



Rayleigh Elementary School

Annual School Learning Plan

2024-2025



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 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 part of Kamloops, Rayleigh is a small, rural community. Our school is part of the NorKam Family of Schools and we draw students from Heffley Creek Elementary as they move into Grade 4. Our Grade 7 students go to NorKam Secondary for Grades 8 to 12.

The people of Rayleigh are very proud of our school and this is evident in the level of support that we receive. Our Parent Advisory Committee (PAC) is well attended and fundraises effectively to support school activities. Our school benefits immensely from the hot lunch program, ongoing community building events and positive support for the school that happens through our PAC. The staff of Rayleigh Elementary work diligently to build a community in a safe and caring manner that creates a school environment that is accepting of all.

Rayleigh Elementary is a small school of around 230 students. We have 10 classroom teachers with one Learning Assistance Resource Teacher. Our student population is fairly diverse and includes about 8% of the student population which receives Inclusive Education support and about 15% of the learners identify as Indigenous.

School Vision Statement:

Our school provides a safe and caring environment for all students. The development of each student's character is fostered by positive relationships with staff and their peers. Our current focus is on resiliency, respect, compassion, integrity and teamwork. We strive to have our parents/caregivers, staff, and community members actively included in our students' 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.

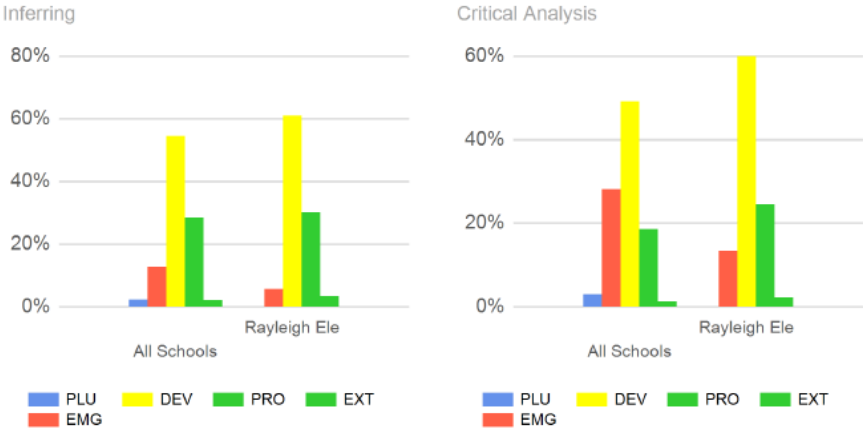
DISTRICT OUTCOME: Students will meet or exceed Literacy/Numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

Grade 4 FSA data shows that our school is significantly above the Provincial and District Average when it comes to results for Literacy.

Our Primary Reading Assessment (PRA) results from June 2024 show that over 83% of our Primary Students are reading at a Proficient or Extending level. Since 2021/2022, students reading at the Proficient level has gone from 23% to 45% this year. The most room for growth is with our Grade 3 cohort of students.

Our Non Fiction Reading Assessment results (Gr 4-6) from Fall 2023 show that our Intermediate students achieve on or above district averages in all areas. However, based on teacher observations and the Fall NFRA, we noticed that many of our students struggled to be Proficient in their Inferencing and Critical Analysis skills.



Fall 2023 NFRA Results

Our school celebrated the gains that have been made during the 2023/2024 school year and we are focusing on areas for further growth. Through staff consultation and data analysis, we agreed that a focus on Literacy, specifically decoding words in Primary grades and deeper comprehension (specifically synthesis of information and inferencing) in Intermediate grades, would have the greatest impact on student learning and success. By targeting the use of common Literacy language throughout all of the grades, students will improve in their abilities to decode and comprehend text. Please see the [data appendix](#) as a reference.

Literacy Foundation Skill Assessment Grade 4							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Rayleigh All	86%	77%	90%			84%	2%
Rayleigh Aboriginal	83%	100%	86%			90%	2%
Rayleigh Non-Aboriginal	88%	76%	90%			85%	1%
Rayleigh Diverse	0%	100%	50%			50%	25%
Rayleigh Non Diverse	86%	76%	92%			85%	3%
SD73 All	74%	75%	72%			74%	-1%
SD73 Aboriginal	60%	60%	66%			62%	3%
SD73 Diverse	54%	56%	60%			57%	3%
Province ALL	75%	74%	72%			74%	-2%
Province Aboriginal	60%	59%	58%			59%	-1%
Province Diverse	59%	59%	59%			59%	0%

SCHOOL GOAL:
 Literacy: Each learner will demonstrate growth in Literacy.

