



Rayleigh Elementary School

Annual School Learning Plan

2026-2027



Revised September 9, 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 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

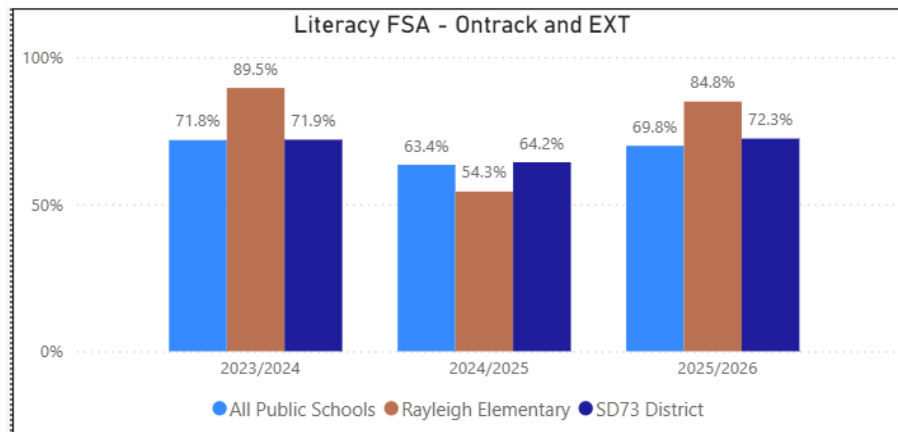
To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

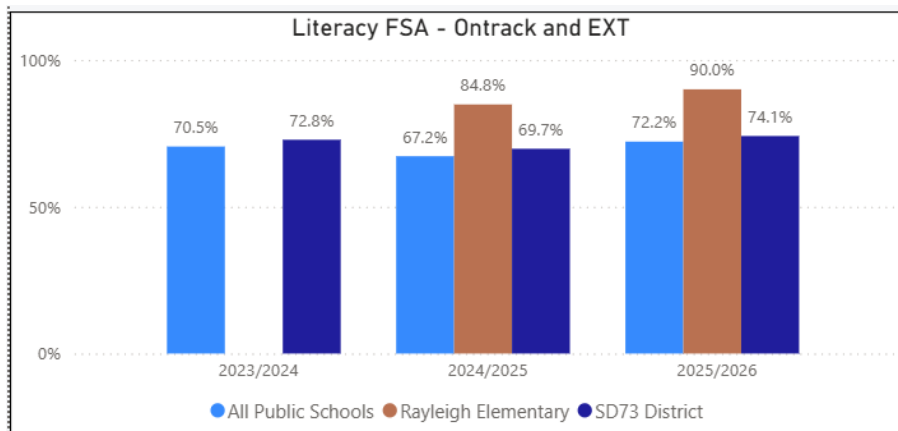
DISTRICT OUTCOME: Students will meet or exceed Literacy/Numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: Grade 4 & Grade 7 FSA data shows that our school is regularly above the Provincial and District Average when it comes to results for Literacy.

Rayleigh
Gr 4 FSA
Literacy



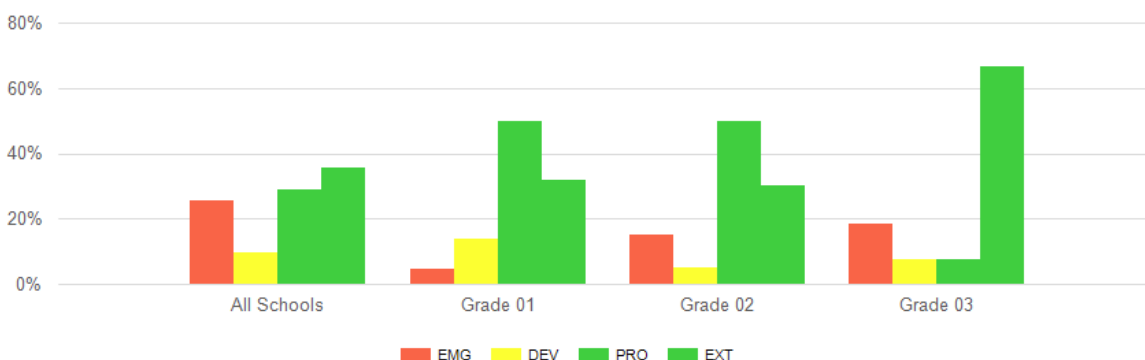
Rayleigh
Gr 7 FSA
Literacy



Our Primary Reading Assessment (PRA) results from June 2026 show that our students are achieving at a high level in Grades 1-3.

