

Revised June 2026



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'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 [Indigenous Education Enhancement Agreement](#).

CONTEXT

Ralph Bell Elementary reopened for the 2022–2023 school year, welcoming students and families from the Juniper West, Rose Hill, Valleyview, Sun Rivers, and Tk'emlúps te Secwépemc communities.

Ralph Bell is a Kindergarten to Grade 7 school with 12 divisions. Upon completion of Grade 7, students transition to Valleyview Secondary School for Grade 8 and beyond. Originally opened in 1961, Ralph Bell Elementary served the community until its closure in 2010. When the school reopened in September 2022, Grade 7 students and their siblings were given the opportunity to remain at their existing schools to support continuity and family choice during the transition.

School Learning Plan Development

As we continue to develop and refine our School Learning Plan, staff will be actively engaged and regularly consulted throughout the process. We are committed to strengthening relationships with families, community partners, and Tk'emlúps te Secwépemc to foster a positive and inclusive school culture grounded in a shared vision and mission.

Our school goals will remain responsive to student needs and will be adjusted as new data, observations, and community feedback are collected. Ongoing collaboration with Tk'emlúps te Secwépemc will help ensure that Indigenous perspectives, relationships, and ways of knowing are meaningfully reflected in our work.

Alignment with the District Strategic Plan

Our goals align with the District Strategic Plan and focus on supporting every learner in developing the competencies, skills, and confidence needed for academic success and lifelong learning. We are equally committed to ensuring that every Ralph Bell student feels welcomed, safe, valued, and connected within our school community.

Monitoring and Community Engagement

The School Learning Plan will be a living document that is revisited regularly throughout the year during staff meetings. We will celebrate successes, identify areas for growth, and make adjustments as needed to support continuous improvement.

Input from families, community partners, and Tk'emlúps te Secwépemc will be gathered regularly through ongoing conversations, meetings, and engagement opportunities. This collaborative approach will help ensure that our School Learning Plan remains relevant, responsive, and reflective of the needs and aspirations of our school community.

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 see growth.

PRAS	Grade 1	Grade 2	Grade 3
2022-2023	59%	65%	63%
2023-2024	56%	77%	79%
2024-2025	56%	76%	80%
2025-2026	35%	70%	79%

***PRAS – Primary Reading Assessments

Progress Reports – June 2025-2026 – Proficient or Extending

	Grade 4	Grade 5	Grade 6	Grade 7
2022-2023	76%	45%	61%	32%
2023-2024 ^{•ELA} marks combined	86%*	94%*	84%*	91%*
2024-2025	72%	65%	77%	68%
2025-2026	91%	67%	61%	77%

[Grade 4 FSA Results](#) -76.5% On track or extending – increase from previous years

[Grade 7 FSA Results](#) - 76.5% On track or extending – increase from previous years

AREAS TO GROW:

- 100% primary students are proficient in reading by the end of grade 3
- 100% 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 Indigenous and Non-Indigenous primary students will be proficient in reading by grade 3. All Indigenous and Non-Indigenous intermediate students will be proficient in reading by grade 7.

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SCHOOL STRATEGIES:

To improve in literacy, we had (classroom practices):

This year, staff implemented a variety of evidence-based reading practices that resulted in significant student growth and engagement in reading.

- **Foundational Skills**
 - Consistent use of **UFLI** strengthened students' decoding skills, phonics knowledge, and understanding of spelling patterns.
 - Explicit instruction in **heart words, sight words, blends, digraphs, and vowel teams** helped students build automaticity and confidence as readers.
 - Literacy stations and small-group instruction allowed teachers to provide targeted support based on individual student needs.
 - Several students demonstrated remarkable growth, with some progressing from **EMG levels (e.g., 8-24) to PRF**.
- **Reading Comprehension and Thinking**
 - Teachers used **Adrienne Gear and Pamela Thomson resources** to explicitly teach comprehension strategies in fiction and non-fiction.
 - Students developed stronger abilities to make inferences, identify deeper meanings, participate in discussions, and respond thoughtfully to texts.
 - Targeted lessons on research skills helped students learn how to locate relevant information and filter out unnecessary details.
 - Novel studies encouraged critical thinking, discussion, and a desire to read more independently.
- **Engagement and Reading Culture**
 - Daily read-alouds fostered a love of reading and exposed students to rich texts and thinking strategies.

