



Enrolment		Staff FTE		Budget		
Normalized	775.500	Custodial	4.000000	Salaries	\$5,018,486	96.77%
Weighted	880.086	Exempt	0.000000	Supplies, Equip., Services	\$167,312	03.23%
Regular	804	Support	14.600000			
		Teacher	34.212000			
Year Opened	2016	Total 52.812000			Total \$5,185,798	100.00%

School Philosophy

Nellie Carlson School is organized around the premise that the very purpose of our school is to help all students learn at high levels. This is evident in every aspect of our school as staff continually examine evidence of student learning, and identify interventions necessary to ensure that all students learn. Academic intervention is systematic and systemic and is built into every student's schedule, providing extra time and support, and/or extended learning, as appropriate. Phys. Ed. and athletics play an important role in the wholistic education of all children. Students learn physical activities and attitudes that result in a life-long commitment to health and fitness. Phys.ed. classes are built around the "Long Term Athlete Development" model. Citizenship and social skills are an integral part of learning at Nellie Carlson. This occurs in classes, clubs, sports teams, and in cross graded team events (known as "Cub Dens"). Citizenship and social learning includes leadership, accountability, adaptability, initiative and self-direction, cross-cultural skills, responsibility, problem-solving, communication, creativity and teamwork. Teaching students to embrace excellence in academics, physical fitness and citizenship is more than an exercise in semantics; it is a commitment. Parents and community members can expect that learning will always be at the top of the Nellie Carlson agenda as we challenge ourselves and all students to excel in every area of their education. Our namesake, Nellie Carlson herself, is a champion of education for all students and we are proud to continue her mission of excellence for all.

Community Profile

1. Nellie Carlson is a KG - 9 school serving the communities of MacTaggart, Macgrath Heights and Terwillegar South-East. The school has closed its boundaries for all grades as it approached capacity, however, as the neighborhood matures, opening grades is imminent. Nellie Carlson School is an inclusive setting with a number of special needs students registered in regular programming and with modifications and EA support as appropriate. Nellie Carlson is also an interactions program for division 1 and 2 students. Currently there is one classroom of interactions students. This class is full. The population of Nellie Carlson School is apx. 800 with a normalized population of 860.

Programs and Organization

Students enrolled at Nellie Carlson School have access to regular programming. Nellie Carlson also has a Division 1 Interactions program. The Alberta Program of Studies is the guiding document for all students enrolled in kindergarten through grade nine.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Art in the District
Discovery Church
Hart YMCA

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

According to baseline data collected through norm-referenced math and reading assessments in September, 2022:

- 89.5% of students are achieving grade level or higher in math; 91% of students are achieving grade level or higher in reading.
- By June 2023, Nellie Carlson student achievement results will meet or exceed the three year average in the school's accountability pillar. To achieve this: Teachers will refine research based best pedagogical practices as part of a *Team Professional Growth Plan* (Principal reviews with team 4x/year).
- Teachers will administer common formative and common summative assessments, using standards based assessment practice.
 - Systemic intervention systems will provide a minimum of 120 minutes per week of additional support and learning for those student who have not mastered outcomes.
 - Reading screeners including the TOWRE, TOSWRF and TOSREC will be administered three times per year and an internal MIPI will be administered two times per year.
 - Results will be used to plan intervention for students who are below the acceptable standard (defined as a normative score of 95).

Results Achieved: Internal metrics include reading screeners, math screeners and teacher awarded grades. Reading screeners are administered three times over the course of the school year. Math screeners are administered twice over the course of the school year. Reading Screener data give information on all of the "Reading Instructional Pillars" - Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension. Data indicates that almost all students are reading at or above grade level. Note that reading comprehension is built on success in all the other reading pillars, and in most grades reading comprehension is a minimum of one half standard deviation above the norm. This indicates that students are reading significantly above the norm for their age and grade. Longitudinal data consistently indicates that the longer a student is enrolled at Nellie Carlson, the better they do. In mathematics and numeracy, at the grade level, Nellie Carlson students again are performing at grade level of above as measured by standardized assessments and grade level MIPI. All Nellie Carlson students have been engaged in regular review of basic operational facts and this has had measureable impact on PAT and MIPI assessments.

All teachers at Nellie Carlson are involved in a systemic and systematic intervention program. Intervention is based on regular formative assessment. These assessments are common to all teachers at the grade and subject level. Results are compared and contrasted allowing teacher teams to identify students in need of intervention. It also allows teachers to identify where they need to reteach some outcomes.

By June of 2023, all staff will participate in school based collaboration and professional learning in literacy, numeracy and assessment. Strategies include:

- Monthly PD in the five pillars of reading instruction and learning
 - 1 PD per month in numeracy pedagogy (Jump Math)
 - Review of achievement data and intervention plans four times over the year in accountability meetings
 - Teacher team professional growth plans, reviewed four times over the year in accountability meetings
- By 2023 all students will learn about the five pillars of Social and Emotional Learning and will report high levels of satisfaction with respect to mental health and well being.
- Strategies include:
- Quarterly PD for staff on the 5 pillars of SEL
 - Promotion of CUBS acronym with students (Collaborative, United, Big Hearted, Successful)
 - Catchment PD focused on staff well being
- Measures and success indicators include:
- Division and Assurance Survey data
 - Resiliency survey data
 - School and catchment based measures
 - Intervention/support data

Results Achieved: Nellie Carlson teachers continue to work in collaborative teams with a common scope and sequence, common planning and common formative and summative assessments. Teachers self reporting indicate that this structure results in increased learning for students, increased efficiency for teachers, and creates a positive working environment. Quarterly "accountability" meetings allow teams to meet with administration and share plans, goals and successes. These meetings also provide an opportunity for administration to further support the outstanding work of our teachers. Educational assistants are involved in quarterly PD that is specific to the needs of Nellie Carlson Students. Self report measures indicate that these PD sessions are valued and valuable. Students have been involved in many community initiatives and this is increasing post COVID. These include the Terry Fox run, food bank collections, clothing

collections, and book donations. We have also initiated another fund raiser for the Stollery Children's Hospital called the "Ben Stelter Fund". Another initiative, related to student mental health, taken over the last year has been the change in cell phone policy. Students may not have cell phones at any point in the school day. This has increased healthy interaction and is almost unanimously supported by the parent community.

