



Kersley Elementary School Growth Plan

2023-2026

School growth plans are aligned with the District's [Strategic Plan](#) with priority measures represented in the Framework for [Enhancing Student Learning Report](#).

September 2023

School District 28 rests on the traditional lands of the Lhtako Dene.



SCHOOL INFORMATION

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!

OUR SCHOOL



Kersley Elementary is a small, rural school of approximately 56 students and 18 staff. We are located just 12 kilometers south of the City of Quesnel. Our school is unique because of the many community orientated and outdoor opportunities just beyond our doors. Kersley Elementary was built in 1953, and many of our current students have parents who once attended school 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. The committed staff works hard to ensure that all students feel safe, cared for, and capable of achieving their goals! Kersley is a community-minded school that strives to develop and celebrate the knowledge, skills, attitudes, and character that students will need for the future.

Kersley Community
Outdoor Learning and Connections
Deep Learning
I can!
Appreciate Ourselves and Others
Kee up the Challenge
Strength of Mind, Body, and Heart



SUPPORTIVE SPACES

SUPPORTIVE SPACES

At Kersley, 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.

RATIONALE

We believe that inclusive and caring schools are fundamental to a thriving community. True inclusion ensures students and staff see themselves represented at Kersley Elementary. It is important that students feel as though they belong in their learning space, are connected to the other members of the school community, and are able to access the curriculum they are engaging with. We believe that greater engagement in learning activities will enhance overall student achievement.

ACTIONS / STRATEGIES

Multi-age groupings will be used to create leadership, belonging, and team spirit through a variety of celebrations and activities throughout the year. Activities include regular team meetings, school wide walks, healthy buddies, and reading buddies.

Using the Second Step program we teach and practice empathy, emotion management and problem solving. Students will learn how to read facial expressions and recognize a broad range of emotions. By learning about different communication styles, this will help them to practice being assertive and advocating for their social, emotional, and learning needs. Learning to work collaboratively and co-operatively through conflict allows students to become more successful with their relationships and learning when the mind and body are regulated.

Kersley KODIAKS recognition is a way to promote positive behaviour through daily acknowledgment of students who demonstrate the guiding principles of the KODIAKS.

MEASURES

A school-based Belonging Survey is conducted twice a year which allows us to analyze our school, class, and individual students' strengths and needs. Restorative practices are used as a way to create and maintain positive relationships. Staff model ways to build peer relationships and repair harm through perspective taking and the use of "I" statements. Student recognition through KODIAKS awards supports SEL skill development.

DATA

Belonging and Self-Regulation	October 2021	May 2022	October 2022	May 2023	October 2021	May 2022	October 2022	May 2023
Sense of Belonging and Connection to school					Self-Regulation (long and short term)			
Primary (K-3) %	86	91	89	84	75	71	85	73
Intermediate (4-7) %	65	66	72	63	78	84	86	74

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

Caring & Trusting Adults	October 2021	May 2022	October 2022	May 2023
Primary (K-3)	92	100	100	100
Intermediate (4-7)	89	83	95	91

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



EQUITY & ENGAGEMENT – LITERACY

At Kersley, our students will demonstrate increased academic growth in Literacy.

RATIONALE

Language, story and text are a source of creativity and joy. Developing and using language helps students to understand themselves and make connections to others, and to the world. As we purposefully prepare our learners for a world that we do not yet know, the focus on intellectual, human and social, and career development is integral. We will provide meaningful learning opportunities for all students to achieve their literacy goals.

ACTIONS / STRATEGIES

To support students in attaining the skills to be successful, we use culturally relevant and diverse teaching strategies. We are focusing on students who are reading below grade level and provide Tier 1, 2 and 3 interventions through Early Literacy and Learning Assistance support. Daily 5 exploration and other classroom programs also support our students. Additional literacy support is provided to Indigenous students in order for all student to be reading at grade level. To further support and encourage reading, Kersley students engage in whole school activities such as reading buddies and events, home reading programs, Reading Club, and access online resources such as RAZ Kids and Epic Books.

MEASURES

We are aware of our student’s Literacy levels through formative and summative assessments throughout the year. This includes PM Benchmarks, Fontas and Pinnell, anecdotal records, DRA and FSAs. We will look for improvements through these assessment tools to indicate progress in Literacy. Improving the inventory of our library and early literacy resources will be made a priority in supporting these goals.

