



Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

What is the school data story, and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence Math

Comparing June 2023 to June 2024 report card stem: Understands and Applies Concepts Related to Number, Patterns (and Algebra). Comparing the same students, this data indicates growth in report card indicator 3 for grade two through five and growth in report card indicator 4 in grade two. The whole school average shows a 2.3% increase in report card indicator 4

Math Stem: Understands and Applies Concepts Related to Number, Patterns (and algebra) - 2023 - 2024

Math Stem: Understands and	June 2023	June 2024
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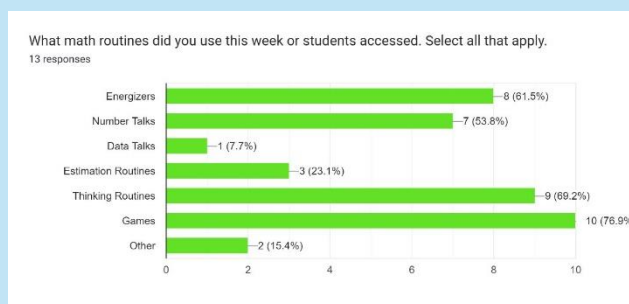
Applies Concepts Related to Number, Patterns (and Algebra)		
Grade One - Six (Average) Report Card Indicator 3	36.8%	39.1%
Grade One – Six (Average) Report Card Indicator 4	51%	37.4%

In review of our whole school computation assessments, comparing the same students from June 2023 to June 2024, the data indicates growth in grades two and three and a whole school average score increase from 2023 – 2024.

Computation Data - 2022 - 2024

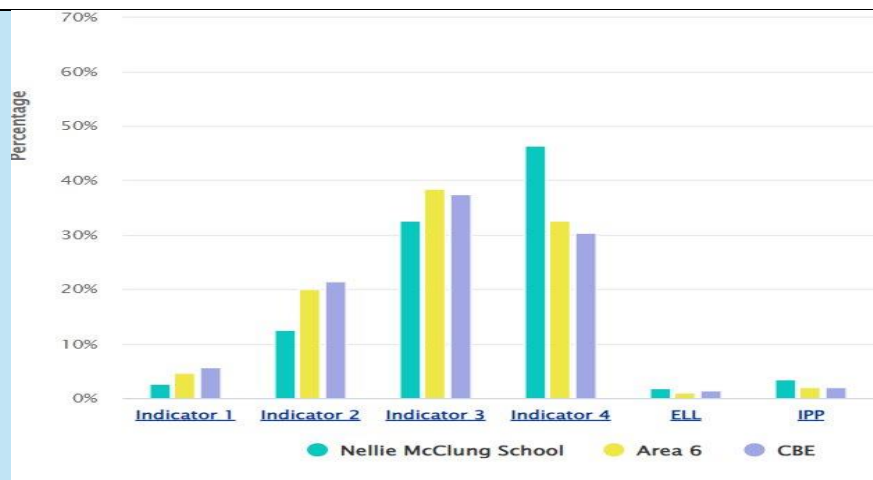
Whole School Computation Assessment Data	2022- 2023	2023 -2024
Grade One - Six (Average)	60.6%	67%

According to weekly teacher check-ins, a high percentage of our teachers predominantly used the high impact strategies of energizers, thinking routines and games.



According to the system data, Nellie out-performed Area 6 and CBE (report card indicator four) in the report card stem: Understands and Applies Concepts Related to Number, Patterns (and Algebra).





Learning Excellence Literacy

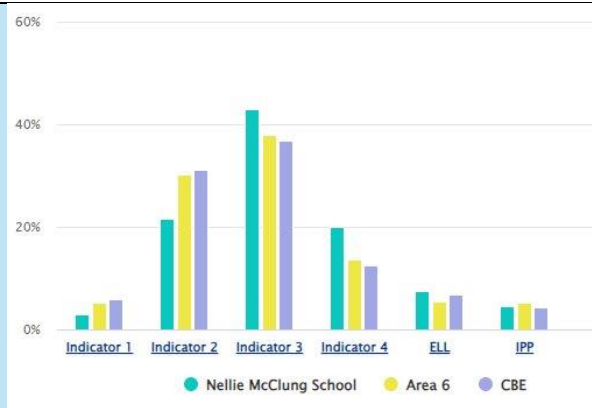
Comparing June 2023 to June 2024 report card stem: Writes to Express Information and Ideas the report card cross stem data analysis demonstrates an increase in report card indicator 4 and a decrease in report card indicator 3 in all grades.