Grade	% Proficient or Extending	Key Observation
Grade 1	82%	Highest achievement across primary grades
Grade 2	80%	Strong performance
Grade 3	74%	67% of students are Extending, lowest of the three grades due to Emerging category

Primary Reading Assessment - PRA Spring (Post)



During Intermediate Collaboration times, our Intermediate Teachers recognized a collective concern about our Gr 4-7 students writing abilities. In May 2026, our Intermediate teachers worked with all of our Gr 4-7 students to complete a baseline writing activity and used the BC Performance Standards to assess the writing. We noticed that a number of students struggle with creating writing that includes clear style and proper form. In Written Learning Updates during 2025/2026, particularly Gr 3 & 4 teachers identified that early Intermediate students particularly struggled in the area of writing.

For 2026/2027, Gr 4-7 students will receive targeted classroom instruction around how to properly structure their work to create the most effective writing. Gr 4-7 Writing Check-Ins will be completed in September 2026 and May 2027 to see if our interventions are having the intended impact. The results will be consolidated in the table below and used to track progress.

Percentage of Students Proficient or Extending in the area of Style & Form for Writing

Writing Check-Ins	Gr 4 Form	Gr 4 Style	Gr 5 Form	Gr 5 Style	Gr 6 Form	Gr 6 Style	Gr 7 Form	Gr 7 Style
September 2026								
May 2027								

Our school celebrated the gains that have been made during the 2025/2026 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 style and form writing skills 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.

School Goal:

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

AREAS TO CELEBRATE:

- Primary Reading Assessment (PRA) scores - Over 80% of the Gr 1 & 2 students are Proficient or Extending in their reading.
- Gr 3 PRAs - 67% of students are Extending in their reading.
- Grade 4 & 7 FSA Reading & Writing scores are well above Provincial & 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 writing with clear style (clarity, variety & impact of language) and form (organization, transitions & connecting words).

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 strong skills in the area of structuring their writing using clear style and form with more than 70% as

Proficient or Extending writers in this area (measured through the May 2027 Writing Check-In - BC Performance Standards).

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
- DIBELS Universal Screener - K-3
- Maximize reading opportunities (home reading, buddy reading, etc.)

Objective 2 Strategies & Assessment Tools:

- Every Intermediate Classroom has *Powerful Writing Structures* by Adrienne Gear to teach writing strategies across grade levels to develop common language
- In grade 4-7 teaching will focus on form (opening, organization, sequence & conclusion) and style (clarity, variety & impact of language)
- Collaboration times for marking together for growth and areas to focus
- Anonymous classroom writing for marking together
- Showing exemplars of grade appropriate writing
- Look for ways to use TOC time to co-teach in the areas of form & style
- BC Performance Standards rubrics for Writing
- School-based tracking of Writing Check-Ins for formative and summative purposes

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 2026/2027 School Learning Plan goals will be shared in the September 2026 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 2026. 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 three years. We identified that although our students predominantly share positive responses around feeling a sense of belonging and connectedness, we have observed students who are struggling to connect. We created a school-based SEL survey (Rams Survey) that we are planning to use three times a year to check in with Gr 2-7 students. We completed an initial trial of the Rams Survey in May 2026 to create a baseline for our data in this area. Our SEL work around emotional wellbeing and emotional intelligence will guide our interventions.

May 2026 Rams Survey Results

Survey Questions	Student Responses
How many adults at our school can you name that care about you?	86% of students can name at least 2 adults at the school that care about them.
Do you feel like you belong (feel included, accepted & connected) at our school?	70% of students shared that they feel like they belong All or Most of the time
When you have big feelings and are upset, how often are you able to use tools (Open Parachute, Mood Meters, Breathing strategies, etc.) that you have been taught to manage them and calm yourself?	52% of students are able to use taught strategies All or Most of the time

School Goal:

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

AREAS TO CELEBRATE:

- A high number of students are feeling cared for by adults in the school.
- Over half of our students are able to regularly use SEL strategies that they have been taught to self regulate in times of challenge.

AREAS TO GROW:

- Room to continue growing in a sense of belonging
- Focus on building emotional intelligence and language skills that are taught in a way that students will use them when the need arises
- We continue to observe that 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 meets regularly to discuss ways to further grow student and staff learning around this topic. Posters are 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 Suwewtwew, 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 2026/2027 will be shared in the September 2026 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 2026. 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 data from our Rams survey, we identified the students who are telling us they feel socially disconnected and struggling with building adult connections. 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 and brainstorm ways to support growth for individual students.

We have used 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.	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.).
Use creativity in how students are being mixed. Seating plans, partner changes, watching for student connections in subtle ways.	Lunch activities - Student Advisory Council run activities, crib club, drama club, chess club, choir, basketball drop-in, etc.
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.	SEL Committee - ongoing engagement with Mood Meters and Open Parachute Program throughout the school.
Making time for Big Buddy classes. Similar age collaboration, field trips, afternoon activities together, etc.	Virtue of the Month - daily announcements by students after lunch, independent projects in classes, 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.