

Revised September 2025



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 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 12 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. 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 throughout the process. We want to continue connecting with our families and community partners to create a positive school culture built on a common vision and mission. School goals will be adjusted to reflect new data, observations, and conversations. 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 be getting closer to our goal of 100% of our grade 3 students meeting proficiency at the end of Grade 3. Each year in each cohort we have seen growth.

PRAS	Grade 1	Grade 2	Grade 3
2022-2023	59%	65%	63%
2023-2024	56%	77%	79%
2024-2025	56%	76%	80%

***PRAS – Primary Reading Assessments

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
- Targeted reading intervention for emergent learners
- 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)
- Targeted short blitzes throughout the year
- Big and small buddy reading instruction
- Come Read with Me
- Paws for Reading Program

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
- Similar instruction practices in all primary classrooms
- Create and build literacy stations during guided reading/small group instruction to enhance reading and writing skills
- Provided new and current literacy resources for teachers
- Continue to provide collaboration time with staff

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.
- Meetings/connections with Tk’emlúps te Secwépemc to discuss school activities as well as student/family support.
- Foster positive relationships and connections with the school to increase attendance challenges.

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

Evidence and Next Steps

Term 1 - All Grades - Progress Reports - 2024-2025			Term 2 - All Grades - Progress Reports - 2024-2025			Term 3 - All Grades - Progress Reports - 2024-2025		
EMG	<u>38</u>	14.39%	EMG	<u>19</u>	7.17%	EMG	<u>29</u>	10.66%
DEV	<u>67</u>	25.38%	DEV	<u>87</u>	32.83%	DEV	<u>64</u>	23.53%
PRO	<u>147</u>	55.68%	PRO	<u>146</u>	55.09%	PRO	<u>154</u>	56.62%
EXT	<u>12</u>	4.55%	EXT	<u>10</u>	3.77%	EXT	<u>25</u>	9.19%

Observations

- We saw a decrease, but also an increase in emerging students from Term 1 to Term 3.
- We saw an increase in Developing but an overall decrease.
- We also saw an increase in Proficient and Extending.

Next Steps:

Our Intermediate students continue to need some support with regards to reading:

[Grade 4 FSA Results](#) (page 2)

[Grade 7 FSA Results](#) (page 4)

Reading Marks - Intermediate

	4	5	6	7
2022-2023	24%	55%	39%	38%
2023-2024 <small>*ELA marks combined</small>	14%*	6%*	16%*	9%*
2024-2025	28%	35%	23%	32%

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

1. Target students with key interventions
 - a. Focus on our emerging students and having targeted resources for them - LART lead
 - b. Developing - professional development around supporting those students in class
 - c. Exceeding and Proficient students - professional development around how to keep these students engaged and challenged.
2. Continue to increase resources
 - a. Jolly Phonics resources
 - b. Explore more reading programs
 - c. Audio books
 - d. Literacy games
 - e. Decodeable books
3. Reading programs
 - a. Continue to align primary reading programs with best practice resources and instruction.
 - b. Create common teaching practices in primary and intermediate classes
4. 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
 - d. Consistency with primary instruction and intervention with regular check-ins to track progress.
 - e. Intermediate reading assessment beyond the NFRA
 - f. Intermediate reading plan
 - g. Screening of intermediate students - targeting key skills

5. Community Reading

- a. DEAR - school wide several times a year
- b. Come Read with Me
- c. Big Buddy reading
- d. PAWS for 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

- Last year, the staff created a school behaviour matrix - TRACKS and taught students school expectations regularly in classes, assemblies, and over the morning announcements.
- We continued to use a research based, sensory/break room called The Den. Students followed schedule breaks with a specific circuit for regulation support.
- We created leadership groups (Gr. 6/7 and Gr. 4/5) with our LART. Each group came up with activities and ideas (i.e., beautifying the school, school wide scavenger hunt, intramurals< etc.)

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

SCHOOL STRATEGIES:

- To improve attendance,
 - Awards/prizes to celebrate strong attendance and improved attendance
 - Connections with families regularly to promote strong attendance
 - Breakfast served daily from 8:15-8:45
- To improve sense of belonging, we will
 - Review the school developed survey and reassess next year to see if progress has been made.
 - Continue to use Street Data strategies to identify where and why students are feeling unsafe at Ralph Bell
 - 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
 - Work collaboratively with the LART to provide effective instruction and strategies.
- 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.
 - Meetings/connections with Tk'emlúps te Secwépemc to discuss school activities as well as student/family support
 - Build positive connections with home through our IEW to increase student attendance.
 - To improve wellbeing, we are allocating our financial resources towards continuing to build our sensory/Social Emotional Learning resources.

EVIDENCE AND NEXT STEPS

Original question:

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

Moving to this question:

- How do we ensure that our collective and individual learning environments are equitable and accessible for all learners?

Year 1

- Surveyed all (staff, students and parents – to begin the process of building a definition of belonging – What does it mean to belong at Ralph Bell?
- Define what is a Ralph Bell student and what is a Ralph Bell staff member
- Focus on connection with parents, staff and students
- Initial stages of a matrix

Year 2

- Continue to build on the sense of belonging
- Continued work on the matrix

Year 3

- Revisiting the belonging definition
- Surveyed students, staff and parents
 - Summary of students
 - Data - 103 students - gr. 4-7
 - 11 students not connected to an adult
 - 10 students not important member
 - 12 students believe there are not adults that care
 - 8 students do not have a trusted adult
 - Students for this year for the street data
 - Indigenous, IEP, behaviour, quiet, no behaviour, limited interactions with staff (variety of reasons)
 - All able to identify an adult they connect with
 - Summary of staff

Next steps

- leadership groups; adults connecting with individual students
- Continue to review/modify the matrix
- Building on staff expertise
- Revisit behaviour expectations and plans
 - tracking data; teaching and re-teaching on specific behaviours
 - exploring school wide initiatives – reading, numeracy support
- Working with staff on creating an inclusive supportive environment for all

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How do we ensure that our collective and individual learning environments are equitable and accessible for all learners?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Students that survey as not having a connected adult or not connection to the school

State one or two actions taken by staff to understand these learners' school experience:

- Leadership groups
- Individual connections with adults
- Regular check ins - during instructional and non-instructional times

Share how you have used, or plan to use, this information to create positive change:

- Continue to use leadership groups
- Provide time in staff meetings for teachers to email parents with positive updates for all their students throughout the year.