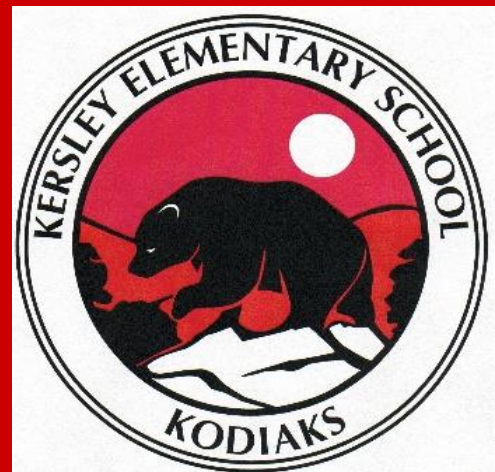


Kersley Elementary

School Improvement Plan
for Student Success
2019 - 2021



December 6, 2019
School District #28 Quesnel



Welcome to Kersley Elementary School!

Kersley Elementary is a small, rural school located just 12 kilometers south of the City of Quesnel. The school was built in 1953, and many of our current students have parents who once attended at Kersley! This long tradition has supported an environment where families are involved and students are kind, helpful and genuinely enjoy each other's company both at school and within the community. At Kersley Elementary School, students demonstrate responsibility and contribute to the creation of a supportive learning environment for all, and the committed staff works hard to ensure that all students feel safe, cared for, and capable of achieving their goals!



Our District Vision

All students in the Quesnel School District will grow and learn; the success of our students is at the core of all our decisions and actions. Collaboration and evidence based conversations will inform our work in assessment, instruction, and intervention so that all students will experience academic, social and emotional growth, and ultimately, their transition into adulthood is nurtured. Our advocacy on behalf of each student will make School District #28 a district where engaged students become critical thinkers and responsible citizens.



Our School Mission

Kersley is a community-minded school that strives to develop and celebrate the knowledge, skills, attitudes, and character students will need for the future.

Our Core Values

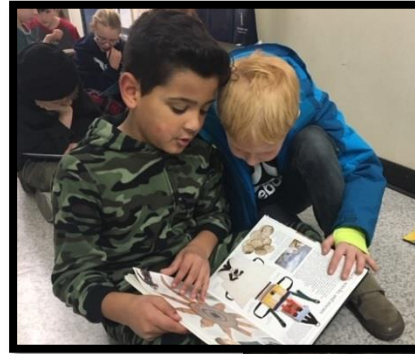
On June 3, 2019, the Kersley staff met to consider and discuss our Core Values, the School Mission and the District Vision. Our goal was to begin to draft a list of what we value most about Kersley Elementary School. Throughout the following fall, both students and their families were invited to provide feedback and share what they value about Kersley. This collaborative journey culminated in the following statements that guide our practice each and every day:

- We value learning in and with our local community.
- We value respectful communication.
- We value relationships between students, family members, staff, and our community partners.
- We value fostering a space where individuality and risk-taking are honoured and encouraged.
- We value the environment and the learning opportunities it provides.
- We value a collaborative learning community.



Our Traditions

- PAC Welcome Barbeque
- Corn Maze Visit
- Reading Buddies
- Sandbagging Fundraiser (Division 3)
- KODIAKS Monthly Assemblies
- Read-O-Rama
- Dunrovin Seniors' Lunch (Division 3)
- Deck the Halls
- Skating at the Community Arena
- Winter Concert at Kersley Hall
- Spring Tea at Kersley Hall
- Fun Sports Day
- Celebration of Learning
- PAC Pancake Breakfast and Year-End Slideshow
- Special Days
 - Terry Fox Run
 - Orange Shirt Day
 - Remembrance Day
 - Pink Shirt Day
 - Earth Day
 - Indigenous Day
- Sporting Events
 - Volleyball
 - Basketball
 - Cross Country Running
 - Cross Country Skiing
 - Track and Field



School Plan for Student Success (Fall 2019 - June 2021)

What do we know about the needs of our students?

