations by:

- Set brave goals
- Model learning from mistakes
- Encourage responsible risks
- Label difficult emotions
- Write about setbacks and human resilience
- Promote positive emotions
- Foster a sense of competence
- Develop problem solving skills

Evidence and Next Steps

Evidence to be entered and updated as designing, planning, and implementation take place starting in Sept. 2022. We shall review our goals with parents, and staff on a regular basis to see how we are progressing, and what we might need to change.