AREAS TO CELEBRATE:

- Primary Reading Assessment scores - Over 83% of our Primary Students are Proficient or Extending.
- Grade 4 FSA Reading & Writing scores are above Provincial & District averages.
- Grades 4-6 NFRA results are at or above District averages.

AREAS TO GROW:

- Focus is on reducing the number of students scoring in the Emerging and Developing category.
- Intermediate students' have room for improvement when it comes to synthesis of information and inferencing skills.

OBJECTIVES:

- 1) Primary students will improve their ability to decode words and read fluently.
- 2) Intermediate students will demonstrate deeper comprehension, specifically related to synthesis of information and inferencing.

SCHOOL STRATEGIES:

In order to achieve our Literacy Goal, we will utilize the following:

Objective 1 Strategies & Assessment Tools:

- Heggerty Phonemic Awareness - daily explicit and systematic phonological and phonemic awareness instruction
- Jolly Phonics to teach a comprehensive phonics program
- UFLI Program used for Grade 2-3 students
- Companion Phonics
- 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
- Regular formative assessment used to guide instruction
- Student choice in reading material
- PRA assessments in the Fall, Winter & Spring
- Kindergarten Survey
- Performance Standards rubrics in reading and writing
- Student Self Assessment
- Home Reading

Objective 2 Strategies & Assessment Tools:

- Explicitly taught reading strategies that include: partner reading, choral reading, independent reading and cross grade reading buddies
- Emphasize verbal reasoning tools (including devices such as metaphor, irony, imagery) in relation to more nuanced texts (fiction and poetry).
- Use of Literature Circles
- Adrienne Gear reading strategies taught across grade levels to develop common language
- Build fluency through the repeated readings of engaging and more advanced texts
- Performance Standards rubrics in reading and writing
- NFRA assessments in the Fall and Spring used to assess and guide instruction

To maintain and improve Indigenous student learning, we will:

- Have ongoing Professional Development for staff pertaining to the Aboriginal Education Enhancement Agreement and the First Peoples Principles of Learning
 - Regular classroom use of literature written by Indigenous authors
 - In-class support and family support from an Aboriginal Education Worker
- Regularly engage with the Aboriginal Family Counselor to ensure that Indigenous students and families are receiving support as requested.

- Aboriginal Outreach Workers will be engaged to support students and families as requested.

To maintain and improve Inclusive Education Student learning, we will:

- Regularly review student referrals for Inclusive Education services and what we are doing to support these students.
- Regularly review the specific subpopulations who are needing targeted strategies and identify strategies by working with our school and district support teams.
- Pull out and push in reading groups to target lagging learning needs.

Professional Development Strategies:

- Implement strategies and Principles of Learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.
- Utilize District Literacy Coordinators to continually improve teaching practice through mentorship opportunities, collaboration time sharing and team teaching with Coordinators.
- Use of collaboration times for teachers to examine practice and learn from one another.
- Financial alignment of resources to ensure that our resources meet our students' needs.

Evidence and Next Steps

Information on the 2024/2025 School Learning Plan goals will be shared in the September 2024 newsletter and will be revisited throughout the school year.

The Parent Advisory Committee will review the School Learning Plan goals in the first PAC Meeting in September 2024. The PAC will be consulted on the goals and strategies with opportunity being provided for input.

Staff Meeting times will be used to review strategies and time will be provided for collaboration around Literacy ideas. These staff meetings and collaboration times will include reflecting on SLP Objectives to bring more clarity and focus for all. We will work together to brainstorm a working list of strategies & resources that can be used to achieve these objectives.

District Literacy Coordinators will be brought in during staff meetings and collaboration times to introduce new strategies and provide support and mentorship opportunities.

When Professional Development opportunities for staff are available, Literacy opportunities will be emphasized and encouraged.