DATA

Reading Levels	June 2022	June 2023
Primary (1-3)	75%	50%
Intermediate (4-7)	36%	57%

Percentage of students demonstrating a developing, proficient or extending level of reading and fluency and comprehension for their grade level.

Foundation Skills Assessment Results

The results from the 2022-2023 school year 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



EQUITY & ENGAGEMENT – NUMERACY

At Kersley, our students will demonstrate increased academic growth in Numeracy and comprehension of mathematics as an integral aspect of daily life.

RATIONALE

Mathematics is essential for problem solving and is an integral aspect of daily life. We are preparing learners for a world that we do not yet know. With a focus on intellectual, human, social, and career development we will provide meaningful learning opportunities for all students to achieve their goals. Instructional flexibility allows for rich and encouraging learning experiences. Numbers are a language, just like drawing and words. Learning opportunities are provided to allow students to use numbers to help tell the story of what we experience. The indigenization of the Numeracy education we provide plays in the 94 Calls to Action in moving us forward to Truth and Reconciliation.

ACTIONS / STRATEGIES

We will continue to develop mathematical thinking and communication through the teachings of number sense, computational fluency, patterning, geometry and measurement, and data and probability. By providing opportunities to make connections to mathematics through problem solving and real-life applications, student will make sense of the world around them. Comprehensive and consistent numeracy assessment practices will be used to guide planning and deepen understanding. Strengthening learning resources and professional learning for numeracy curricular competencies and learning pathways will assist in establishing a strong mathematical foundation. The enjoyment of math is important as we embed teachings into projects and passions with a hands-on experiential learning approach.

MEASURES

We are exploring quality math assessment tools in order for students to clearly demonstrate and communicate their mathematical growth and understandings. (e.g. PRIME, SNAP)

There is a focus to strengthen support for Numeracy Curriculum, Assessment, and Reporting across the district. The Quesnel School District is actively supporting our educators to become familiar with numeracy assessment and communicating student learning.

DATA

Numeracy Levels	June 2022	June 2023
Primary (1-3)	85%	85%
Intermediate (4-7)	74%	53%

Percentage of students demonstrating a developing, proficient or extending level of numeracy skills for their grade level.

We endeavor to support students in continuing their Numeracy journey through the backdrop of the global pandemic. This will require relevant Numeracy supports designed to help students make meaning of today's world and their daily life.



SUPPORTIVE SPACES

CULTURAL COLLABORATION

At Kersley, our students will continue to engage in cultural experiences with local Indigenous communities to build a learning environment free from racism and discrimination.

RATIONALE

While the results for Indigenous students continue to improve, gaps still exist between Non-Indigenous and Indigenous students. The results, together with the feedback from community consultation, highlight the need for the district to address these inequities of outcomes. By partnering with Indigenous communities, we create safe and culturally responsive learning environments for the students free from racism and discrimination.

Goal Reference: Truth & Reconciliation Commission's (TRC) Calls to Action – "63. iii. Building student capacity for intercultural understanding, empathy, and mutual respect."

ACTIONS / STRATEGIES

Indigenous ways of knowing and the First Peoples Principles of Learning are embedded in all subject areas. Students participate in Dakelh language lessons and learned vocabulary is included in daily morning announcements, newsletters and bulletin boards. Meaningful school-wide engagement is achieved through multi-age spirit teams, sharing circles, talking sticks, and weekly gratitude, supported by our Indigenous Education Support Worker. Our IESW also provides academic support 2 days per week which is connected to classroom learning and provide cultural experiences. Local Knowledge Keepers provide our students learning opportunities such as Lahal, jigging, dancing, beading, oral storytelling, arts and crafts, and lessons on land, animals, and stewardship.

MEASURES

Visual presence, restorative practices, observations and anecdotal measures will all be used as we look for evidence of tolerance and diversity.

We strive to identify learners who need extra connection and make focused, intentional, and positive connections.

DATA

We will know we have reached our goal through on-going Data Collection using the MyEd Summative Report – English Language Arts and Mathematics, PM Benchmarks (Literacy) and FSAs – Foundation Skills Assessment in Literacy and Numeracy for Grade 4 and 7 students. Success will also be reflected in the Student Learning Surveys, School Belonging Survey and the MDI.

