



June 2024

SCHOOL SUCCESS PLAN

Nicholson Elementary School



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PRINCIPAL MESSAGE

Kiᑭsuk kyukyit
Weyt-kp
Tawnshi
Hello

Welcome to Nicholson Elementary School, where we are a community of life-long learners who connect, synergize, and positively influence each other and the world around us. We strive for success today and prepare for success tomorrow.

Nicholson Elementary School is a Kindergarten to Grade 7 school located on the traditional, unceded territories of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories. Nicholson Elementary is a rural school of 90 students for the 2024-2025 school year. Learn, Love, Lead communicates the vision that the Nicholson Community holds for ourselves and others.

At Nicholson Elementary, the educational staff review assessment practices on an ongoing basis by participating in School Based Team Meetings, Class Profile Meetings and Staff Meetings where we look at formal and informal assessments which guide us in determining our strengths and areas that require additional focus. This information supports us in developing and revising the goals for the School Success Plan. In May, the staff collaborated to develop the current plan with the theme of Critical Thinking by discussing the Core Competencies and reviewing information gathered from assessments to determine an area for growth.

An Engagement Meeting with the School Community was held in June, where the draft plan was presented, and a discussion took place to understand how the overall theme was chosen and the goals that will support the growth of the Critical Thinking skills.

Following is the plan that we have developed that specifically outlines the steps that we will use throughout the school year in order to reach the outlined goals.



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SCHOOL DEMOGRAPHICS

Staff

- 5 Teachers
- 1 Learning Services Teacher
- 1 Teacher Librarian
- 3 Education Assistants
- 1 Indigenous Education Support Worker
- 1 Administrative Assistant
- 1 Principal

Students

- 90 Students
- 25 Indigenous Students

Grades

- Kindergarten - 13
- Grade 1 - 7
- Grade 2 - 16
- Grade 3 - 7
- Grade 4 - 9
- Grade 5 - 13
- Grade 6 - 10
- Grade 7 - 15



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VISION

Learn, Love, Lead

MISSION

We strive for success today and prepare for success tomorrow.

VALUES

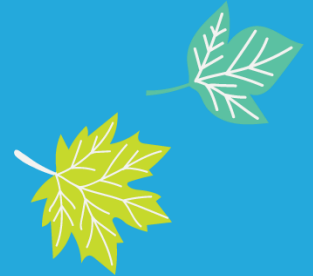
Kindness

Respect

Leadership

Belonging

Collaboration



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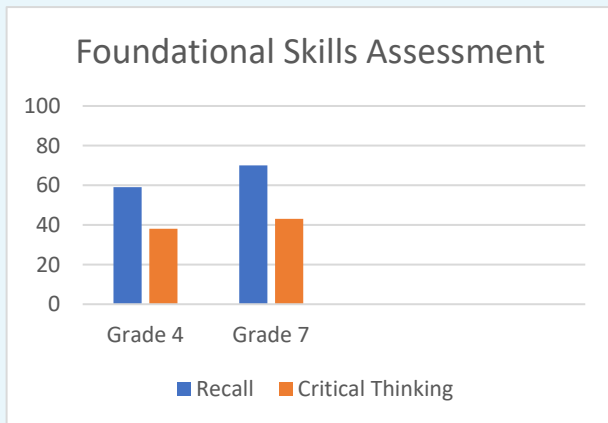


THEMATIC NARRATIVE

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens.

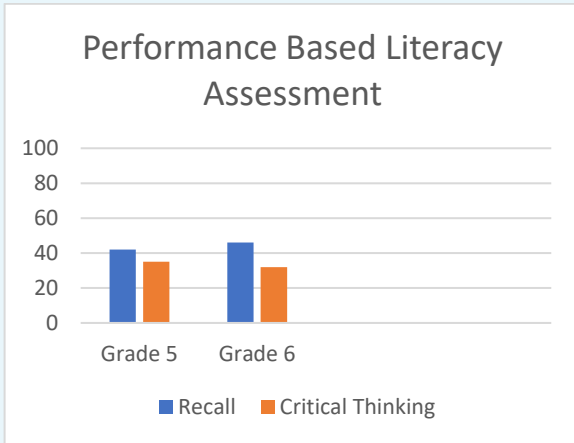
The educational staff at Nicholson Elementary have chosen to focus our 2024-2025 School Success Plan on the Core Competencies as these proficiencies are used in all areas of the curriculum and thought out a student's daily learning to support their continuous growth.