The Learning Resource Committee (LRC) will provide an equitable process for the purchasing of school resources. An emphasis will be placed on Literacy and Well Being

resources. The LRC meets twice a year (September & February) to provide an opportunity for teachers to request resources.

The Come Read With Me program will be offered to all Grade 1 families in an effort to resource families with tools and strategies to support early literacy at home.

At least three school newsletters will highlight a Literacy topic in an attempt to engage families.

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.

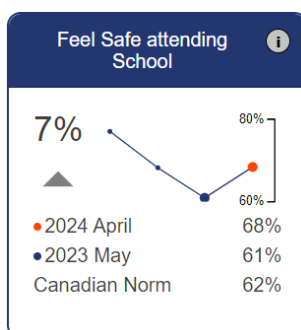
DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

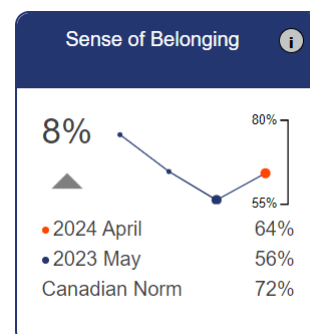
SCHOOL RESULTS ANALYSIS:

Developing a strong sense of connection, school culture and sense of belonging was a strong focus for our school in 2023/2024. We identified that although our students predominantly indicated positive responses that were higher than district averages in these areas on the Provincial Student Learning Survey and the District Engagement, Well-Being and Resiliency Survey (DEWRS), there was room for improvement.

Through staff observations and collaborative discussions, we decided that we need to continue working on student resilience and sense of belonging. Please see the [data appendix](#) as a reference.



Gr. 4-6 DEWRS Survey 2024

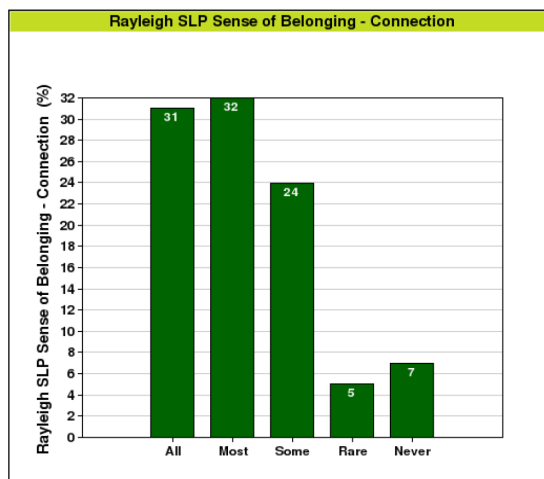


Gr. 4-6 DEWRS Survey 2024

DEWRS Questions and Responses - April 2024 (Gr 4-6 students)

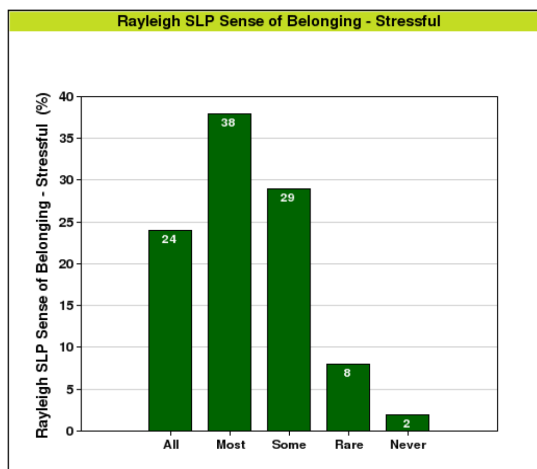
I feel a sense of connection to my school (know I belong, have people I can go to & feel safe talking with, feel welcomed to get involved).

- Almost all of the time
- Most of the time
- Sometimes
- Rarely
- Almost never



When a stressful situation comes up, I have strategies that I can use to help myself work through it.

- Almost all of the time
- Most of the time
- Sometimes
- Rarely
- Almost never



With 63% of Intermediate students indicating (DEWRS 2024) that All or Most of the time they feel a sense of connection to our school, we see an opportunity to celebrate and continue to pursue ideas on further growing in this area.

