

# Nicholas Sheran Elementary



## 2022/23 Annual Education Results Report

### Vision Statement

We are respectful, lifelong learners that are ready for the challenges of the future.

### Mission Statement

Nicholas Sheran Elementary School is an inclusive and collaborative community where innovative and critical thinkers build resiliency by embracing challenges.

### Our Core Values

**COLLABORATION** – You work together toward a shared goal.

**RESPONSIBILITY** – You do things you are expected to do and accept the consequences of your actions.

**COMPASSION** – You show kindness, caring, and willingness to help others.

**RESILIENCE** – You bounce back or recover from challenges.



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## Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Nicholas Sheran Elementary Sch			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	81.0	88.1	88.1	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	85.4	79.3	77.9	80.3	81.4	82.3	Very High	Improved	Excellent
	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	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	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	97.0	93.4	90.8	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	85.5	85.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	84.9	85.6	85.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.7	76.2	75.5	79.1	78.8	80.3	Very High	Improved	Excellent

### Highlights

Nicholas Sheran's Our School survey results showed that:

- Our Citizenship measures for both the current results and 3 year average have improved
- Our results in the area of Education Quality (Teaching & Learning) have improved

Our school is looking forward to reflecting on growth, change, and building a community of learners focused on continuous improvement and further establishing our school as the cornerstone of our community.

### Challenges to Address

Our school will continue with the priority of parental involvement that was set out in the previous school year. In the 2022-23 results report, we see that only 5 parents completed the survey, providing results that have been suppressed because the number of respondents was fewer than 6. In 2023-24, we have replicated our "New to Nicholas Sheran" event at the beginning of the school year, hosted our Meet the Staff evening in September 2023, and we are seeing increased engagement in our School Council. We will host our Family Numeracy Night in November 2023, and Family Literacy Night in February 2024.

*"Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)." Parent Participation in the survey associated with the Alberta Education Assurance Measures for Nicholas Sheran Elementary School was fewer than 6 for the 2022-23 school year.*

## Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship.

	School												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	133	73.8	105	76.5	87	81.4	95	79.3	76	85.4	Very High	Improved	Excellent
Parent	19	71.6	15	79.5	11	82.7	12	66.7	5	*	*	*	*
Student	89	66.6	67	62.3	57	67.0	61	74.1	52	76.7	Very High	Improved	Excellent
Teacher	25	83.2	23	87.7	19	94.7	22	97.3	24	94.2	High	Maintained	Good

Our school believes that a strength of our learning community is our focus on affirming diversity. Our staff actively work toward welcoming, affirming, and celebrating the unique cultures, languages, family types, and identities of our students and their families.

Nicholas Sheran Elementary School continues to explore our core values of Collaboration, Compassion, Responsibility, and Resilience through regular assemblies, student recognition, classroom lessons, and visual representation throughout the school. Our school proposed, and made successful, a 2023-24 Wellness Grant that sees our staff working collaboratively to identify picture books aligned to each of the core values. As the school year continues, the picture books will be paired with universal lesson plans teachers can use in their classrooms to reinforce these important measures of citizenship.

### Evaluation

- *Our school celebrates a unique character and citizenship education plan that holds our Core Values (Collaboration, Responsibility, Resilience, and Compassion) at the centre of what we do. Our school-wide assemblies for students and invited guests focus on the Values.*
- *We embed student leadership opportunities within our daily and weekly classroom responsibilities, as well as jobs around the school that contribute to our collective wellness.*
- *We plan to strengthen student voice in decision-making. Our school is considering the importance of student roundtable discussions for the purpose of gathering feedback and information from a student perspective; this can be planned in developmentally appropriate ways.*
- *Our school continues to affirm diversity for all, and our efforts toward school-wide inclusion for all students, families, and staff continue. Along with this work, we spend time as a staff understanding School Division Policies (and associated Procedures, Guidelines, and Appendices) to better communicate with one another and our community.*
- *Part of enhancing citizenship measures includes understanding stewardship for the land. Our staff values land-based learning through events like Take Me Outside Day, and both our Outdoor Learning Committee and our Indigenous Education Committee continue to emphasize the value of getting outside, valuing our stewardship of the land and our park, and undertaking new initiatives to learn from the land.*

# DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## Assurance Measure: Student Learning Engagement

Teacher, parent, and student agreement that students are engaged in their learning at school.

