



**ROCKY
MOUNTAIN**

School District #6



NICHOLSON ELEMENTARY SCHOOL SUCCESS PLAN

September 10, 2021



PRINCIPAL MESSAGE

In September 2020, the school staff started the year wondering if we would see through assessment and observation a gap in students learning due to the pandemic and students not attending school for the last three months of the 2020 school year. We used the PM/F&P Reading Assessment, the District Wide Write and the Student Numeracy Assessment (SNAP) in the Fall of 2020 to start to understand the impacts of the pandemic. We used this information at the beginning of January as well as Report Card marks to create plans to support students that were struggling in Literacy or Numeracy. The grade 4 and 7's also took part in the Foundational Skills Assessment in February 2021. In April, we used the FSA and Report Card marks to again plan supports for students for the Third Term. In May, the students were assessed using the PM/F&P Reading Assessment, the District Wide Write and the Student Numeracy Assessment (SNAP) to determine the gains that they had made over the year. At the beginning of June, all of this information was then used by the staff to determine our goals for the 2021-2022 school year. By looking at the data, we determined that we should develop a goal in the area of improving reading success for all students as well as a goal focused on improving numeracy success. We also feel that we should focus on increasing a sense of belonging for our students as we are still noticing the need to continually reconnect with students and families due to the isolating nature of the pandemic.



We acknowledge with gratitude that this beautiful place where we reside is on the unceded, shared territory of the Secwepemc and the Ktunaxa Nations and the home of the Metis Nation Columbia River Society.





SCHOOL DEMOGRAPHICS

Nicholson Elementary School

NUMBER OF STAFF

7 TEACHERS
4 SUPPORT STAFF
4 ITINERANT STAFF
1 ADMINISTRATOR

NUMBER OF STUDENTS

102

GRADE CONFIGURATIONS

K-7



MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.





VISION

Opportunity, equity,
and success for ALL learners



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being.



Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



Integrity

We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.



Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.

STRATEGIC PRIORITY ONE

Equity and Inclusion



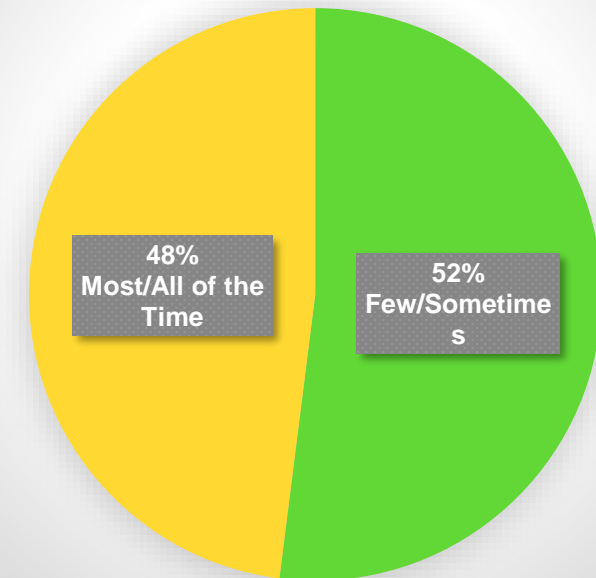
GOAL
**Increase a culture of
belonging for ALL
students**