Writing Stem: Writes to Express Information and Ideas 2023 - 2024

Writing Stem: Writes to Express Information and Ideas 2023 - 2024	June 2023	June 2024
Grade One - Six (Average)	Report Card Indicator 3 43.4%	Report Card Indicator 3 34.2%
	Report Card Indicator 4 33%	Report Card Indicator 4 34.3%

According to the system data, Nellie out-performed Area 6 and CBE (Report Card Indicator 3 and 4) in the Report card stem: Writes to Express Ideas and Information.





Comparing our whole school writing assessment data from June 2023 to June 2024, scores indicate growth in Report Card Indicator 3 and 4

Writing Prompt Data - 2023 - 2024

Whole School Writing Assessment Data	June 2023	June 2024
Grade One - Six (Average)	Report Card Indicator 3 41%	Report Card Indicator 3 44%
	Report Card Indicator 4 26%	Report Card Indicator 4 32%

Reading/Writing

Comparing Reading/Writing report card stem data from June 2023 to June 2024; Reading scores outperformed writing scores by 8.72% according to report card indicators. Grade one scores increased by 18.9% in the reading report card indicators level 4 compared to writing.





Provincial Screeners 2023 – 2024

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – not requiring additional supports

Grade 1	80%
Grade 2	75%

CC3 – not requiring additional supports

	Regular Words	Irregular Words	Non Words
Grade 2	75%	83%	80%
Grade 3	93%	88%	82%

Numeracy – not requiring additional supports

Grade 1	83%
Grade 2	82%
Grade 3	92%

Well-Being

The summary of Well-being data that directly impacts student success suggests that areas such as connection and self-regulation require greater focus.

Areas of Strength

According to OurSCHOOL survey from October 2023 to May 2024 an increase of 8% of students indicate feeling safe attending school;

According to OurSCHOOL Survey Secondary Data from October 2023 to May 2024, goal orientation increased by 19%. There was a 9% decrease in anxiety and a 9% decrease in depression.

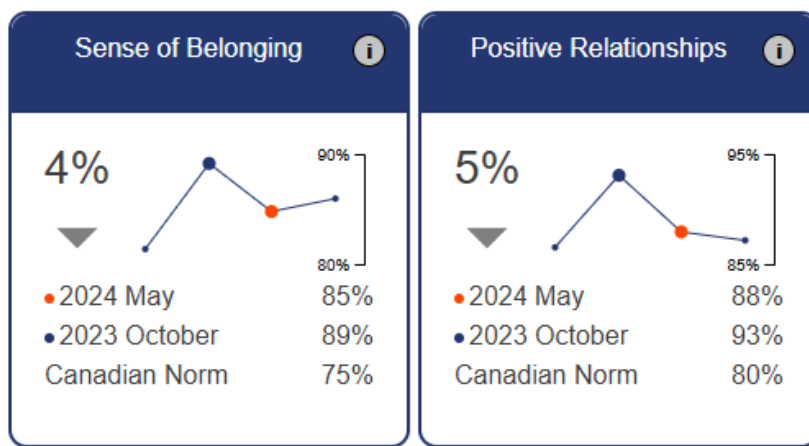
According to the question (Fall 2023) “I feel connected at least one adult at my school”, 70% of students felt connected. For the spring 2024 data 84% felt connected. An increase of 14% indicates more students feel connected to an adult in the building.

Areas of Growth

According to the CBE Student Survey, comparing student responses, there was a decline in students feeling included in school.

According to the OurSCHOOL survey there was a 4% decrease in student sense of belonging from October 2023 to May 2024 and a 5% decrease in positive relationships from October 2023 to May 2024.





Truth & Reconciliation, Diversity, and Inclusion

Throughout the year, incorporating the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) had a profound impact on some of our most vulnerable students' emotional well-being and sense of community. Focusing on well-being holistically, across different domains — spirit, heart, body and mind provide teachers with a valuable opportunity to connect with each student individually. This personal insight strengthened teacher-student relationships, contributing to a supportive learning environment; opening discussions about how their emotions and sense of belonging impact their ability to learn and interact positively with others. Using the IEHLLF language helped students develop a deeper understanding of their emotions and improved their conflict resolution skills.