	School												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	87	82.2	95	88.1	76	81.0	n/a	Declined	n/a
Parent	n/a	n/a	n/a	n/a	11	87.9	12	88.9	5	*	*	*	*
Student	n/a	n/a	n/a	n/a	57	62.3	61	75.4	52	63.5	n/a	Declined	n/a
Teacher	n/a	n/a	n/a	n/a	19	96.5	22	100.0	24	98.6	n/a	Maintained	n/a

The measure of respondents (in this case, only students and teachers) who agree that students are engaged in their learning at school has declined overall. While teacher responses have maintained, student responses declined in the 2022-23 school year, leading to an overall decline in the measure evaluation.

### Evaluation

- *Ongoing student engagement in learning opportunities that are based in real-world experiences (weekly Learning Commons and Makerspace; Student leadership; Outdoor Learning and learning from the land on the park, etc.).*
- *Creating learning opportunities through school division lead teachers and Indigenous Education teachers that engage students at school (e.g. English-as-an-Additional Language & Art Residency from our EAL Lead Teacher; collaboration with Indigenous Education Teacher to bring Elders and cultural leaders into our school).*
- *Allocating funds (through core instructional funding) toward field trip experiences and expenses that allow students to spend time learning around Lethbridge and in southern Alberta at-large.*
- *Working with our School Council and other school donors to prioritize and enhance classroom learning experiences, fulfill teacher wish lists, and provide student recognition.*
- *Our staff engage in professional inquiry that includes hands-on learning, exploring new curricular resources provided by the School Division, incorporating manipulatives into classroom instruction, and engaging students in learning in new and innovative ways.*

# DOMAIN: TEACHING AND LEADING

## Assurance Measure: Education Quality

Teacher, parent, and student satisfaction with the overall quality of basic education.

	School												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	133	92.2	105	88.3	86	91.0	94	93.4	76	97.0	Very High	Improved	Excellent
Parent	19	86.8	15	79.8	11	81.8	12	86.1	5	*	*	*	*
Student	89	97.8	67	91.0	56	94.6	60	94.0	52	96.2	Very High	Maintained	Excellent
Teacher	25	91.9	23	94.2	19	96.5	22	100.0	24	97.9	Very High	Maintained	Excellent

The measure of respondents satisfied with the overall quality of basic education at our school has maintained its overall excellent ranking during the 2022-23 school year.

### Evaluation

- *Student and teacher feedback is aligned so that overall, respondents are very satisfied with the quality of basic education at our school.*
- *Teachers are engaged in implementing new curriculum in several grade levels and subject areas, and year-long professional learning is focused on these areas of teacher inquiry. Many teachers are planning collaboratively, and using the availability of professional learning funds to create meaningful learning opportunities throughout the year.*
- *New literacy and numeracy resources align to teacher planning, student learning, and goals that prioritize achievement. New curricular expectations are being implemented and teachers are modeling new resource implementation which often includes team teaching, observation, and collaborative lesson delivery.*
- *Our Learning Support Teacher takes feedback from conversations with colleagues, Learning Team Meetings, Response to Intervention Meetings, working with Division-based and outside agency experts, and valuing student & parent feedback to push-in support to classrooms across the school.*

# DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful, and safe.

	School												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	87	86.6	95	85.5	76	89.4	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	11	91.1	12	71.3	5	*	*	*	*
Student	n/a	n/a	n/a	n/a	57	71.6	61	85.1	52	81.8	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	19	97.0	22	100.0	24	97.0	n/a	Maintained	n/a

The measure of respondents who agree that their learning environments are welcoming, caring, respectful and safe has maintained for the 2022-23 school year; neither increasing nor decreasing from the previous two school years.

## Evaluation

- *Our school continues to work to build a school-wide community of learners that includes all students, families, staff, and stakeholder groups, by maximizing our current engagement opportunities and being open to new ones.*
- *This year, we are establishing a Spaces Committee that will work to enhance the messaging around welcoming, caring, respectful, and safe learning environments through ongoing analysis of the physical spaces (and representations of school culture) around the building.*
- *We are expanding and enhancing our universal school breakfast, snack, and lunch programming to offer judgement free access to nutritious food options throughout the day, while connecting with students and families to identify areas of greater need.*
- *Our Student Support Worker creates relationship with students through a combination of universal programming (Little Spots, Second Step, etc.), small group learning, and one-to-one conversations with students for a variety of reasons...all with the focus of creating welcoming, caring, respectful and safe environments.*

# DOMAIN: LEARNING SUPPORTS

## Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	School												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	87	74.8	95	85.6	76	84.9	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	11	67.3	12	70.0	5	*	*	*	*
Student	n/a	n/a	n/a	n/a	57	77.1	61	89.5	52	86.5	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	19	80.0	22	97.3	24	83.2	n/a	Declined	n/a

The measure of overall respondents who agree that students have access to the appropriate supports and services at school has maintained for the 2022-23 school year; student responses have maintained, while teach responses declined.