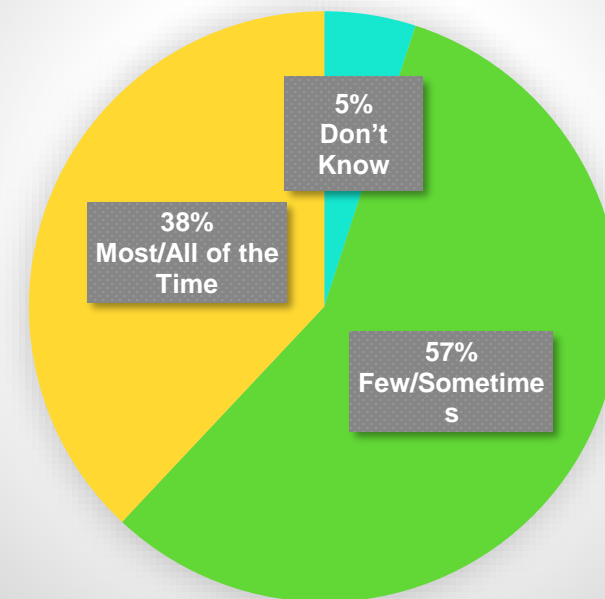
STUDENT LEARNING SURVEY GRADE 4 & 7

This data set is from the Student Learning Survey at Grade 4 and 7, from the Spring of 2021. We used two questions from the survey, Is school a place where you feel you belong? and Do you feel welcome at your school? This information shows that 52% of the Grade 4 and 7 students feel like they belong a few times or some of the time. As well, 57% of the Grade 4 and 7 students feel welcome at the school a few times or some of the time.

Is school a place where you feel like you belong?



Do you feel welcome at your school?



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:

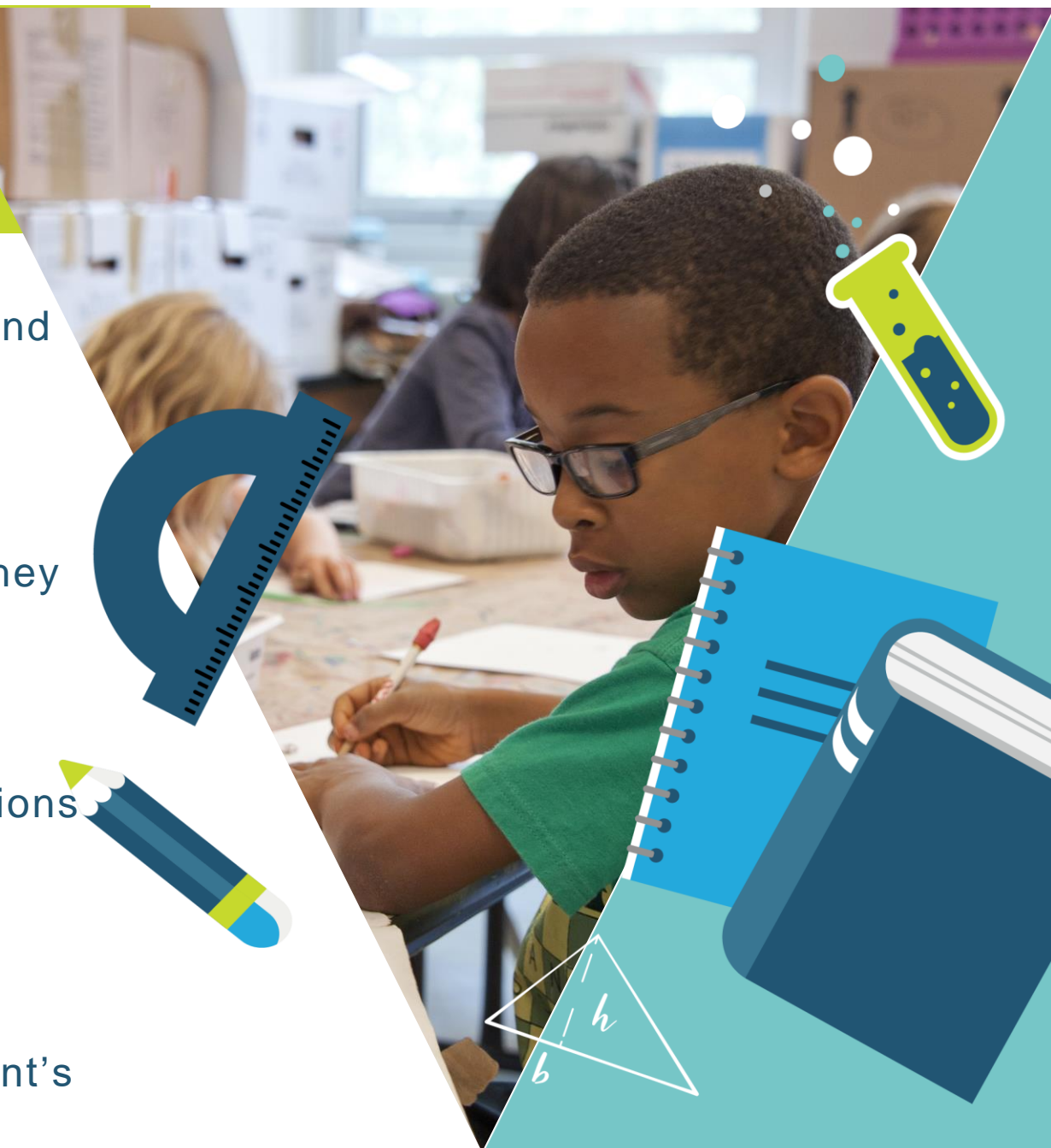
When members of a school community feel respected and valued, we feel a sense of belonging. During this past year, it has been a challenge for all our members to connect in a positive and supportive manner due to the many restrictions. The Grade 4 and 7 Student Learning Survey showed that over 50% of the students felt like they belonged or were welcome at the school a few times to some of the time.