By June 2023, all staff will have opportunities to participate in catchment-wide professional learning on anti-racism and reconciliation using the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to build staff capacity and efficacy. Specific Strategies:

- Catchment principals and school leaders participate in professional learning focused on anti-racism and reconciliation
- Staff participate in catchment PD days focused on anti-racism and reconciliation
- Begin to build a common language and resources to support foundational knowledge for all staff

Measures of Success & Indicators:

- Collection and analysis of baseline data including Extended Student Demographic Data
- Division and Assurance survey data

Results Achieved: Catchment Principals participated in multiple common PD sessions focused on anti-racism and reconciliation. During Catchment PD days, Staff attended multiple breakout PD sessions on the same. Positive feedback from staff indicated that almost 80% found the sessions helpful, and over 85% of staff indicated that they were comfortable talking about racism to their students.

Most catchment schools, including Nellie Carlson, also dedicated time at school PD to address issues around anti-racism and reconciliation. These smaller sessions fostered open and honest communication, supporting and enhancing school learning around these topics. Schools across the catchment are using common vocabulary around these issues, enhancing understanding and application of learning.

Note that this is an ongoing goal and all schools in the Lillian Osborne catchment will continue to enhance learning in these areas.

What were the biggest challenges encountered in 2022-2023? EA support has been a constant challenge. Classrooms are becoming increasingly complex, and class sizes contribute to the challenge. Despite population growth, funding has become more difficult. Providing time for intervention is essential to ensuring high levels of learning for all students, and yet, it is becoming increasingly difficult to provide this intervention time.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024? Baseline testing is critical to ensuring student success. Identification of those students who need extra time and support, vs. those that have gaps in their learning, allows intervention to be targeted. For this reason, Nellie Carlson teachers will continue to use reading screeners, and math screeners to inform intervention strategy. Reading screener PD will be offered 7 times each year, along with data analysis sessions for teachers and administrators. Math PD focused on numeracy and on basic facts will be further implemented in 2023-24 using the work of Sherry Parrish and Reflex Math. With respect to priority 2, Nellie Carlson staff will continue to work within the catchment to build common vocabulary, share school based PD between schools, and begin work around "creating schools that listen".

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1936 Nellie Carlson School

Assurance Domain	Measure	Nellie Carlson School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.0	83.7	83.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	80.2	80.6	80.9	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	86.3	85.5*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	38.0	41.5*	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.1	86.4	87.4	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	85.0	85.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	67.7	72.4	72.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	70.1	75.8	72.3	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

- 1. Build on outstanding learning opportunities for all students.
- 2. Advance actions towards anti-racism and reconciliation.
- 3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, all students will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

What data will you use to track continuous improvement?

Reading Screener including TOSREC, TOWRE, TOSWRF; CAT 4; WIAT; Intervention Results; Formative and Summative Assessments; and Teacher Observation and Reporting.

Division Priority 1

By June 2024, all staff will participate in catchment-wide professional learning on anti-racism and reconciliation. Nellie Carlson School will use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to support collaborative approaches to build staff capacity and efficacy.

What data will you use to track continuous improvement?

Baseline data including attendance, behavioral data, and teacher observation will be collected. This data will be used to target specific areas of PD with respect to Goal 2. Regular PD on "Creating Schools that Listen" will be implemented and staff response will be solicited. Finally, the progress towards achieving this goal will be part of regular accountability meetings.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		5,075,508		5,185,798
Internal Revenue		0		0
REVENUE TOTAL		5,075,508		5,185,798
Classroom	31.088000	3,347,338	31.624000	3,405,051
Leadership	2.462000	346,456	2.588000	360,671
Teacher Supply	.000000	40,000	.000000	40,000
TOTAL TEACHER	33.549999	3,733,794	34.212002	3,805,722
(% of Budget)		73.56%		73.39%
Exempt (Hourly/OT)	.000000	100,000	.000000	82,994
Support	14.000000	807,192	14.600000	839,981
Support (Supply/OT)	.000000	7,500	.000000	7,500
Custodial	4.000000	274,790	4.000000	274,790
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
TOTAL NON-TEACHER	18.000000	1,196,982	18.600000	1,212,765
(% of Budget)		23.58%		23.39%
TOTAL STAFF	51.549999	4,930,776	52.812002	5,018,487
(% of Budget)		97.15%		96.77%
SUPPLIES, EQUIPMENT AND SERVICES		89,662		119,981
INTERNAL SERVICES		49,071		47,331
OTHER INTEREST AND CHARGES		6,000		0
TOTAL SES		144,733		167,312
(% of Budget)		2.85%		3.23%
TOTAL AMOUNT BUDGETED		5,075,509		5,185,799
Carry Forward Included		0		0
Carry Forward to Future		0		0