- Student choice in independent reading increased motivation and engagement.
- Guided reading groups, literacy stations, Share Chair celebrations, and home reading programs supported positive reading habits.
- Collaboration among classroom teachers, learning support teachers, and previous educators contributed to student success.
- Many classrooms reported strong reading growth, with some achieving proficiency for all students.

To improve classroom practices, we continued (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 continued:

- Regularly connect with each other during staff meetings to support teachers with students that need targeted strategies
 - Big Buddy Reading
 - Combining 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 Indigenous student learning, we continued

- Review the strategies in the Local Education Agreements and Indigenous 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.
- For 2026-2027 – advocate to continue the Indigenous Literacy Pilot

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
 - Indigenous Literacy Support teacher
 - Community partners
 - PAWs for Reading
 - Come Read With me

Evidence and Next Steps

PRAS – Primary Reading Assessments

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Observations

- Orange cohort – has made steady gains each year
- Blue cohort – has made same gains
- Purple cohort – ups and downs
- Emerald green cohort – steady increase
- Moss green cohort - decrease
- Primaries
 - We continue to see growth once students finish grade 2 and grade 3. The wonder is what do we need to implement at the grade 1 level so we see higher growth in reading?
- Intermediates
 - How do we continue to support these students (i.e. Moss green cohort) Often small group pull out is not effective. How do we support them in class?

Next Steps:

To continue improving reading outcomes, staff identified several priorities for next year:

1. Strengthen Foundational Literacy

- a. Continue implementing **UFLI** consistently across classrooms.
- b. Increase emphasis on **morphology, syntax, heart words, and sight word development**.
- c. Introduce phonics concepts such as **blends, digraphs, and vowel teams earlier in the year**.
- d. Maintain individualized sight word goals and targeted small-group instruction.
- e. Use a combination of **decodable and levelled texts** to support skill development.

2. Deepen Reading Comprehension

- a. Focus on comprehension strategies, including:
 - i. Re-reading for meaning
 - ii. Reflecting on texts
 - iii. Sharing opinions supported by evidence
 - iv. Making deeper connections and inferences
- b. Continue using Adrienne Gear resources and daily modeling through read-alouds.

3. Increase Reading Engagement

- a. Ensure students have **books in their hands whenever possible**.
- b. Continue daily teacher read alouds and promoting high-interest ("hype") books.

- c. Maintain literacy stations, guided reading opportunities, and celebrations of reading success.

4. Strengthen Home-School Connections

- a. Start home reading programs earlier, ideally by Christmas.
- b. Improve tracking and celebration of home reading participation.
- c. Increase family involvement and understanding of reading practices to support literacy development at home.

Goal: Improve reading achievement by strengthening foundational literacy skills, deepening comprehension, and fostering a lifelong love of reading through explicit instruction, targeted intervention, student engagement, and strong home-school partnerships.

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:

Students feel welcome at school

- In 2024/25, 71.9% of students reported feeling welcome at school, an increase from 66.0% in 2023/24 and similar to 2022/23 levels.
- Grade 4 positive responses increased significantly from 64.3% to 79.2% over the past year.

Students feel cared for by adults

- 72.7% of students reported that adults at school care about them, maintaining strong results across all three years.
- Grade 7 results remained stable at approximately 74% positive responses.

Students feel safe at school

- 76.8% of students reported feeling safe at school in 2024/25.
- Grade 4 safety results increased from 65.4% in 2023/24 to 81.5% in 2024/25.

The survey data indicate that students generally:

- Feel welcomed at school.
- Feel safe within the school environment.

- Believe there are adults in the building who care about them.
- Are demonstrating improving perceptions of belonging, particularly in intermediate grades.

