

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	825.500	Custodial	3.938000	Salaries	\$5,282,774	98%
Weighted	919.409	Exempt	0.000000	Supplies, Equip., Services	\$127,360	02%
Regular	856	Support	14.400000			
		Teacher	<u>38.251000</u>			
Year Opened	2016	Total	56.589000	Total	\$5,410,134	100%

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 is approaching capacity. 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. 900 with a normalized population of 990.

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 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2021, student achievement results will meet or exceed the three-year average stated in each school's Accountability Pillar. Teachers will engage in collaborative work designed to improve teaching and learning, specifically in the areas of literacy and numeracy. Students deemed to need more time and support will be identified and will receive targeted interventions to support growth. Students who need extensions will experience intentional opportunities that deepen their learning.

During the 20 - 21 School Year, teachers at Nellie Carlson School will refine previously determined Essential Learner Outcomes and Priority Learning Outcomes (division identified) for each unit, and will administer and collaboratively mark a minimum of one common formative assessment per unit. Systemic intervention schedules will provide a minimum of 120 minutes per week of intervention or extension. A focus on literacy and numeracy continues. Reading screeners are administered three times each year. Results are used to plan intervention for students below the acceptable standard (defined as a normative score of 95). Students identified as below one standard deviation below the norm will have access to a tier 3 intervention known as Empower. An internal MIPI is administered twice per year. Results are used to identify students for intervention at appropriate grade level instruction (by the student, by the skill).

Results Achieved: Teams of teachers revised the Essential Learner Outcomes, and Scope and Sequence to ensure that all district students received the same curriculum each quarter. Common formative assessments were used in each unit, with common marking to ensure equity. Reading screeners were administered three times over the course of the year. The MIPI was administered twice, and a common assessment around mathematical operations was also administered. Results from these assessments indicated that students in attendance at school did better than those who were on line. Reading screener data indicate that all Nellie Carlson students decode at or above grade level. Students reading fluency results also indicate above average performance with fluency scores at or above expected norms. Reading comprehension results indicate similar results. Reading comprehension improves as students get older, a result that is to be expected. Based on math assessments given early in September 2021, students computation continues to be an area for focus, particularly in division 2 and 3, where 26% of students struggle with basic math facts. Preliminary examination of CAT scores indicate that students at Nellie Carlson consistently perform above the division percentile ranking, but below the Canadian normed ranking in mathematics. It should be noted however, that Canadian norms are pre-covid.

By June 2021, all staff will have opportunities to participate in school-based and catchment-wide collaboration and professional learning to build teacher capacity and efficacy based on current Division priorities in the areas of literacy, numeracy and assessment.

At Nellie Carlson School, Staff work in collaborative teams to support each other in their learning. All teachers are involved in Reading Screener PD around the five pedagogical pillars of reading. All teachers are involved in Math PD focused on common assessment and intervention.

Students are involved in cohorted collaborative groups involved in social and community projects. Nellie Carlson staff are also involved in a "Good Friends Program" targeting our most at risk students. Nellie Carlson school celebrates every student at least once during the school year with a focus on Social Emotional Learning, and "I Am" statements specific to our school. Through these activities, our immediate and parental communities will report a high level of satisfaction on surveys.

Results Achieved: Staff worked in collaborative teams throughout the year, both in person and on line. Those teachers that taught on line for the full year were involved in collaborative team planning, common assessments and intervention. Collaboration resulted in positive working relationships and support, especially important in a year when isolation could result in stress. Professional development focused on Reading Screener data analysis and intervention, and on the piloting of math screeners.

By June 2021, students, families, community members and staff will actively participate in opportunities that will foster the development of a positive and

engaging school culture. As a community school, we will continue to build, strengthen and support relationships through collaboration, communication and partnerships. Evidence of success will be measured by the Accountability Pillar, District Feedback Survey and school created parent and student surveys.

Nellie Carlson School will continue to establish and nurture a number of educational partnerships in the community, targeting partnerships with an immediate interest in education (ex. Indigo, Royal Bank, local sports organizations, cultural organizations). The administration of Nellie Carlson School will continue to support the work of the school council, and will create a schedule of presentations to inform parents of educational policies and practices. By June 2021 Nellie Carlson School will see strong parent satisfaction with Public Education as measured by the satisfaction survey. This will be done by targeted communication through the web page, SchoolZone, Facebook, Twitter, effective parent / teacher interviews targeting student achievement, and direct communication.