Nellie McClung is committed to fostering a deeper understanding of the impact of cultural assimilation while building a deeper understanding of Truth and Reconciliation and the diverse cultures represented within our community. We believe that every student's heritage should be acknowledged and intend to strengthen our understanding of the impact of the assimilation of Indigenous people and their communities. Our goal is to celebrate diversity by encouraging students to explore their own cultural identities, recognize the similarities and the differences between them, and continue to nurture an inclusive environment where there is space for everyone.

Areas of Strength

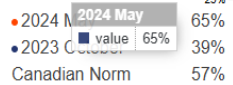
Results comparing OurSCHOOL Survey results comparing October 2023 to May 2024 indicate a 26% increase in students who have an understanding of the beliefs, values attitudes and behaviors of their own culture; and a 21% increase in students who have an understanding of the beliefs, values, attitudes and behaviors of those from other cultures.





Cultural Awareness - Own

26%



Cultural Awareness - Others

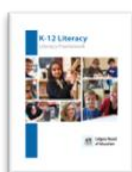
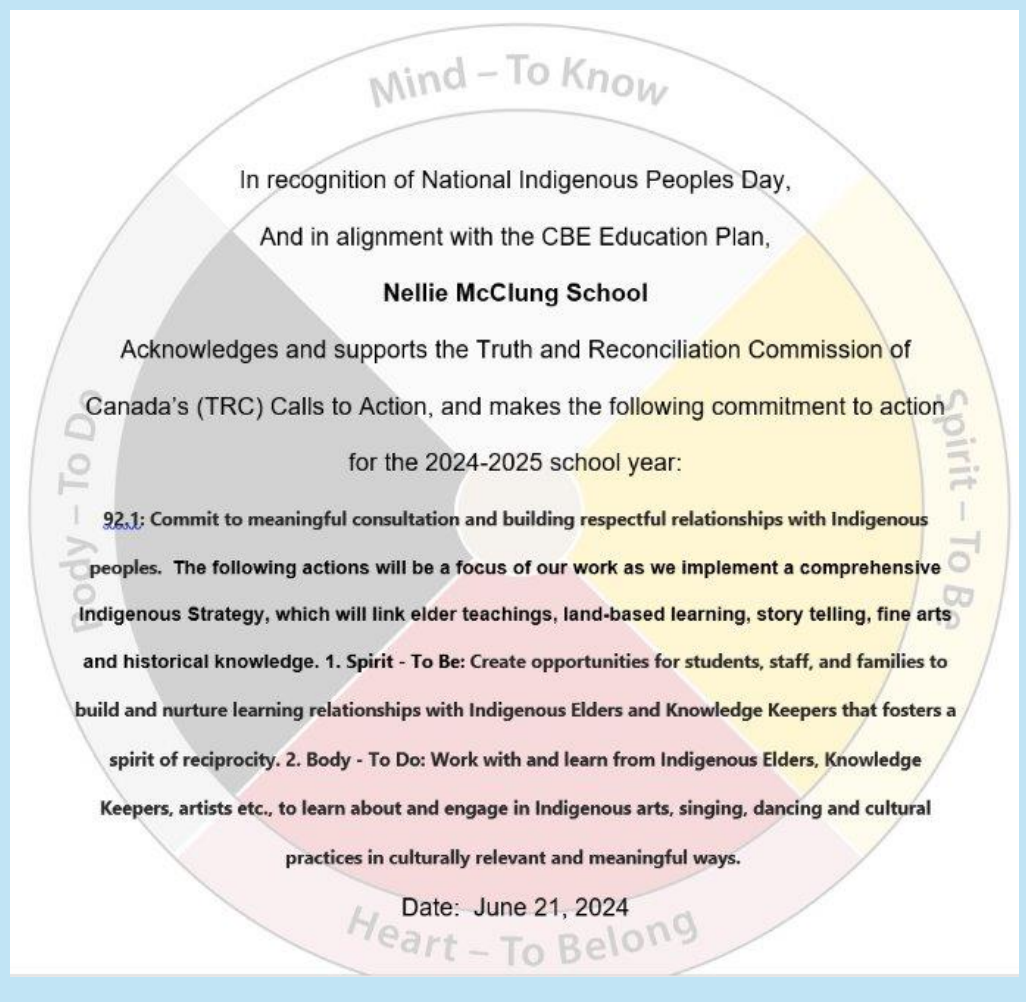
21%



Areas of Growth

According to the CBE Student Survey 63% of students see their culture reflected in their school. The focus on the diverse cultures represented at Nellie will be an area of growth.