With 62% of Intermediate students indicating (DEWRS 2024) that All or Most of the time they are able to use a strategy to work through a stressful situation, we have a solid baseline to work from moving forward. Our SEL work around emotional wellbeing and emotional intelligence will guide our interventions.

SCHOOL GOAL:

Students at Rayleigh Elementary will feel a sense of belonging and develop the skills to handle stressful situations.

AREAS TO CELEBRATE:

The Student Learning Survey and our DEWRS results show that our students' sense of belonging is 8% higher than last year. Students feeling safe attending school is up 7% from last year.

AREAS TO GROW:

- Room to continue growing in a sense of belonging.
- Further need to build student resilience.
- Focus on building emotional intelligence and language skills.
- Build problem solving skills and interpersonal skills.

OBJECTIVES:

- 1) Students will learn and apply skills to create connections within the school community.
- 2) Students will learn and utilize strategies to handle stressful situations.

SCHOOL STRATEGIES:

In order to achieve our Wellbeing Goal, we will utilize the following:

Objective 1 Strategies:

- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement.
- Aboriginal Groups will provide a safe space for learning about the Seven Grandfather Teachings and Indigenous Ways of Knowing.
- Using the LART Room and Calm Cove (sensory room) for breaks to help students regulate emotions.
- Using Mood Meters, RULER, Zones of Regulation, and other Social-Emotional programs and initiatives to teach strategies to identify and regulate feelings, emotions, and build a sense of community connectedness.
- School-wide activities will occur that provide opportunities for building connections within classrooms and across the school. This will include things like: Terry Fox Run, Day of Suwewtwew, Art Starts Artist in Residence, Jump Rope for Heart, Multi Age Grouping Activities, etc.
- Clear communication and ongoing teaching of school-wide expected behaviours
- Revisions and development of the Rayleigh school-wide matrix.
- Mood Meters in every classroom for common language development.

Objective 2 Strategies:

- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement
- The Roots of Empathy program will run in two classrooms throughout the school year. This will happen in one Primary and one Intermediate classroom.
- To improve classroom practices, we will plan for instruction of expected behaviours and work as a school team to instruct and reinforce.
- Staff will model:
 - Learning from mistakes
 - Encouraging responsible risks
 - Labeling difficult emotions
 - Creating space for thoughtful reflections
- Write about setbacks and human resilience
- Promote skills to shift emotional states
- Foster a sense of competence and develop problem solving skills
- Multi Age Grouping Activities that promote understanding and empathy between grade levels.
- Play Is The Way and Depths of Comfort strategies

Professional Development Strategies:

- Bring in District Coordinators to assist and model Social Emotional teaching strategies in the classroom setting
- Seek opportunities for staff to learn more about trauma-informed practice, FASD, and other important areas that impact student learning, behaviour and development
- Share SEL Committee discussions, strategies and projects at staff meetings
- School-focused professional development opportunities on Pro-D days

Allocating Financial Resources:

- Use Learning Resource and PAC funding to promote school-wide expectations. For example: purchasing classroom outdoor equipment to promote fair and cooperative play.

Evidence and Next Steps

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Staff Meeting times will be used to review strategies and time will be provided for collaboration around SEL ideas. These staff meetings and collaboration times will include reflecting on SLP Objectives to bring more clarity and focus for all. We will work

together to brainstorm a working list of strategies & resources that can be used to achieve these objectives.

District SEL Coordinators will be brought in during staff meetings and collaboration times to introduce new strategies and provide support and mentorship opportunities.

When Professional Development opportunities for staff are available, SEL opportunities will be emphasized and encouraged.

At least three school newsletters will highlight SEL topics in an attempt to engage families.

Mood Meters will be present in all classrooms and staff will find ways to engage students in the use of this tool.

Art Starts Performances that align with building resilience and community will be chosen to provide unifying experiences and learning for the entire school.

A Student Advisory Council (SAC) will continue to be led by the Principal and a lead teacher to provide a forum for student voice on the overall school environment from a student's perspective. The SAC will make suggestions for school-wide activities, theme days, areas of school culture that need to be improved and suggestions on how to make our school feel more welcoming for all.

An SEL Committee will continue to plan opportunities to further address SEL growth and connectedness within the school.

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.