Results Achieved: The isolation requirements of the pandemic stalled our community work. The School Council and Fund Raising Society continued their work remotely. The Nellie Carlson School Council continued to meet on a monthly basis. Nellie Carlson also worked with Social and Behavioral specialists to provide support to students and families experiencing mental health issues and stress. Anecdotal results indicate that the intervention had positive effects for the families involved. There was more need than there was availability of support.

What were the biggest challenges encountered in 2020/21? Frequent transitioning between online and in person learning negatively impacted learning. Changes to learning format part way through quarters was a further challenge. Validity and reliability of online learner assessment is low. Changes to the scope and sequence of curriculum increased teachers workload, as it required rebuilding year and unit plans. Intervention was a challenge.

What are the implications from 2020/21 that will impact your current year plan? Common scope and sequence across the district has the potential to ensure that fewer students miss essential learner outcomes. Asynchronous learning, provided opportunities for student review of key learning materials. Hybrid learning opportunities (in class and on line at the same time) allows for content coverage even when students are absent. Intervention at all grades and all subjects has become a priority for all collaborative teams. Baseline measures and common formative assessments are ensuring that all students will recover from learning loss over the last 18 months.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Nellie Carlson School (1936)



Assurance Domain	Measure	Nellie Carlson School (1936)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	82.5	81.2	83.7	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	90.4	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	35.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.9	88.4	90.4	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.9	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.7	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.1	68.8	76.5	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

During the 21-22 School Year, teachers at Nellie Carlson will refine previously determined Essential Learner Outcomes and Priority Learner Outcomes (division identified) for each unit of instruction, and will administer and collaboratively mark a minimum of one common formative assessment per unit. Systemic intervention schedules will provide a minimum of 120 minutes per week of intervention or extension. A focus on literacy and numeracy will continue. Reading screeners are administered three times each year. Math screeners are administered two times each year. Results are used to plan intervention for students below the acceptable standard (defined as a normative score of 95). Students who score one standard deviation below the norm will have access to Tier 3 intervention both in Literacy and Numeracy.

Priority 1

At Nellie Carlson School, staff work in collaborative teams to support each other in their learning. All teachers are involved in Reading Screener PD around the five pillars of reading. Math teachers are involved in "First Steps in Math" PD. All teachers are involved in creating common formative assessment, and collaborative marking these assessments to examine and refine practice.

Educational Assistants are involved in multiple focused PD sessions throughout the year, designed to increase their ability to provide support and intervention.

Students are involved in collaborative groups focused on social and community projects. These projects include Terry Fox initiative, food bank initiatives, clothing donations, book donations, and community communication. Nellie Carlson is also focused on Social Emotional Learning, with specific focus on relationships. Through these activities, our immediate and parental communities will report a high level of satisfaction on surveys.

Priority 2

Nellie Carlson School will continue to establish and nurture a number of educational partnerships in the community, targeting partnerships with an immediate interest in education (ex. Indigo, Royal Bank, Mazenkowski Heart Center, local sport organizations, cultural organization, senior centers). The administration of Nellie Carlson School will continue to support the work of the school council, and will create a schedule of presentations to inform parents about the educational policies and practices. By June 2022 Nellie Carlson School will see strong parent satisfaction with Public Education as measured by the satisfaction survey. This will be done by targeted communication through the web page, Schoolzone, Facebook, Twitter, effective parent / teacher interviews targeting student achievement, and direct communication.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		5,914,425		5,410,134
Internal Revenue		0		0
REVENUE TOTAL		5,914,425		5,410,134
Classroom	38.900000	4,000,165	35.733000	3,674,496
Leadership	2.450000	340,177	2.518000	347,104
Teacher Supply	.000000	70,000	.000000	70,000
TOTAL TEACHER	41.350002	4,410,342	38.251003	4,091,600
(% of Budget)		74.57%		75.63%
Exempt (Hourly/OT)	.000000	100,000	.000000	100,000
Support	14.000000	760,231	14.400000	785,998
Support (Supply/OT)	.000000	25,000	.000000	25,000
Custodial	3.938000	260,176	3.938000	260,176
Custodial (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	17.938000	1,165,407	18.337999	1,191,174
(% of Budget)		19.7%		22.02%
TOTAL STAFF	59.288002	5,575,749	56.589003	5,282,774
(% of Budget)		94.27%		97.65%
SUPPLIES, EQUIPMENT AND SERVICES		260,177		84,620
INTERNAL SERVICES		78,500		42,740
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		338,677		127,360
(% of Budget)		5.73%		2.35%
TOTAL AMOUNT BUDGETED		5,914,426		5,410,134
Carry Forward Included		0		0
Carry Forward to Future		0		0