STRATEGIC FOCUS:

We recognize the importance of making strong connections amongst all of our community members so that we can strengthen our sense of belonging.

STRATEGIC INQUIRY:

To what extent will adults facilitating a classroom community circle practice, once a week, increase student's sense of belonging according to the school developed survey?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY TWO

Success for all learners

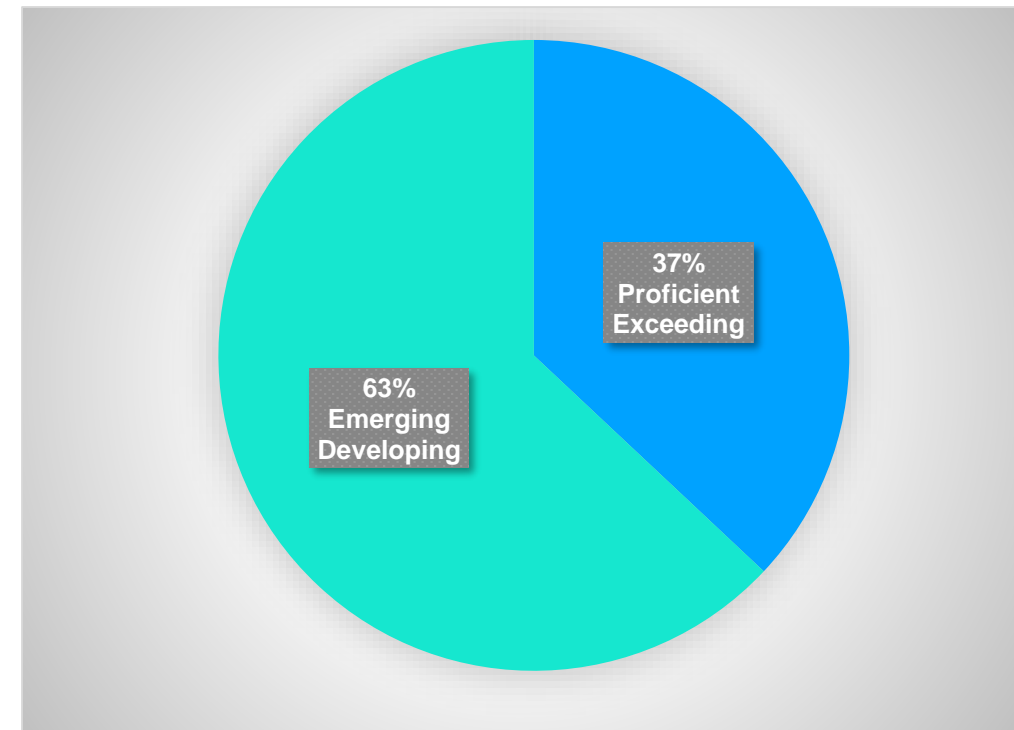


GOAL
**Improve Reading
Success for all Students**



READING BENCHMARK ASSESSMENT

This data set is from PM/F&P Benchmark Reading Assessment for Grades 1-7, from the Spring of 2021. This information shows that 37% of students are proficient or exceeding in reading. This information also shows that 63% of students are emerging or developing in reading.



