

Revised September 2023



RALPH BELL
ELEMENTARY

Ralph Bell Elementary

Annual School Learning Plan 2022-2027



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 welcomed 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 were 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: Please refer to Evidence and Next steps.

SCHOOL GOAL:

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

AREAS TO CELEBRATE: We are excited to acknowledge that we have seen a decrease in each grade level, except kindergarten and grade 6, in the number of students developing or emerging in reading. The blue represents the percentage of students developing or emerging on the January progress reports. The red represents the percentage of students developing or emerging in June. (Progress Report Data - 2023). - see chart on page 4

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
- Build on classroom libraries that support reading (i.e., just right books and books to support reading at home)

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

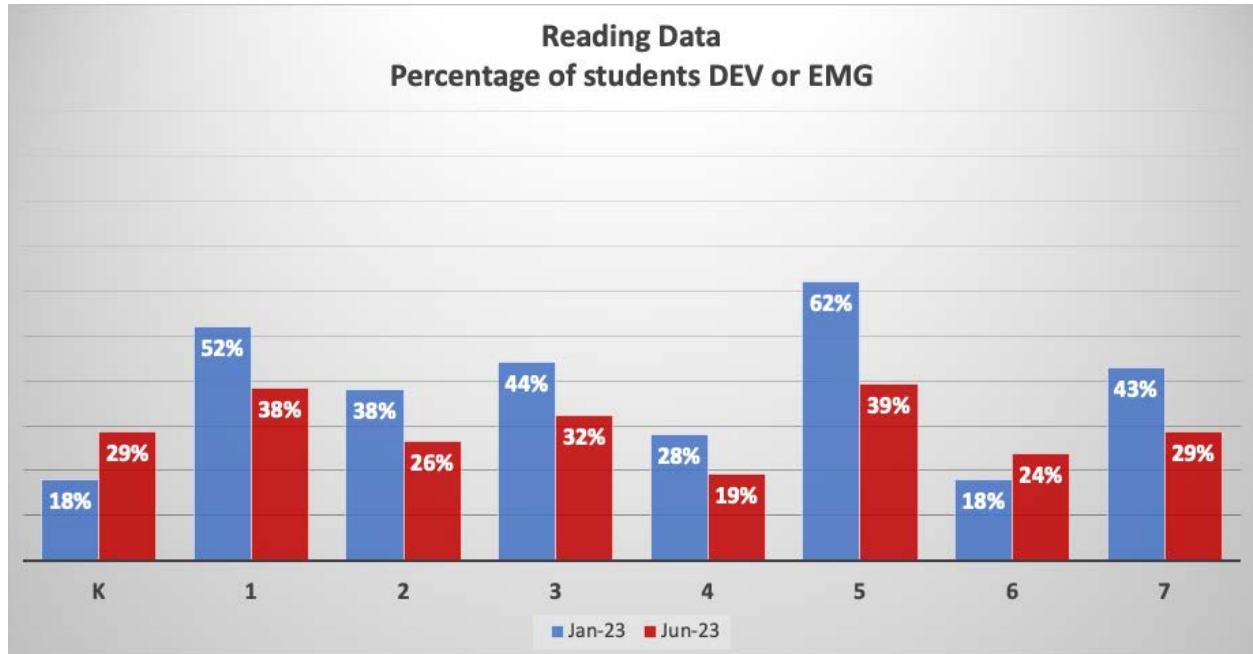
- review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- Regular meetings/connections with Tk'emlúps te Secwépemc to discuss school activities as well as student/family support.

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

- o CEAs, LART and principal will support in guided reading in the primary classes
- o CEAs, LART and principal will provide reading support in intermediate classes as needed
- o

Evidence and Next Steps



We also have 9% of our students extending in reading. I would like to explore some programing and strategies to support these students as well.

In our DEWRS survey, we asked students:

I enjoy reading May 2023	
Always	24%
Usually	26%
Sometime	23%
Rarely	11%
Never	16%

Also, students were asked:

I am a strong reader. (May 2023)	
Strongly Agree	39%
Agree	35%
Neither Agree or Disagree	19%
Disagree	4%
Strongly Disagree	4%

Majority of intermediate students see themselves as having strong reading skills. We want to build on this enthusiasm and belief to build on the love of reading and increase their abilities. We also want to look at the 8% that are struggling with believing they are not readers.