We noticed on the Foundational Skills Assessment for Grade 4 and 7, and the Proficiency Based Literacy Assessment Grade 5 and 6, that students are more proficient in recall skills and needing to develop their Critical Thinking Skills.



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Critical Thinking involves making judgements based on reasoning, where we consider options, analyze these using specific criteria, draw conclusions and make judgements.

Goal

Educators will teach the critical thinking skills of Analyze, Critique, Question and Investigate so that students can develop their ability to critically think about a given situation.



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EQUITY, DIVERSITY, AND INCLUSION

Educators will teach the critical thinking skills of Analyze, Critique, Question and Investigate so that students can develop their ability to critically think about a given situation.

Inquiry

To what extent will teachers, teaching the critical thinking skills so that students can analyze their assumptions and beliefs, support their ability to value diversity, defend human rights and advocate for themselves and others.

Action

Once a month, educators will collaborate to develop a critical thinking lesson plan focused on how students can support themselves and others to value diversity, defend human rights and advocate for others.

Data and Monitoring

This goal will be discussed at a staff meeting once a month to record and monitor progress on the staff developed critical thinking lesson to identify if students have grown in their ability to use critical thinking skills taught during the lesson.

During each term, students will identify their growth in valuing diversity, understanding of the human rights and how to advocate for ourselves and others. The educational team will review this information by the end of each term.



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SUCCESS FOR EACH LEARNER

Educators will teach the critical thinking skills of Analyze, Critique, Question and Investigate so that students can develop their ability to critically think about a given situation.

Inquiry

If teachers teach the language of critical thinking, will students be able to set goals to develop their critical thinking skills.

Action

During each term, teachers will teach students how to develop a goal to support the growth of their personal critical thinking skills, reflect on their progress and give examples of how they used these skills in their daily learning.

Data and Monitoring

This goal will be discussed at a staff meeting once a month to develop critical thinking lesson plans, reflect on the progress and adjust the plan as needed.

During each term, students will identify their critical thinking ability, develop a goal to support growth and reflect on the goal with examples of how they have used Critical Thinking Skills in their daily learning. The educational team will review this information by the end of each term.

Data from the Foundations Skills Assessment for Grades 4 and 7 will be used to determine the growth of Critical Thinking Skills.

Data from the Performance Based Literacy Assessment for Grades 4 to 7 will be used to determine the growth of Critical Thinking Skills.



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GROWING CAPACITY OF SELF AND OTHERS

Educators will teach the critical thinking skills of Analyze, Critique, Question and Investigate so that students can develop their ability to critically think about a given situation.

Inquiry

How will the implementation of meaningful learning opportunities through collaboration, support student growth of Critical Thinking Abilities?

Action

All educational staff will participate in collaborative practices that focus on student development of Critical Thinking Abilities. Educational staff will have the opportunity to collaborate with other educators in support of this goal and observe or team teach in each other's classrooms.

Data and Monitoring

This goal will be discussed at a staff meeting once a month to monitor and record progress by evaluating the effectiveness of the Critical Thinking lessons and adjust the plan as needed.



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STEWARDSHIP FOR THE FUTURE

Educators will teach the critical thinking skills of Analyze, Critique, Question and Investigate so that students can develop their ability to critically think about a given situation.

Inquiry

When teachers teach about our connection to the natural environment and teach students how to set a goal and reflect on the impact, will students be able to set a goal on how their actions can affect positive change?

Action

During each term, the teachers will teach students how to identify how their actions, and the actions of others affect the natural environment and develop a goal that will make a positive change. The teachers will teach the students how to reflect on their goal and to give an example of how they have made a positive change in the natural environment.

Data and Monitoring

This goal will be discussed at a staff meeting once a month to develop lesson plans on teaching about our connection to the natural environment, and to teach students to develop a goal and monitor their progress.

During each term, each student will identify actions that affect the natural environment, develop a goal to make positive change, reflect on this goal and give an example. This information will be discussed by the end of each term.

