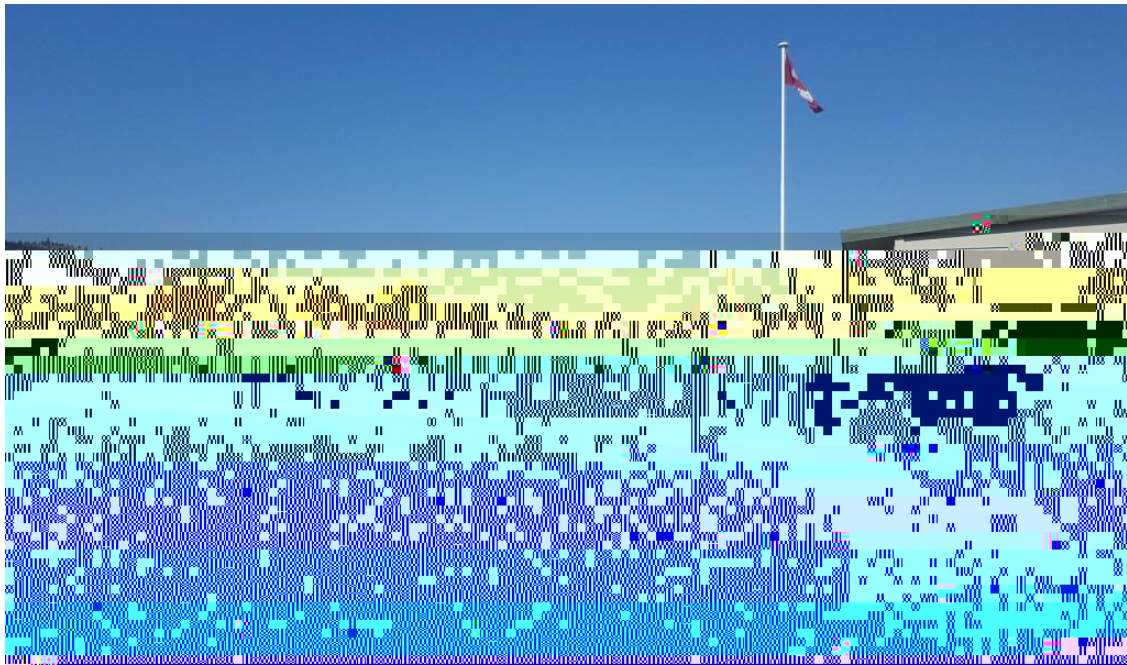


Annual School Learning Plan 2023-2024




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](#).

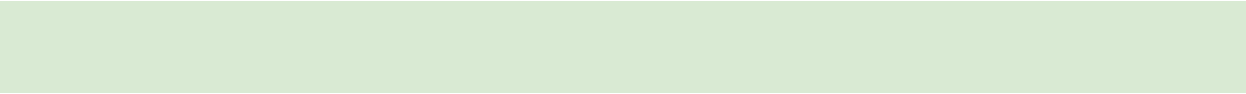


The community of Rayleigh is a fifteen-minute drive north along Hwy 5 from the city of Kamloops. While it is considered to be a part of Kamloops, Raleigh is a small, rural community. We are a part of the Brock & North Shore Family of Schools. We draw students from Heffley Creek Elementary as they come to us for grade 4. Our grade 6 students go to Brocklehurst Middle School for grade 7 to then on to NorKam Secondary for grade 10 to 12. Starting In 2024/2025, Grade 7s will remain at Rayleigh Elementary and move directly to NorKam Secondary for Grade 8.

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 205 students. We have 10 classroom teachers with one Learning Assistance and Resource Teacher and one part time Aboriginal Learning Support 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.



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.

Every learner will develop competencies and skills to succeed academically.

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

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 80% to 90% of our grade 6 and 3 students are at the Proficient or Extending level. Our Emerging numbers are at 0 - 3%.

Literacy: Each learner will demonstrate growth in Literacy.

Primary reading scores - The majority of our students are above the District average.

Grade 4 FSA Reading, Writing and Numeracy scores are above District averages.

Nonfiction Reading Assessments are at or above District averages.

Focus is on reducing the number of students scoring in the emerging category
Intermediate students' reading scores drop as they transition from Primary to the Intermediate grades.

Male students in the Intermediate grades have lower reading scores than the females.

- 1) Primary students will improve their ability to decode words.
- 2) Intermediate students will improve their understanding and application of reading comprehension strategies.

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

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

Student choice in reading material

PRA assessments in the Fall and Spring

Kindergarten Survey

Performance Standards rubrics in reading and writing

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

Student Self Assessment

Home Reading

Explicitly taught reading strategies that include: partner reading, choral reading, independent reading and cross grade reading buddies

Use of Literature Circles

Adrienne Gear reading strategies taught across grade levels to develop common language

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

Continued 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 them.

Regularly review the specific subpopulations who are needing targeted strategies and identify strategies by working with our school and district support teams.

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.

Utilize District Literacy Coordinators to continually improve teaching practice through mentorship opportunities and team teaching with Coordinators.

Financial alignment of resources to ensure that our resources meet our students' needs.

Information on the School Learning Plan goals for 2023/2024 were shared in the first newsletter and will be revisited throughout the school year.

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

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.

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

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

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 sense of belonging. Please see the [data appendix](#) as a reference.

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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

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

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

A Social Emotional Learning (SEL) Committee will be established and will work to provide guidance and ideas to the Rayleigh staff around supporting student Wellbeing.

A Student Advisory Council (SAC) will be developed by the Principal 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.