Strengthening a sense of belonging and developing positive relationships continue to be a goal for Nellie.





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

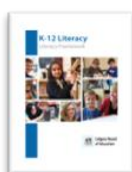
Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Through the intentional design of the learning environment student achievement in literacy and well-being will improve.

Outcome Measures

Provincial Assessment: Gr 1-3

- CC3, LeNS, PAST

Report Card Indicators

- Reads to explore and understand
- Makes meaning and connections through oral language

Provincial Achievement Tests

- ELAL Part A&B

CBE Survey

- I understand what I read, I am a competent (good) writer, I have confidence in myself as a student

Alberta Assurance Survey

- Do you like language arts?

OurSCHOOL Survey

- Self-Regulation, Cultural Awareness, Sense of Belonging

Data for Monitoring Progress

Internal Tracking

- B-M-E Dibels ORF Assessment (Grades 4-6)
- School-based benchmark data in oral language literacy (October, January, May)
-

Formative Progress

- Progress monitoring of flexible groupings & intervention groups
- PLCs and Look Fors
- Teacher use of pre and post Assessments
- Collaborative Team meeting (CTM) notes
- Literacy Tracking Spreadsheet

Perception Data

- Teacher perception data related to connecting learning intentions and success criteria to task design

Learning Excellence Actions

Utilize high impact strategies:

- Clearly articulate learning goals and success criteria
- Use formative assessment to monitor progress towards learning goals
- Build, share and use exemplars

Well-Being Actions

Create learning spaces that provide learners with safe and respectful learning environments:

- Nurture confidence and resiliency through risk taking
- Teach Social Emotional Learning competencies and build social emotional

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources:

- Create interdisciplinary learning opportunities





- Implement project based learning and other engaging approaches
- Provide a variety of tools to support word recognition, sounds, and spelling in the reading and oral story telling processes

- skill and confidence in learning
- Increase visibility of student success and meaningful work
 - Redefine success
 - Build opportunities for heterogenous groupings

- Increase visibility of student culture reflected on the walls, through artwork, days of significance
- Empower students to have voice in learning and assessment decisions
- Okkakiosatoo – Look Carefully: develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress

Professional Learning

CBE Professional Learning Series

- System Professional Learning: K-6
- High impact strategies and task design
- Engage in professional learning to understand topics of Mental Health Literacy, Trauma Informed Practice and SEL Learning
- Engage in professional learning to understand topics of Active View of Reading, Reading Science, fluency protocols and routines, oral language development
- Assessment & Reporting Insite/ Professional Learning

School Based Professional Learning

- Foundational Literacy
- Sharing Circles

Structures and Processes

School-Based:

- Collaborative Response Meetings
- Calibration with Colleagues
- Professional Learning Communities
- Formative Assessment (checklists)
- Collaborative grade team planning time for flexible groupings
- Classroom protocols for fluency, phonemic awareness, daily structured and supported reading and oral language times

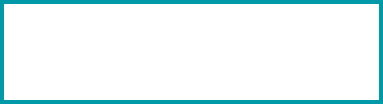
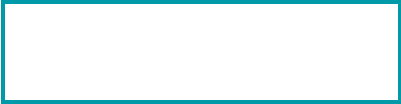
Resources

- UFLI
- Haggerty
- ELAL K-3 Scope and Sequence
- CBE Insite | ELAL/ELAL
- CBE Frameworks | Student Well-Being, Literacy
- Brightspace by D2L Shells | EAL, SEL, Diversity & Inclusion
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE K-9 Universal Calibration Protocol
- Learn Alberta New Curriculum
- Alberta Education Scope and Sequence Documents





- Maatoomsii
Pookaiks Oral
Language strategies





Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.

Monitoring Progress (continued): The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome





measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