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

Sense of belonging

- While improving, only **59.8% of students reported that school is a place where they belong.**
- This represents growth from previous years, particularly for Grade 7 students who increased from **46.7% in 2023/24 to 65.2% in 2024/25.**
- Belonging remains the lowest of the measured indicators and should continue to be a focus area.

SCHOOL STRATEGIES:

- To improve attendance, we will continue
 - Connections with families regularly to promote strong attendance
 - Breakfast served daily from 8:15-8:45
 - Plans to increase attendance
- To improve sense of belonging, we will continue
 - Review the school's developed survey
 - 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
 - Revisit the idea of having small group and large group discussions with students to allow the students to add their voice to our strategies and plans.
- To improve classroom practices, we will continue to
 - Regularly meet in our staff meetings to collaborate in supporting students and staff
 - Revisit creating a School Culture Committee
 - Work collaboratively with the LART to provide effective instruction and strategies.
 - Growth mind set activities started this year
- To improve in grade-to-grade transitions, we will

- Regularly meet in our staff meetings to collaborate in supporting students and staff
- To improve Indigenous student learning, we will review the strategies in the Local Education Agreements and Indigenous Enhancement Agreement and include those strategies that staff agree will have the most impact.
 - Meetings/connections with our Indigenous families
 - Build positive connections with home through our IEW to increase student attendance through family dinners.
 - 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

Year 4

This year, teachers intentionally embedded growth mindset practices across learning, helping students develop resilience, confidence, and a willingness to take risks.

- Students were encouraged to **try different strategies rather than giving up**, particularly in reading and other challenging learning tasks. Many students experienced success once they recognized that persistence and strategy use could improve outcomes.
- **Classroom question walls** promoted curiosity and normalized asking questions as an important part of learning.
- Teachers focused on growth mindset concepts in manageable chunks, exploring specific strategies and habits throughout the year.
- Regular discussions around sportsmanship, perseverance, and learning from mistakes reinforced the idea that effort and practice lead to improvement.
- School-wide growth mindset resources and discussion slides provided a common language for talking about learning, challenges, and success.
- The concept of being a “**Jungle Tiger**” encouraged students to step outside their comfort zones, take risks, and embrace challenges.
- As a result, more students participated in class discussions, shared their thinking, and felt more confident presenting in front of peers.
- Growth mindset practices also supported literacy development, with students becoming more comfortable sharing inferences, interpretations, and deeper thinking about texts.

Next Steps

To further strengthen growth mindset across intermediate classrooms, staff will:

- Attendance plan to increase attendance
- Continue using **classroom question walls** to foster curiosity, inquiry, and student voice.
- Break growth mindset concepts into focused monthly themes, allowing students to practice and reflect on specific strategies over time.
- Use **picture books and mentor texts** to model perseverance, resilience, risk-taking, and learning from mistakes.
- Continue reinforcing the connection between effort, strategy use, and achievement.
- Provide ongoing opportunities for students to take academic risks, share their thinking, and reflect on their learning journey.
- Strengthen a school-wide culture where challenges are viewed as opportunities for growth, and mistakes are recognized as an important part of learning.
- Build on our work with regards to create the student values and intertwining this with our matrix and behaviour expectations.
- **Continue to:**
 - Foster positive relationships between students and caring adults.
 - Promote inclusive classroom environments where every student feels valued.
 - Encourage student voice through leadership, classroom discussions, and inquiry opportunities.
 - Strengthen growth mindset practices that build confidence and participation.
- **Focus next steps on:**
 - Increasing students' sense of belonging and connectedness.
 - Expanding opportunities for peer collaboration and student leadership.
 - Creating additional spaces for students to share their interests, identities, and strengths.
 - Monitoring belonging data, especially among Grade 7 students and other student groups.

Goal: Develop resilient, engaged learners who demonstrate perseverance, curiosity, and confidence by embracing challenges, applying strategies, learning from mistakes, and taking ownership of their growth.

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.