



Rayleigh Elementary School

Annual School Learning Plan 2025-2026



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 235 students. We have 10 classroom teachers, two prep teachers and one Learning Assistance Resource Teacher (LART). Our student population is fairly diverse and includes about 9% of the student population which receives Inclusive Education support and about 16% 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:

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

Our Primary Reading Assessment (PRA) results from June 2025 show that over 83% of our Primary Students are reading at a Proficient or Extending level. The most room for growth is with our Grade 2 cohort of students.

Our Non Fiction Reading Assessment results (Gr 4-7) from Fall 2025 show that our Intermediate students achieve on or above district averages in the majority of areas. The most room for growth is with our Grade 4 cohort of students. Based on teacher observations and ongoing NFRA results, we noticed that many of our students struggle to be Proficient or Extending in their Inferencing and Critical Analysis skills.

Starting in June 2025, our Intermediate Teachers (Grade 4-7) started comparing our Fall NFRA to our Spring NFRA results related to Inference and Critical Analysis skills. We intend to track these results over time while using targeted interventions in our classrooms to address these areas.

	NFRA Inference Skills (Proficient or Extending)	NFRA Critical Analysis Skills (Proficient or Extending)
September 2024	36%	20%
June 2025	47%	34%

Our school celebrated the gains that have been made during the 2024/2025 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 and reading fluency 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.

SCHOOL GOAL:

Literacy: Each learner will demonstrate a year's worth of growth in Literacy.

AREAS TO CELEBRATE:

- Primary Reading Assessment (PRA) scores - Over 83% of our Primary Students are Proficient or Extending.
- Grade 7 FSA Reading & Writing scores are well above Provincial & District averages.
- Grades 4-7 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 for critical analysis and inferencing skills.

OBJECTIVES:

- 1) Primary students will improve their ability to decode words and read fluently with more than 85% as Proficient or above readers (measured through Spring PRA).
- 2) Intermediate students will demonstrate deeper comprehension, specifically related to synthesis of information for critical analysis and inferencing with more than 50% as Proficient or above readers (measured through Spring NFRA).

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
- Systematic Phonics Instruction in each Primary classroom
 - Jolly Phonics to teach a comprehensive phonics program
 - UFLI Program used for Grade 2-3 students
 - Companion Phonics
- Choral reading: The teacher and class read aloud text together
- Daily 5

- PRA assessments in the Fall, Winter & Spring
- Kindergarten Survey
- Maximize reading opportunities (home reading, buddy reading, etc.)

Objective 2 Strategies & Assessment Tools:

- Explicitly teach literary devices (including 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 (Gear Picks)
- Performance Standards rubrics in reading and writing
- NFRA assessments in the Fall and Spring used to assess and guide instruction. Spring NFRA results will be used to gauge progress in comparison with the Fall NFRA results.

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 Indigenous Education Worker
- Regularly engage with the Indigenous Family Counselor to ensure that Indigenous students and families are receiving support as requested.
- Indigenous 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.
- Come Read With Me Mentorship Program for students who need additional practice with reading development.

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 2025/2026 School Learning Plan goals will be shared in the September 2025 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 2025. 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 belonging has been an ongoing focus for our school over the past two years. 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, there was room identified for improvement. We have a solid baseline to work from moving forward. Our SEL work around emotional wellbeing and emotional intelligence will guide our interventions.

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

SCHOOL GOAL:

Students at Rayleigh Elementary will feel a strong sense of belonging.

AREAS TO CELEBRATE:

The Student Learning Survey results show that our Grade 4 students' sense of belonging is up 3% on our three year average. Students feeling safe attending school is up 6% on our three year average. Students feeling like they have adults at the school who care for them is up 8% on our three year average.

AREAS TO GROW:

- Room to continue growing in a sense of belonging
- Focus on building emotional intelligence and language skills
- Diverse students are struggling to build connections and friendships

OBJECTIVE:

Staff will teach specific SEL skills and guide students to create connections within the school community.

SCHOOL STRATEGIES:

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

- SEL Committee that regularly meets to discuss ways to further grow student and staff learning around this topic. Posters will be put up that identify “Our Values” as a school in order to make this learning visible around the school and in classrooms.
- Articles in school newsletters that alternate between an SEL and Literacy focus
- School-wide use of the SEL resource, Open Parachute
- Regularly revisiting this work through collaboration times
- Daily students announcements with a Virtues focus
- Student Advisory Council (SAC) - monthly meetings and school spirit events.
- Ongoing teaching of Indigenous content by District Resource Teachers and Classroom Teachers that provides 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 Suwentwecw, Sports Teams, Jump Rope for Heart, PAC Dances, etc.
- Clear communication and ongoing teaching of school-wide expected behaviours
- Mood Meters in every classroom for common language development.
- The Roots of Empathy program runs in two classrooms throughout the school year. One Primary and one Intermediate classroom.
- Outdoor equipment for recess and lunch to help students engage with each other
- Lunch activities - SAC run activities, Leadership role for older students, crib club, drama club, chess club, choir, etc
- Helping students to connect outside of the classroom by building a family connections list (contact info for families that consent) that is sent home to families at the beginning of the school year to encourage outside of school connections between students.
- Classrooms are creative in how students are being mixed. Seating plans, partner changes, watching for student connections in subtle ways
- Big Buddy class activities
- Similar age collaboration, field trips, afternoon activities together

Professional Development Strategies:

- 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

Information on the School Learning Plan goals for 2025/2026 will be shared in the September 2025 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 2025. 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 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.

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.

Guest Artist Performances that align with students creating connections with each other and SEL skills 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.

STREET DATA STRATEGY:

Our Equity-Centred Inquiry Question:

- How is the culture of our school experienced by students who struggle to make friends?

The cohort of learners (at the margins) that our staff are prioritizing:

- We noticed that students who display signs of neurodiversity, especially in more subtle ways and as they get into older grades, struggle to develop friendships with peers.

Actions taken by our staff to understand these learners' school experience:

- Using an Equity Surveying process, we had Grade 3-7 students, staff members and families complete a Five Question Equity Survey. In staff meetings, we analyzed the results and brainstormed ideas on how to address the concerns that were raised in the survey responses.
- Our Inclusive Education Team (LART, CEAs & Principal) spent time watching students with IEPs to identify common traits. These were discussed in CEAs meetings and documentation was shared with the rest of the staff in the IEP Evidence Tracking process.

We have used (and are planning to use) this information to create positive change by:

Classrooms	School-Wide
Helping students to connect outside of the classroom by having an optional family connections list (built with family consent) that is sent home to families at the beginning of the school year so students can connect outside of school. Use creativity in how students are being mixed. Seating plans, partner changes, watching for student connections in subtle ways. Holding class meetings and intentional SEL lessons to teach how to initiate, respond and resolve conflicts in friendships. Open Parachute program taught throughout the school. Making time for Big Buddy classes. Similar age collaboration, field trips, afternoon activities together, etc.	Provide outdoor equipment for recess and lunch to help students engage with each other that is both active (soccer balls, etc.) and passive (Jumbo Connect 4, etc.). Lunch activities - Student Advisory Council run activities, crib club, drama club, chess club, choir, basketball drop-in, etc. SEL Committee - family grouping activities, ongoing engagement with Mood Meters and Open Parachute Program throughout the school. Virtue of the Month - daily announcements by students after lunch, independent projects in classes, Family Grouping with a Virtue focus, etc.

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.