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

At Nicholson Elementary School, we have learned through the Reading Benchmark Assessment, that over 60% of our students are not reaching these grade level benchmarks by the end of the school year. We are seeking to support all students in developing their reading acquisition skills.

STRATEGIC FOCUS:

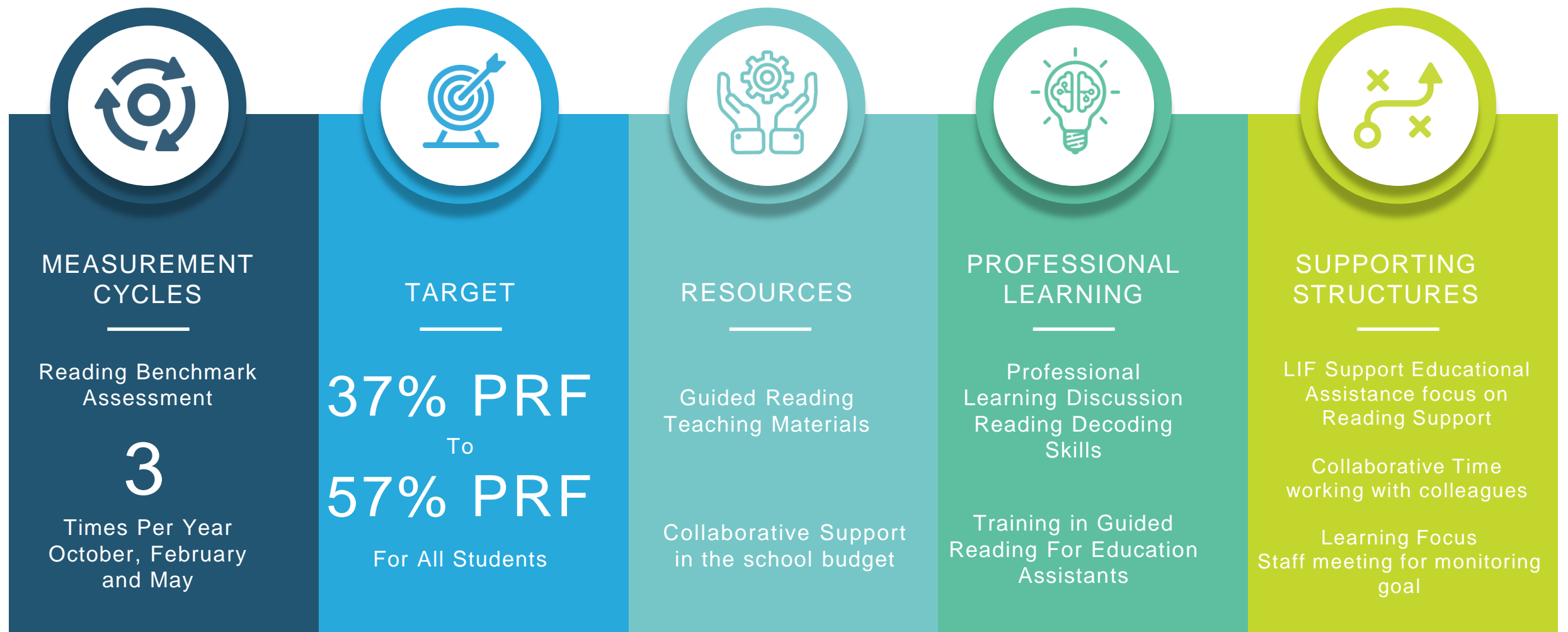
During the Reading Benchmark Assessment in the Spring 2021, we noted that over 60% of students are working on mastering reading decoding skills at their grade level.