### Evaluation

- *Extending communication about supports and services to our parent community through numerous channels already established (school newsletter; posts to Facebook community; email broadcasts from the school; in-person updates to School Council, etc.).*
- *Encouraging the priorities of both the Student Support Worker and the Teacher Counsellor in our school, who share the workload of uplifting students, families, and staff, while supporting at both school and home.*
- *We are using important funding like our Wellness Grant, School Nutrition Grant, and fundraising dollars, to prioritize supporting student and family wellness in our community.*
- *Our school uses up-to-date data (Fountas and Pinnell; MIPI; Government of Alberta assessments, etc.) as tools to benchmark student learning and to plan for growth. Assessment data is reviewed regularly at RTI Meetings to guide interventions, plan for student supports, and to shift initial instruction. Our school will collaborate with the School Division to plan for BOOST funding to target intervention and support between January and June 2024.*

# DOMAIN: LEARNING SUPPORTS

## Assurance Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	44	70.8	38	74.8	30	66.0	34	76.2	24	91.7	Very High	Improved	Excellent
Parent	19	65.6	15	57.3	11	50.9	12	59.6	5	*	*	*	*
Teacher	25	76.0	23	92.2	19	81.1	22	92.7	24	91.7	High	Maintained	Good

The measure of overall respondents who indicate that teachers and parents are satisfied with parental involvement in decisions about their child's education is reflective of teacher responses only. Because data values for parent responses were suppressed in this 2022-23 survey data (participation rates too low), important work is needed to support parental engagement.

### Evaluation

- *As we continue to transition post-COVID-19, we are inviting families into the school for more traditional activities that bring caregivers and students together in the school setting (e.g. Family Numeracy and Literacy Nights, School Assemblies, Meet the Staff Night, etc.).*
- *Our school has come back to offering the majority of Learning Team Meetings, Parent/Teacher Conferences, and other meetings in-person within the school (unless families would like to meet on TEAMS or over the telephone).*
- *Based on teacher need and request, parent and family volunteers are spending more time in the school than during the years most impacted by the COVID-19 pandemic.*
- *Our school is working with parents, staff, and students through a partnership with the City of Lethbridge to create a Travel Safety Planning Committee. This committee will assess how students get to and from school, and what barriers to safety exist. The collaboration with parents is essential.*
- *Our School Council has grown already this school year, and there is a core group of engaged parents and guardians committed to serving as an advisory and parent leadership body.*



## SUPPLEMENTAL MEASURE:

Percentage of teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, and learning respect for others and are treated fairly at school.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	133	86.1	105	84.6	87	89.1	95	87.5	76	91.0	Very High	Improved	Excellent
Parent	19	84.2	15	85.1	11	93.9	12	74.1	5	*	*	*	*
Student	89	82.1	67	74.0	57	77.7	61	88.4	52	85.4	Very High	Maintained	Excellent
Teacher	25	91.9	23	94.8	19	95.7	22	100.0	24	96.6	Very High	Maintained	Excellent

### Evaluation

- *Our school upholds our work around supporting students to understand the four values of Responsibility, Compassion, Resilience, and Collaboration.*
- *We have intentionally created spaces for social-emotional learning including Flex Spaces (small group work and one-on-one work), our Community Room (heavy work), our Relaxation Room (re-regulation space), and our Bubble Room.*
- *Our Student Support worker connects our students to initiatives through different community agencies.*

## SUPPLEMENTAL MEASURE:

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	129	78.9	105	71.7	85	71.3	93	72.3	73	90.9	Very High	Improved Significantly	Excellent
Parent	18	83.3	15	86.7	10	60.0	12	33.3	5	*	*	*	*
Student	87	90.8	67	76.1	56	80.4	61	88.5	52	86.5	Very High	Maintained	Excellent
Teacher	24	62.5	23	52.2	19	73.7	20	95.0	21	95.2	Very High	Improved	Excellent

### Evaluation

- *Our staff are engaged in high quality learning about new curriculum and new resources—emphasizing the importance of continuous improvement.*
- *Our staff bring an engaged and topical awareness of current educational context in Alberta, they continuously connect with colleagues from other schools (e.g. Collaborative Communities), they build strong partnerships with the University of Lethbridge and Lethbridge College by hosting practicum students and intern teachers, and they volunteer to join various division committees.*

