



Carson Elementary School Growth Plan

2024-2025

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

Sept 2024

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



SCHOOL INFORMATION

In Sept 2023 the Ministry of Education and Childcare announced a replacement Carson Elementary.

We Value...

- Working with our community
- Respectful Communication
- Relationships between our students, families, staff, community partners
- Sense of community and belonging
- Critical thinking skills
- Independence
- Engagement in learning and school environments
- Strength-Based Learning
- Growth mindset
- Competency-based framework

OUR SCHOOL

Carson Elementary School is located in Johnston Subdivision in the city limits of Quesnel, B.C. Enrollment is approximately 112 students from Kindergarten to Grade seven. We have Five classroom teachers, one Learning Assistant/Resource Teacher, a librarian, a music teacher and three support staff.

Carson's staff is dedicated to building and maintaining a strong collaborative and caring culture. Staff work on ongoing professional development and exploration of innovative teaching practices. Carson students participate in the sense of community by being involved in school spirit days, collaborative art displays, assemblies, and school-themed bulletin boards. At Carson, we are proud of our caring, thoughtful learning community.

We are currently in the process of building a new Carson Elementary located in Quesnel that will have a total population size of 350 students. We are committed to transformation and growth for our students, staff, and community. We look forward to the completion of our school and take inspiration from the Talook (Salmon) recognizing the importance of all stages and the potential, connection and importance of all members of our school community.



SUPPORTIVE SPACES

To teach Social-Emotional Learning lessons that will improve the mental health and well-being for our students



RATIONALE

This goal recognizes the need to specifically teach social-emotional learning in order to support students with anxiety, foster resilience, teach skills needed to maintain healthy relationships and to support students in becoming responsible citizens.

ACTIONS / STRATEGIES:

- Second step lessons and whole school learning
- Learner traits
- Foster sense of belonging
- Programs with direct teaching – Go Zen, EASE program, Second Step, Go noodle
- Regulation time throughout the day
- Problem solving approaches
- Breathing techniques
- Self-reflection and journals
- Daily mindful practices.

MEASURES:

- Classroom Scheduled SEL lessons
- Data: MDI and EDI
- Assessment of how students in each class are managing emotions and behavior
- Student surveys (Student learning survey and School developed)

SPEAK TO THE DATA:

The MDI (2019) Well-Being Index indicated that only 10% of students surveyed at Carson Elementary were thriving in their well-being. In 2023 a small group of Grade six who completed the MDI, found that 29% were thriving. This is measured by optimism, happiness, self-esteem, absence of sadness, and general health.

EQUITY & ENGAGEMENT - LITERACY

To improve reading levels and foster an enjoyment of reading



RATIONALE

Supporting students in attaining skills that encourage reading can help to foster a love of reading and increase literacy skills. Reading can be a great source of joy and creativity. Developing language skills can help students make connections with others and the world around them

ACTIONS / STRATEGIES:

- Staff embrace Richard Allington's Six Elements of Effective Reading Instruction
- Daily reading opportunities independently, with a buddy, with parents, volunteers, and during instruction
- Read aloud with a focus on prediction, reflection and connection
- Students recognize they are readers!
- Three tier instruction
- “Words their way” program
- Grade 1 and 2 Literacy intervention
- Global Read Aloud
- Battle of the Books

MEASURES:

-Calculation of success using PM Benchmarks, and Fontus and Pinnell

Primary Data

	2022	2023	2024
Emerging	18%	21%	14%
Developing	5%	4%	14%
Proficient	77%	54%	73%

Intermediate Data

	2022	2023	2024
Emerging	26%	1%	9%
Developing	18%	29%	31%
Proficient	52%	53%	51%
Extending	4%	7%	9%

SPEAK TO THE DATA:

Literacy results show an increase in proficient reading levels. Three Tier instruction, and Grade 1 and 2 literacy support are focused on increasing strategies and literacy skills.

Intermediate data reflect an increase in extending abilities among students and a slight decrease in proficient. There has also been an increase in students with developing abilities. Approaching literacy through daily reading, skills focus and decoding strategies are utilized.

EQUITY & ENGAGEMENT - NUMERACY

To improve Math achievement for all students and to build positive attitudes towards Mathematics



RATIONALE

This goal recognizes the importance of students having strong number sense and fluency with basic facts. Mathematic problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work with authentic situations an approach problem solving in various ways.

ACTIONS / STRATEGIES:

- Integrating math through a variety of subject areas
- Using math games.
- Identification of patterns, number sense and spatial sense.
- Helps to increase ability to work as a team and individually.
- Ongoing commitment to share as professionals
- Using SNAP assessment

MEASURES:

- Anecdotal data; Tracking process
- Self-assessment from students
- Self-reflection
- Goal setting by students
- Classroom observations
- District SNAP Assessment

Numeracy:

Integrating math into daily practice has allowed students to understand and set goals for their development.

Students are able to engage with math in multiple ways, written, problem solving, digital, and applied skills.

CULTURAL COLLABORATION

To use the First Peoples Principles of Learning when planning, and developing our school activities, classroom instruction and teaching the curriculum.



RATIONALE

Carson staff is committed to using the First People's Principles of Learning to guide our school goals and assist in teaching core competencies.

ACTIONS / STRATEGIES:

- Embracing Truth and Reconciliation at a school and district level
- Providing staff with continued Professional development
- Displaying First People posters and content
- Working with Ab Ed on curriculum
- Embedding Indigenous practice, education, and history into curriculum and practice

MEASURES:

- Observations of First Peoples Principles of Learning ideas in the classroom
- Embracing Truth and Reconciliation and Indigenous principles during new school build
- Experiential learning and inquiry for Indigenous plant garden
- Improved knowledge of FPPL learning by students

How do we keep this at the heart of our school:

- Keeping Truth and Reconciliation, and the FPPL at the heart of our school community throughout our new build process
- Students are able to verbalize and internalize the FPPL
- Participation in Orange shirt day.
- Embracing Truth and Reconciliation year-round.
- Clayton Gauthier First peoples art project. (the life cycle of the Salmon.)