

# Nicholas Sheran Elementary School



## 2023/2024 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

## Fall 2024 Required 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	76.9	81.0	84.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	82.7	85.4	82.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89.6	97.0	95.2	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.6	89.4	87.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.4	84.9	85.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.4	91.7	83.9	79.5	79.1	78.9	Very High	Maintained	Excellent

## Areas of success

Nicholas Sheran's Our School survey results showed that:

- Our Citizenship measures (Student Growth and Achievement) for both the current results and 3-year average have improved for Teachers and Parents; unfortunately, these measures have declined for student survey results
- Our Parent Involvement measures (Governance) were very high, and these have maintained in a way that is above our three-year average. The current overall results are excellent in this area
  - Just last year, our school prioritized parental involvement as a goal for improvement
  - One positive to share is that our parental completion rates for this survey increased from just five families, to twenty, in one year

## Areas for growth

There is room for improvement based on our 2023/2024 Our School survey results:

- Our Citizenship measures (Student Growth and Achievement) for student responses are low and have been fluctuating for the past several years. This is an issue to address.
- The overall Education Quality measures (Teaching & Leading) have slightly declined
  - Parent results in this area are currently intermediate, but they have declined
  - Student survey results in this area are still very high, but they have declined from 96.2% to 90.2%
  - Overall, this measure is still Acceptable; however, we are aware that more work is needed to prevent further decline

# DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## Assurance Measure: Citizenship

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

	School												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	105	76.5	87	81.4	95	79.3	76	85.4	140	82.7	Very High	Maintained	Excellent
Parent	15	79.5	11	82.7	12	66.7	5	*	20	87.9	Very High	Improved	Excellent
Student	67	62.3	57	67.0	61	74.1	52	76.7	96	61.8	Low	Declined	Issue
Teacher	23	87.7	19	94.7	22	97.3	24	94.2	24	98.3	Very High	Maintained	Excellent

Our school believes that a strength of our learning community comes through our continued focus on affirming diversity. Our staff actively work toward welcoming, affirming, and celebrating 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 2023-2024 Wellness Grant that sees our staff working collaboratively to identify picture books aligned to each of the core values. This project has been expanded for a second year to dive into multilingual texts, understanding neurodivergence, and celebrating young people of all abilities (to name just a few themes).

### Evaluation

- *Our school celebrates the 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.*
  - *NSES Values Assemblies; Connecting school values to Social-Emotional Learning lessons*
- *We embed student leadership opportunities within our daily and weekly classroom responsibilities, as well as jobs around the school that contribute to our collective well-being.*
  - *Student volunteerism (NSES Market Days, Breakfast Club dishes); Second Step lessons*
- *We continue to plan for strengthening student voice in decision-making. Our school is launching a collaborative project with Chinook High School that connects student leaders from both schools to co-create our Flag Project.*
  - *Flag Project; Student Roundtables discussions*
- *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 to better communicate with one another and our community.*
  - *Culture Case (Spaces Committee); Policy review and discussion (staff meetings)*
- *Part of enhancing citizenship measures includes understanding stewardship of the land. Our staff values land-based learning through our Indigenous Education / Land-Based Learning Committee.*
  - *Indigenous Medicine Garden Project; Classroom land acknowledgements*

# 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												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	87	82.2	95	88.1	76	81.0	140	76.9	n/a	Declined	n/a
Parent	n/a	n/a	11	87.9	12	88.9	5	*	20	83.3	n/a	Maintained	n/a
Student	n/a	n/a	57	62.3	61	75.4	52	63.5	96	48.7	n/a	Declined Significantly	n/a
Teacher	n/a	n/a	19	96.5	22	100.0	24	98.6	24	98.6	n/a	Maintained	n/a

The measure of respondents who agree that students are engaged in their learning at school has declined once again for students; therefore, leading to an overall decline in this measure. While teacher and parent responses have maintained, student responses declined in the 2022-23 school year, and once again in the 2023-24 school year, have lowered.

