


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 Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Goal One: Student achievement in literacy will improve

Outcome One: *Through the intentional design of the learning environment, student achievement in literacy and well-being will improve.*

Celebrations from the data

- *Students' skills related to early literacy showed improvement across all provincial measures (Gr 1-3)*
- *Students who agree that their learning environments are welcoming, caring, respectful and safe (Alberta Education Assurance survey: 82%)*
- *My CBE Survey and ourSCHOOL Survey data shows strong results in both School Connectedness and Belonging (85.87%) and Resilience and Mental Health (84.91%), both above CBE averages*
- *Teacher's competency with tracking and analysis of assessment data (Science of Reading: Reading Tree) Working from a common excel spreadsheet*
- *PAT Standard of Excellence higher than CBE/Area 6 in all academic strands*
- *Report Card Data indicating significant growth in the 'Reads to Explore' proficiency level 4 in all grades compared to the previous year*

Areas for Growth from the data

- *Building students' reading fluency, including reading rate, accuracy, and expressive intonation to support overall comprehension with text.*
- *According to the Calgary Board of Education survey 16.25% of student disagree that their reading skills support their learning in all subjects*
- *EAL learners increased in numbers (requiring support in reading)*
- *Decrease the number of students requiring additional support in literacy by the end of the year. (K-3)*
- *Reflect and explore cultural identities of self and others*
- *Increase student engagement. The Alberta Education Assurance Measure Results Report indicates that student levels of engagement have decreased by 8.6%*
- *According to the CBE Student Survey data 44.19% of students indicate limited opportunity to engage with an Indigenous Elder and Knowledge Keeper*

- *Calibration of reading assessment practices for increased alignment when triangulating academic achievement data*
- *Implementation of more hands-on interactive learning practices to increase student learning engagement.*

Next Steps: Focus on Reading

We are planning 6-8 week, small group, reading instruction and assessment cycles for all students supported by selected assessments from the Reading Assessment Decision Tree including, Words their Way: Word Study and Dibels: Dynamic Indicators of Basic Early Literacy Skills This process will include exposure to various genres of text over time. Our staff will engage in professional learning, based on The Daily Five (Gail Boushey, Joan Moser 2006). Teachers will utilize formative feedback processes based on visible success criteria. This will be supported through, reading conferences; small group skills-based reading instruction; structured peer feedback; learning targets/success criteria; student self-reflection and goal setting; observations/anecdotal notes and word work feedback. We will also focus on:

- *Calibration of reading assessment practices for increased alignment when triangulating academic achievement data*
- *Implementation of more hands-on interactive learning practices to increase student learning engagement.*
- *Small group literacy intervention support for students requiring additional support*
- *Opportunity to engage with an Indigenous Elder and Knowledge Keeper (Shirley Hill).*

The 2024–2025 School Development Plan at Nellie McClung focused on literacy and well-being. Intentional design of the learning environment and engaging in meaningful literacy activities at each student's level were key.

Through collaboration and professional learning conversations it was noted that there were several different approaches to teaching phonological awareness and phonics across classrooms and grade groups. Aligning a common resource (UFLI), as well as trialing flexible groupings, implementing and tracking school-wide literacy assessments to inform next steps in instruction began. Staff made intentional shifts in practice to incorporate high-impact strategies to address literacy needs.

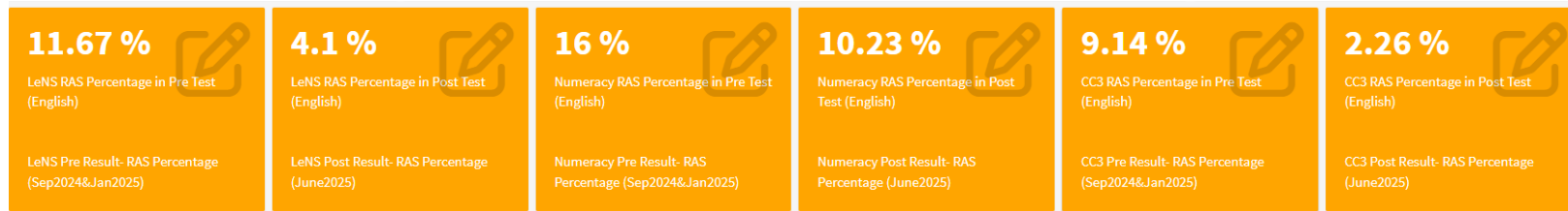
By the end of the year, several grade groups had experimented with flexible groupings in literacy, with positive results. Staff were noticing increased engagement in the groups, and stronger oral fluency and reading skills. It was noted that fewer students were requiring additional literacy supports than in the previous year, according to the Early Years Assessments. Also, 69% of our grade 6 students achieved a standard of excellence on the ELA reading PATs which is 39% higher than the CBE average.