Next Steps:

In addition to the strategies presented above, as a staff, we discussed a few more strategies would like to implement for next year:

1. Increase resources
 - a. More Jolly Phonics resources
 - b. Explore more reading programs
 - c. Audio books
 - d. Literacy games
 - e. Decodeable books
2. Reading programs
 - a. Explore more reading programs
 - b. Create common teaching practices in primary and intermediate classes
3. Staff Collaboration
 - a. Use common language/strategies in primary and intermediate classes
 - b. Increase the love of reading in our students
 - c. NFRA marking collaboration
4. Community Reading
 - a. DEAR - school wide several times a year
 - b. Adults from the community to provide reading time
 - c. Blg Buddy reading

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: Please review evidence and next steps.

SCHOOL GOAL: To create a welcoming school environment that leads to a strong sense of belonging and acceptance for all students.

AREAS TO CELEBRATE: Many students have expressed their feeling of belonging to our school and are excited to be a part of the school. Several parents have also expressed their gratitude for how happy their student feels about coming to our school

AREAS TO GROW: All students feel safe and connected to Ralph Bell Elementary.

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

Sense of Belonging - DEWRS		
Year	2022	2023
Snapshot	September	May
4 Male	64%	79%
4 Female	91%	82%
5 Male	75%	54%
5 Female	67%	64%
6 Male	40%	25%
6 Female	70%	78%
7 Male	86%	71%

Our data is demonstrating a disconnect of how we believe students do feel about the school. When asked verbally or in class discussion, students demonstrate a strong connection to the school. Also, during our Talent Show, we had several students perform and our student body supported each student as they performed.

In other DEWRS data,

Students were asked: "Connection is a sense of belonging to a community, to your school. Connection involves your level of trust with adults and your personal relationships in your school community. There are places I can go in my school when I need support from adults. "

Connection Question	
Snapshot	May 2023
Always	41%
Usually	26%
Sometime	21%
Rarely	9%
Never	3%

According to this survey, many of our students have a strong connection to adults.

Student Suggestions/thoughts

I also connected with a small group (~25 students) to review the DEWRS and gain more information.

Suggestions to make RB better	Information
Another playground	Students are not being kind to other students <ul style="list-style-type: none">● Make a mistake and mean to them● Calling names for no reason● Being mean to everyone
Sports day – 6/7 plan games for the primary games – Freezies	Leaving old friends at previous schools. Students are fine with it now.
Soccer nets	
Every second Friday – popcorn every 2 nd	
More equipment – tether balls, tri-basketball hoop, bigger basketballs, better hoops	
Music class	
Snack shack	

Shade	
Four squares/Hopscotch	
Couch	

Parent Survey - Spring 2023

We surveyed our parents this spring and some of their responses were:

Positives	Stretches
None so far, my kids are happy and they like the school, teachers, and they make friends already.	We had such a great experience at [previous school] and I'm sad for him. He has hated his grade 6 year at RB.
We have felt like we belonged and were instantly a part of this new family, right from the Welcome BBQ and beyond.	<p>[Students] need movement - The mental, physical and emotional well-being is not the primary focus.</p> <p>I feel like either due to Covid or lack of teacher input, that schooling also lags way behind. Where is the academics? Where is the focus on language and mathematics? We Obviously have a lot of catching up with to do with a lot of students.</p> <p>If you don't focus on these instead of the small things, we are a third rate school.</p>
Have big and little buddies has been good for my children. They like to have big kid friends	
So much expertise, leadership and compassion.	
So glad my child was moved to Ralph Bell from [previous school] where they didn't feel like they belonged.	
Welcoming to all	
Both kids feel like they belong, cared for, [and] important at RB.	

Staff Survey

Is there anything that you would like to add with regards to the sense of belonging at Ralph Bell?

I am hopeful that all the new staff members will feel welcome and that we naturally gel to create a cohesive space for everyone. :)	It would be cool for our school to provide a safe place for kids who struggle with peer relations to have a place that is safe and where kids can work on their social interactions.
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I hope it gets better as the upper students (who remember their old school) move on.	Not at this time! I think we had a pretty great year considering it was our first year!
More theme days!	continue to support FN kids
I honestly think the school is doing an AMAZING job of helping students feel like they belong. It's just the first year.	

Next Steps:

At staff meetings we brainstormed some other strategies:

- positive/social interactions
 - Fun activities to encourage connection building
- Team building
- Play is the Way - in PE classes as well as whole school activities (build on cooperation)
- School wide conflict resolution - WITS
- BOKS
- Connection with upper level athletes (TRU, Blazers)