### Evaluation

- *Each month at our School Council meetings, one grade level team of teachers gives a short presentation to the parents and guardians. These small presentations highlight the engaging opportunities students receive throughout the school year.*
- *Students are engaged in learning opportunities based in real-world experiences (weekly Learning Commons and Makerspace; student leadership opportunities; outdoor learning experiences and learning from the land on the park, etc.), but students do not clearly connect this with learning and engagement.*
- *Ongoing commitment to creating learning opportunities through school division lead teachers and Indigenous Education teachers that engage students at school (e.g. English-as-an-Additional Language project with Mrs. Beekman; Art lessons with Indigenous Education Teacher; Medicine Garden Project, etc.)*
- *Ongoing allocation of funds (through core instructional grant) toward field trip experiences and expenses that allow students to spend time learning around Lethbridge and in southern Alberta at-large.*
- *Continuing to work with our School Council and other school donors to prioritize and enhance classroom learning experiences, fulfill teacher wish lists, and provide student recognition.*
- *Collaborate as staff to initiate conversations around what engagement looks like, sounds like, and feels like for students. Incorporate photos, videos, and shout-outs on announcements to reinforce for students the engagement activities that are regularly taking place around the school.*
- *Family Numeracy Night, Family Literacy Night; improving student self-concept related to numeracy and literacy, while connecting parents and caregivers to curricular understanding.*

# DOMAIN: TEACHING AND LEADING

## Assurance Measure: Education Quality

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

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	105	88.3	86	91.0	94	93.4	76	97.0	141	89.6	High	Declined	Acceptable
Parent	15	79.8	11	81.8	12	86.1	5	*	20	79.2	Intermediate	Maintained	Acceptable
Student	67	91.0	56	94.6	60	94.0	52	96.2	97	90.2	Very High	Declined	Good
Teacher	23	94.2	19	96.5	22	100.0	24	97.9	24	99.3	Very High	Maintained	Excellent

The measure of respondents satisfied with the overall quality of basic education at our school has slightly declined in both the student and parent measures, leading to an overall decline from Excellent in 2022-23 to Acceptable in 2023-24. This will become an area of emphasis during the 2024-25 school year.

### Evaluation

- *Continuing to engage our families and caregiver community to see the overall high quality of education taking place at our school each day.*
  - *Increasing meaningful communication about learning; Involving parents as volunteers, experts, and community connectors in classroom activities; Highlighting learning in newsletters, etc.*
  - *Sharing the “Grade Level at a Glance” documents with parents that are available on the new Learn Alberta website (January/February 2025); Grade 4 and 5 documents linked to school newsletter*
- *Initiating, or continuing with, positively discussing learning progress with students throughout the school year.*
  - *Creating learning workshops or roundtables with students; Using reflection and goal setting strategies (Second Step curriculum) to support students in their thinking about their learning.*
- *Our Learning Support Teacher takes ongoing 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 supports to classrooms around the school.*
- *New curriculum 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.*
  - *Teachers use collaboration days accessed through the division PL Fund*
  - *Teachers collaborate on professional learning days such as Collaborative Communities*
  - *Teachers are part of the new report card development working groups, and bring their learning back to the rest of the school-based community*

# 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										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	87	86.6	95	85.5	76	89.4	141	87.6	n/a	Maintained	n/a
Parent	n/a	n/a	11	91.1	12	71.3	5	*	20	94.9	n/a	Improved	n/a
Student	n/a	n/a	57	71.6	61	85.1	52	81.8	97	70.1	n/a	Declined	n/a
Teacher	n/a	n/a	19	97.0	22	100.0	24	97.0	24	97.6	n/a	Maintained	n/a

This measure was introduced in the 2020/2021 school year, and it reports on the measure of respondents satisfied with the overall quality of basic education at our school. This measure has gone up and down from parent responses over the four years of measurement. From the 2021/2022 to 2023/2024 school years, parent measures in this area have improved. Overall, teacher responses to this measure have maintained throughout the duration of measuring these outcomes. Student perception of this measure has fluctuated, but most recently it has declined.

