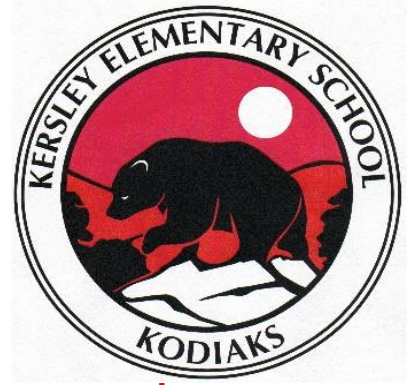
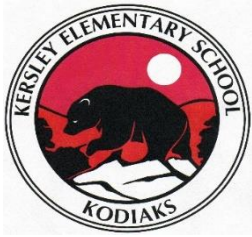


Kersley Elementary

Plan for Student Success
2022-2023





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

- 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.



These core values are embedded in our KODIAKS program that guides our expectations and behaviour at Kersley Elementary. Students are recognized for demonstrating these values by staff members, on daily announcements and at monthly assemblies! KODIAKS stands for:

Kersley Community

Outdoor Learning and Connections

Deep Learning

I can!

Appreciate Ourselves and Others

Keep up the Challenge

Strength of Mind, Body, and Heart



Our Traditions

Kerlsey Elementary School has a variety of traditions and learning activities to help build our class and school community.

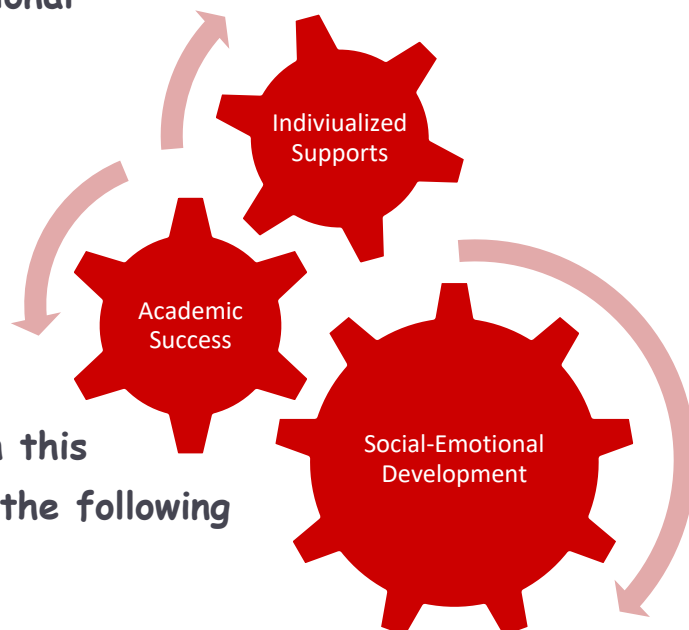
<ul style="list-style-type: none"> • Reading Buddies • Student Jobs • KODIAK Spirit Teams • Weekly team meetings and events • Monthly KODIAKS Spirit Events • Winter Concert • Celebration of Learning • Salmon in the Classroom • Fostering Literacy with Quesnel Literacy • Clubs 	<ul style="list-style-type: none"> • After School Sports and Arts Initiative • Special Days - Terry Fox Run, Orange Shirt Day, National Day of Truth and Reconciliation, Remembrance Day, Pink Shirt Day, Earth Day, Indigenous People's Day • Field Trips • PAC events
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School Plan for Student Success (Fall 2020 - June 2023)

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.



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

When students have a sense of belonging and connection to their school they have a higher rate of success in their learning than those without. Last year we completed a belonging survey to assess how we are doing at Kersley Elementary. We discovered while many of our primary students feel a sense of belonging and connection always or most of the time, our intermediate students show a decline in this area. The graph below shows the data from last year.

Belonging and Self-Regulation	October 2021 Sense of Belonging and Connection to school	May 2022 Sense of Belonging and Connection to school	October 2021 Self-Regulation (long and short term)	May 2022 Self-Regulation (long and short term)
Primary (K-3)	86	91	75	71
Intermediate (4-7)	65	66	78	84

Percentage of students responding "Always" or "Most of the time"

Caring & Trusting Adults	October 2021	May 2022
Primary (K-3)	92	100
Intermediate (4-7)	89	83

Percentage of students responding that there are 3 or more adults who they trust who care about them.



Strategies and Resources:

- Using Second Step we teach and practice empathy, emotion management and problem solving:
 - Students learn how to read facial expressions and recognize a broad range of emotions.
 - Students learn about different communication styles and help them practice being assertive instead of passive or aggressive.
 - We help students gain a better understanding of the impact their choices have on themselves and others.
- Kersley KODIAKS is a way to promote positive behaviour through daily acknowledgment of students who demonstrate the guiding principles of the KODIAKS.
- Kersley KODIAKS, Successful Learner Traits and Second Step will provide a common language for students and teachers to focus on positive behaviour, self-regulation and build a stronger sense of belonging.
- Multi-age groupings will be used to create leadership, belonging and team spirit through a variety of celebrations and activities throughout the school year.
- In addition, our counsellor provides whole class, small group, and one-on-one support as needed.
- Resources include: GoZen, EASE, Restorative Chats, Individualized Behaviour Support Plans, Co-Regulation curves, Incentive plans

Data Collection

- 1) Student Learning Surveys
- 2) Restorative Incident Reports (all staff)
- 3) School Belonging Survey (all students)
- 4) MDI



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

MyEd Summative Report Data (2020, 2021, 2022)

Achievement Data	English Language Arts (ELA)					Mathematics				
	June 2020	June 2021	June 2022			June 2020	June 2021	June 2022		
K-3 students	66%	58%	75%			71%	83%	85%		
Grade 4-7	69%	89%	86%			84%	89%	74%		

Percentage of students demonstrating developing, proficient or extending grade level numeracy skills based on MyEd data.

Reading Levels	All Students
Primary (1-3)	75
Intermediate (4-7)	36

Percentage of students demonstrating a developing or proficient level of reading and fluency and comprehension for their grade level in June 2022.

Foundation Skills Assessment Results

The results from the 2021-2022 school are masked due to small population of students in grade 4 and 7.

We analyze student achievement data and look specifically at the Achievement of Children and Youth in Care, Indigenous Students and Children with Diverse Abilities more carefully as per the Ministry of Education and Childcare - Framework for Enhancing Student Learning. The breakout data for the entire District is available at www.sd28.bc.ca



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 Guided Reading, Learning Centres, Reading Buddies, RazKids, Reading A-Z; and intermediate literacy is supported with resources such as Reading Power, Spelling (Building the Basics), 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.
- School-wide Write to develop writing skills.
- 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) and Fountas and Pinnell for intermediate students.
- 3) FSAs - Foundation Skills Assessments in literacy and numeracy for grade 4 and 7 students.



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.

Strategies and Resources:

- Indigenous ways of knowing and principles of learning are embedded in all subject areas.
- Carrier language is included in daily morning announcements and school newsletters and on bulletin boards.
- Students receive academic support from the IES 2 days per week, as prepared and monitored by the classroom teachers.
- Students will complete a Student Satisfaction Survey in the fall and spring.
- Reading Club - twice a week at lunch time (January to March)
- Visits from Culture Resource Teacher connected to classroom learning throughout the school year.
- Identify learners who need extra connection and make focused positive connections.

Data Collection:

- 1) MyEd Summative Report - English Language Arts and Mathematics
- 2) PM Benchmarks (Literacy)
- 3) FSAs - Foundation Skills Assessments in literacy and numeracy for grade 4 and 7 students.



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