MyEd Summative Report Data (June 2017, 2018, 2019)

Achievement Data	English Language Arts (ELA)			Mathematics		
	June 2017	June 2018	June 2019	June 2017	June 2018	June 2019
K-3 students meeting expectations	63%	40%	61%	74%	40%	79%
Indigenous student breakout	58%	38%	42%	67%	23%	69%
Grade 4-7 students meeting expectations	96%	91%	86%	92%	94%	89%
Indigenous student breakout	90%	75%	75%	90%	85%	83%

* This achievement data suggests that current interventions have supported an improvement in academic achievement, in the areas of ELA and Mathematics, by the time students reach the intermediate grades.

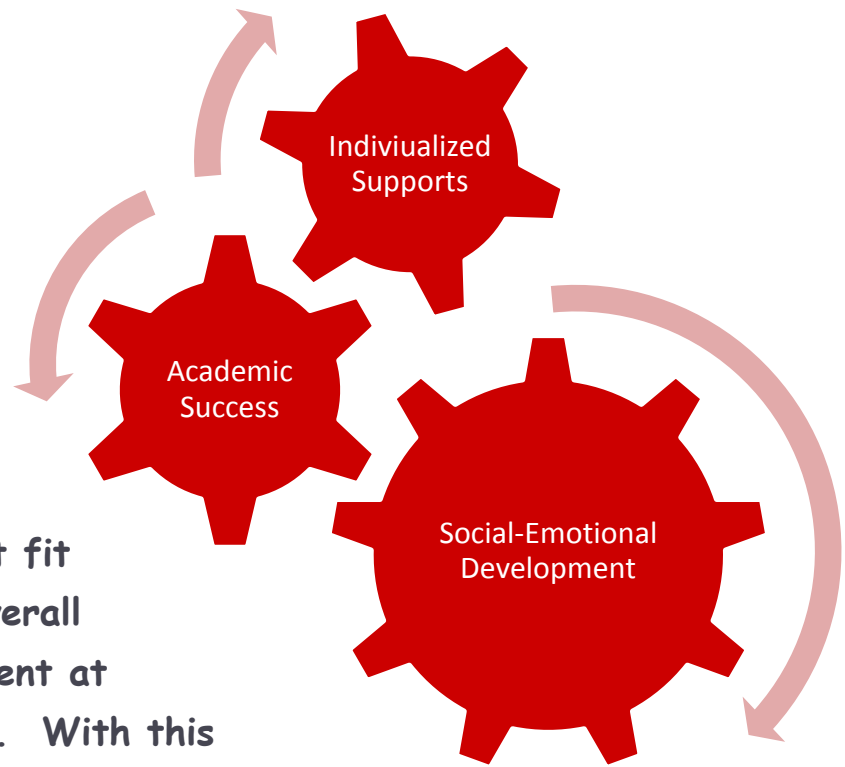
* The percentage of our indigenous students that are meeting expectations in both ELA and Mathematics continues to be lower than the average for our overall school population.

Restorative Practise Incident Reports (November 2018 – June 2019)

Classrooms	Number of incidents requiring a restorative response (staff supported):							
	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Division 1	5	0	4	6	0	0	1	1
Division 2	1	1	3	0	1	0	2	0
Division 3	5	5	6	7	3	2	1	0
Total School	11	6	13	13	4	2	4	1

* There was an overall decrease in the number of documented incidences over the course of the school year.

What goals do we have to further support academic success and social emotional development?



As a learning community, we recognize that the goals we set must fit together to support the overall achievement of every student at Kersley Elementary School. With this in mind, the staff has developed the following three goals:

- 1) Our learners will be able to identify and communicate how they and others are feeling and practise strategies that support self-regulation and healthy decision making.
- 2) Our learners will demonstrate increased academic growth in the areas of literacy and numeracy.
- 3) Our indigenous learners will receive additional supports, with both a social emotional and an academic focus, that are needed in order to increase their academic achievement to a level comparable to the overall school population.

What strategies and resources will we use to work towards our goals, and what data will we analyze to determine if what we are doing is working for our students?

Goal 1: Our learners will be able to identify and communicate how they and others are feeling and practise strategies that support self-regulation and healthy decision making.