### Evaluation

- *We are in the second year of implementing our Spaces Committee that works to enhance messaging around welcoming, caring, respectful, and safe learning environments through ongoing analysis of physical spaces (and representations of school culture) around the building.*
  - *Implementation of the History Hall display case and the Culture Case display case are results from efforts in the 2023/2024 school year. These cases highlight visual representation of school culture, celebrating diversity, and emphasizing our welcoming spirit.*
- *Our school continues to prioritize access to our universal school breakfast, snack, and lunch programming to offer judgement free access to nutritious food throughout the school day. The school Nutrition Grant Committee continues to connect with students, families, school division partners, and outside agencies to identify areas of greater need.*
- *Our Student Support Worker (SSW) and Teacher Counsellor create relationships with students through a combination of universal programming (Little Spot, Second Step, Mind Up), 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.*
  - *Referrals are made to: Family Support Workers (FSWs); Big Brothers/Big Sisters in-school mentorship; community counselling services; Game On / Go Girl in-school programming; Nobody's Perfect Parenting Program (Pilot); Mental Health Capacity Building (MHBC) team programming, etc.*

# DOMAIN: GOVERNANCE

## Assurance Measure: Parental Involvement

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

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	38	74.8	30	66.0	34	76.2	24	91.7	44	86.4	Very High	Maintained	Excellent
Parent	15	57.3	11	50.9	12	59.6	5	*	20	75.3	Very High	Maintained	Excellent
Teacher	23	92.2	19	81.1	22	92.7	24	91.7	24	97.5	Very High	Maintained	Excellent

We are excited that the measure of overall respondents who indicated that teachers and parents are satisfied with parental involvement in decisions about their child's education is reflective of both teacher and parent responses once again. Important work was undertaken during the 2023/2024 school year to increase parent involvement in the Assurance Framework survey; this is partially due to involving both Grade 4 and Grade 5 guardians alongside purpose-driven conversations during School Council meetings and targeted email correspondence. Overall percentage of teachers and parents satisfied with parental involvement in decisions about their child's education is very high, leading to an excellent overall rating.

### Evaluation

- *Our school continues to increase family engagement within the school for more activities that bring caregivers, staff, and students together in the school setting, including:*
  - *Family Numeracy and Literacy nights; School-wide Values Assemblies; Meet the Staff Night; parent field trip and in-class volunteers when requested; in-person interviews, team meetings, etc.*
  - *We have restructured 'Welcome to Kindergarten Night' in June, and we have added a 'Welcome to Grade One Night' as well.*
    - *Kindergarten programming is not mandatory in Alberta, but our teachers feel that encouraging participation in kindergarten leads to better readiness for Grade One, alongside earlier opportunity to identify potential supports and interventions before starting grade school.*
- *Celebrating the work of the NSES Travel Safety Planning Committee that was a collaborative effort between NSES Families, Staff, the City of Lethbridge, Alberta Motor Association, Alberta Health Services, etc.*
  - *Carrying the work forward to set priority tasks that can be addressed collaboratively each year for the five years of the implementation cycle.*
- *Our School Council has maintained its growth from the 2023/2024 school year, and we continue to benefit from an active and engaged School Council. We are aware that upcoming elementary school boundary changes (2025/2026 school year), will pull some of our current School Council members to other schools.*
  - *The overall percentage of teachers and parents satisfied with parental involvement in decisions about their child's education is slowly increasing over time.*
  - *Our teachers commit to sharing about student learning with parents through Class Dojo, Email, Classroom Newsletters, and In-person conversations.*