STRATEGIC INQUIRY:

To what extent will teaching specific reading strategies, focused on decoding, during whole school Guided Reading Groups affect students' overall achievement as measured by the Reading Benchmark Assessment?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY TWO

Success for all learners

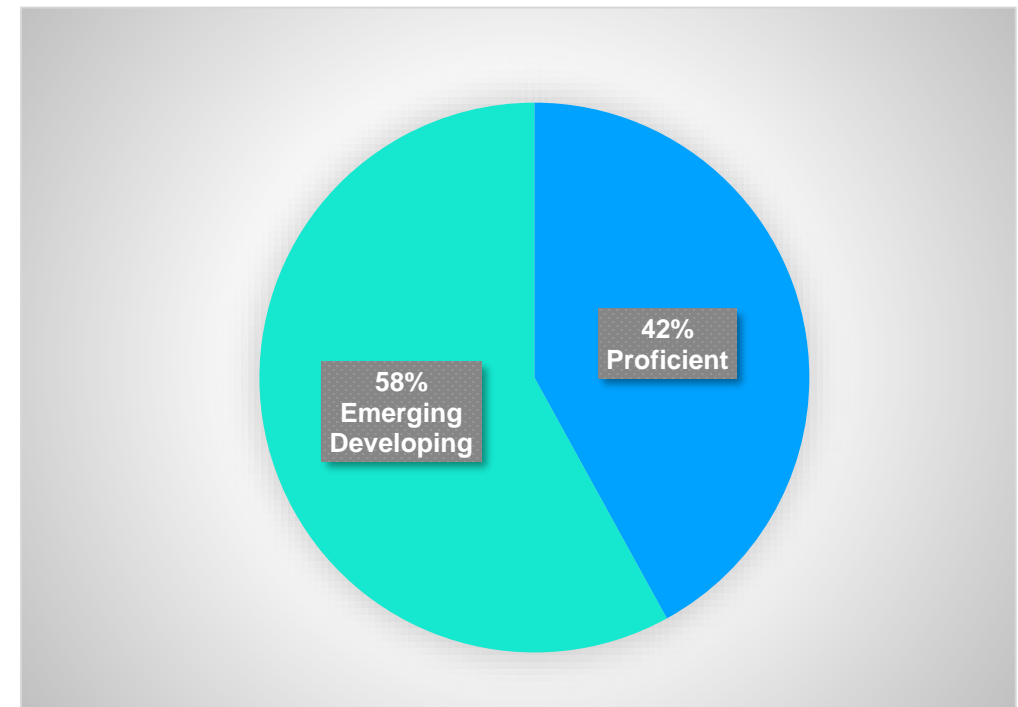


GOAL
**Improve Numeracy
Success for all Students**



STUDENT NUMERACY ASSESSMENT & PRACTICE (SNAP)

This data set is from the SNAP for Grade 1-7, from the Spring of 2021. This information shows that overall, 42% of students are proficient in their number sense understanding. This information also shows that overall 58% of students are emerging or developing in their number sense understanding.



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

At Nicholson Elementary, we have learned through the SNAP Assessment, that 58% of our students are not able to show number sense understanding at a proficient level. We are seeking to support all students in being able to better demonstrate their understanding of number sense.

STRATEGIC FOCUS:

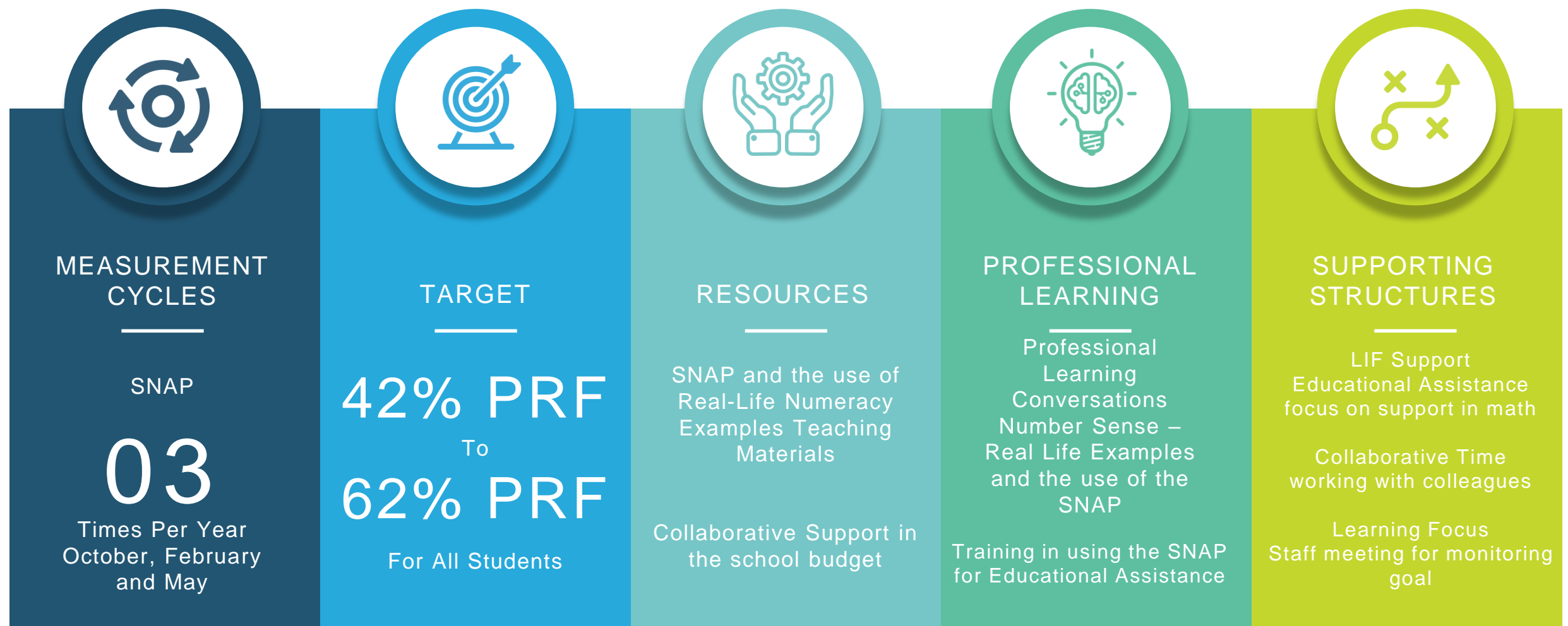
During the SNAP assessment in the Spring 2021, we noticed that students had the most difficulty showing a real life example that demonstrated their understanding of the numbers value.

STRATEGIC INQUIRY:

To what extent will all teachers having students practice, once each week, being able to give a real life example that shows that they understand the numbers value, affect students' overall achievement as measured by the SNAP.



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY THREE

Excellence in Teaching
and Leadership



GOAL
**Increase Quality and
Frequency of Collaborative
Opportunities**



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

We know the value of learning together for all of the members of the school community. We have not had the same opportunities in the 2020-2021 school year due to restrictions to how we interact with others. Our staff would like to focus on collaborative dialogue in order to re-engage this valuable practice.

STRATEGIC FOCUS:

We would like to have the opportunity to continue to learn from and with each other on a regular basis in order to share our teaching and learning practices in order to support the success for all learners at Nicholson Elementary.

STRATEGIC INQUIRY:

Will the addition of a collaborative meeting once per month create further opportunities for frequent, high quality teacher collaboration in other school settings, such as Professional Learning Communities and classroom intervisitations?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Learning Focus Collaborative Meetings

8

Times Per Year



TARGET

70% of teachers report participating more than 3 times in a rewarding collaborative experience.



RESOURCES

Resources In the Budget to support Release Time to collaborate with colleagues within the school and at other schools within the district.



PROFESSIONAL LEARNING

Learning With Each Other Focused Meetings that include Collaborative Conversations on teaching and learning practices.



SUPPORTING STRUCTURES

Collaborative Time working with colleagues

Learning Focus staff meeting for monitoring goal



STRATEGIC INQUIRY AND IMPLEMENTATION



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