Strategies and Resources:

- We help students learn how to read facial expressions and recognize a broad range of emotions. We support them to use this growing knowledge to more accurately describe their own feelings as well as interpret those of others.

Resource: Zones of Regulation

- We teach and practise mindfulness and self-regulation strategies with our students.

Resources: MindUP, Zones of Regulation

- We teach students about different communication styles and help them practice being assertive instead of passive or aggressive.

Resources: Second Step, ERASE Bullying

- We help students gain a better understanding of the impact their choices have on themselves and others.

Resources: Restorative Chats, Individualized Behaviour Support Plans

- We teach lessons on how to make friends, manage emotions, solve problems, and deal with peer pressure.

Resources: Second Step, WITS

- In addition, our school-based counsellor provides whole class, small group, and one-on-one support as needed.

Resources include: GoZen, SuperFlex, EASE

Data Collection (Student Support Documentation):

- 1) Restorative Incident Reports (all staff)
- 2) Principal Support Forms (principal)
- 3) Behaviour Incident Reports (supervisors)

Goal 2: Our learners will demonstrate increased academic growth in the areas of literacy and numeracy.

Strategies and Resources:

- Teachers use differentiation strategies for English Language Arts (e.g. Daily 5, Guided Reading) and Mathematics (e.g. Daily 3, Mathletics) to meet the needs of all students in their multi-age classrooms and to allow for small group instruction on a regular basis.
- Early literacy is supported with resources such as Project Read (phonological awareness and alphabet principle), Guided Reading, Learning Centres, RazKids, Reading A-Z; and intermediate literacy is supported with resources such as Reading Power, Developing Writer, Middle School Spelling, and the exploration of various genres (e.g. poetry, non-fiction). Read-Alouds are valued and incorporated into daily instruction in all classrooms.
- Students who qualify for Early Literacy Support receive small group instruction 4 times per week.
- Students who qualify for Learning Assistance receive small group or individual instruction up to 3 times per week.
- Teachers support students to develop personal goals and track and reflect upon their own progress.
- Inquiry-based learning is taught and practised, which allows students to explore areas of personal interest while developing their academic skills and strategies in various subject areas.
- Students participate in shared learning opportunities, such as buddy reading and peer coaching.
- Various adaptations are available to all students at the classroom level, such as alternative seating options, noise cancelling headphones, graphic organizers and visual schedules.

Data Collection:

- 1) MyEd Summative Report Data - English Language Arts and Mathematics
- 2) PM Benchmarks (Literacy Data)

Goal 3: Our indigenous learners will receive additional supports, with both a social emotional and an academic focus, that are needed in order to increase their academic achievement to a level comparable to the overall school population.

Criteria: Indigenous students, not yet meeting expectations in the area of literacy, will receive the following additional supports:

Strategies and Resources:

- Students have been invited to participate in a morning check-in group 2-3 days per week, supported by the Principal and Indigenous Education Support (IES) staff.
 - Students share breakfast and participate in a variety of hands-on activities upon arrival.
 - Once everyone has arrived and has had time to connect, students gather in a circle facilitated by the IES and/or Principal.
 - The First Peoples Principles of Learning are honoured.
 - Students are supported to discuss how they are feeling based on the teachings of the medicine wheel.
 - Carrier words are taught and practised.
- When the circle check-in is complete, students are supported to transition back to their classrooms.
- Students receive academic support from the IES 2 days per week, as prepared and monitored by the classroom teachers.
- Participating students completed a Student Satisfaction Survey in November 2019 and will complete a follow up Survey in June 2020.

Data Collection:

- 1) MyEd Summative Report - English Language Arts and Mathematics
- 2) PM Benchmarks (Literacy)
- 3) Student Support Documentation
- 4) Student Satisfaction Survey

KERSLEY ELEMENTARY

Kersley Community

Outdoor Learning and Connections

Deep Learning

I can!

Appreciate Ourselves and Others

Keep up the Challenge

Strength of Mind, Body, and Heart



Thank you for sharing in our stories, successes, and learning journey!