# DOMAIN: LEARNING SUPPORTS

## Assurance Measure: Access to Supports & Services

Percentage of teachers and parents satisfied who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	87	74.8	95	85.6	76	84.9	140	81.4	n/a	Maintained	n/a
Parent	n/a	n/a	11	67.3	12	70.0	5	*	20	77.8	n/a	Maintained	n/a
Student	n/a	n/a	57	77.1	61	89.5	52	86.5	96	72.5	n/a	Declined Significantly	n/a
Teacher	n/a	n/a	19	80.0	22	97.3	24	83.2	24	94.1	n/a	Maintained	n/a

The measure of overall respondents who agree that students have access to the appropriate supports and services at school has maintained or increased in both the Parent and Teacher domains with the 2023/2024 survey. The percentage of students who agree that they have access to appropriate supports and services at school has declined over the past two years.

### Evaluation

- We are continuing to encourage the priorities of both our Student Support Worker (SSW) and our Teacher Counsellor (TC) in the school. These two talented people share the workload of uplifting students, families, and staff, while supporting at both school and home.
  - In 2023/2024, our SSW and TC swapped schools on Fridays. This year, we shifted that rotation to Mondays, which allows for an increase of TC time at NSES, and an increase of SSW time for Dr. Probe Elementary School.
  - For the 2024/2025 school year, our SSW is leading the Second Step program (Social-Emotional Learning) from Kindergarten through Grade Five, and our TC has been slowly introducing the Mind Up program (Preventative Mental Health Instruction) one grade level at a time.
- Our school is participating in two unique pilot programs that are targeted toward parent and family support.
  - The Nobody's Perfect Parenting group is a pilot program run by our Family Support Team. This group has been meeting regularly with interested parents from our EEP and Kindergarten programs, to discuss topics that are of interest and priority to parents themselves.
  - Our Board of Trustees created the opportunity to run a KinderCare pilot program which is available to all Kindergarten families, if they choose to participate.
  - Both the KinderCare and Nobody's Perfect Parenting programs have been positively received in our community.



# SUPPLEMENTAL MEASURE: SCHOOL IMPROVEMENT

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		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	105	71.7	85	71.3	93	72.3	73	90.9	138	80.0	High	Maintained	Good
Parent	15	86.7	10	60.0	12	33.3	5	*	20	75.0	High	Improved Significantly	Good
Student	67	76.1	56	80.4	61	88.5	52	86.5	94	73.4	Intermediate	Declined Significantly	Issue
Teacher	23	52.2	19	73.7	20	95.0	21	95.2	24	91.7	Very High	Maintained	Excellent

## Evaluation

- Based on parent survey results, our school has improved significantly within the area of School Improvement overall; this measure was declining steadily from 2020 to 2023, but in the 2023/2024 school year we improved significantly.
- The measure of School Improvement for teachers has maintained at a very high level.
- Work is needed with our student population to understand the outcomes within this area, as survey results declined over 10% within one year.
  - One goal we have is to work with our students to understand their role in the survey process, and to share with them how we interpret their survey responses.

# SUPPLEMENTAL MEASURE: SATISFACTION WITH PROGRAM ACCESS

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services for students in their community.

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	104	69.7	87	67.0	93	83.2	76	83.1	140	79.1	High	Maintained	Good
Parent	15	71.4	11	59.1	11	66.7	5	*	20	67.4	Intermediate	Maintained	Acceptable
Student	66	77.3	57	63.7	60	87.4	52	81.7	96	75.4	Low	Declined	Issue
Teacher	23	60.4	19	78.3	22	95.5	24	84.6	24	94.4	Very High	Maintained	Excellent

## Evaluation

- Overall results in this domain, Satisfaction with Program Access, has maintained a high overall achievement.
- Within our parent population, survey results indicate slow improvement over the past three years.
- Teachers' results have been maintained at a very high level, improving by nearly 10% in one year.
- Once again, student results in this area were very low (and declined significantly), to a point lower than in the 2019/2020 school year.
  - Like the supplemental measure above, it is a priority for our school to work with our students to understand their role in the survey process, and to share with them how we interpret their survey responses.