Report Card Data

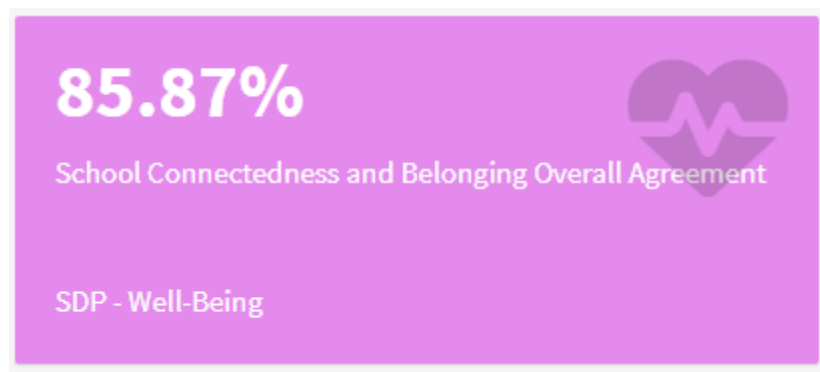
Grade Level	2023/2024 Y1/PL 4	2024/2025 Y1/PL 4	Growth in percentages
ELAL Grade 1	37.6%	71.7%	34.1%
ELAL Grade 2	27.5%	48.7%	20.6%
ELAL Grade 3	28.2%	55.0%	26.8%
ELAL Grade 4	22.2%	27.3%	5.1%
ELAL Grade 5	13.4%	27.3%	13.9%
ELAL Grade 6	20.5%	40.5%	20%

Report card data supports our SDP work as we see a significant increase in Proficiency Level 4

Provincial Assessment Data highlighting growth in reading and math (K-3)



Survey Data



Strong connectedness and belonging at Nellie McClung



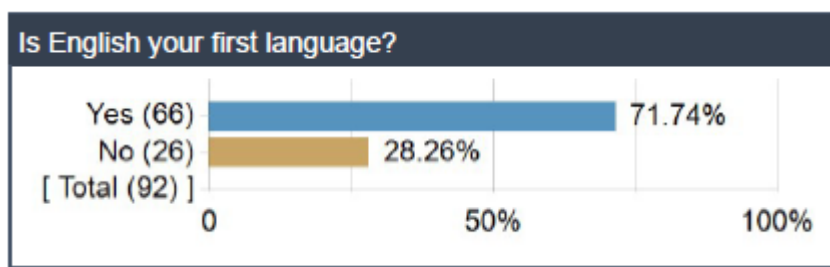
Cultural Awareness decrease of 7%

At my school I get to learn from Indigenous Elders, Knowledge Keepers.	12	11	10	9	8
Overall Agreement (%)	NRP	NRP	NRP	NRP	NRP
At my school I get to learn from Indigenous Elders, Knowledge Keepers.	7	6	5	4	Overall
Overall Agreement (%)	NRP	15.00%	69.57%	NRP	44.19%
I can see my culture reflected in my school.	12	11	10	9	8
Overall Agreement (%)	NRP	NRP	NRP	NRP	NRP
I can see my culture reflected in my school.	7	6	5	4	Overall
Overall Agreement (%)	NRP	66.67%	83.72%	NRP	76.71%

*Student perception data indicates that most students did not feel that they got to learn from indigenous elders
Only 76.71% of students agreed, "I can see my culture reflected in my school."*

I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	NRP	NRP	NRP	62.50%	82.22%	NRP	74.03%
I am a good (competent) writer.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	NRP	NRP	NRP	92.31%	84.44%	NRP	88.10%

74.03% feel a connection to texts (reading) as compared to 88.10% perception as a good writer,



Increasing EAL population, 28.26% of student speak another language

Key Insights and Next Steps

Reading progress has been made in some of the targeted areas and report card data analytics indicates that we are heading in the right direction. Notably, reading assessment practices have greatly improved as teachers collect and review data to create universal and targeted learning tasks to directly support with the development of reading skills. Despite this improvement, 19.94% of students received a 1 or 2 in the reading stem, Reads to Explore and according to our Student Survey data, 16.25% of students disagree that their reading skills support them in all subject areas. Teacher assessment practices are improving, but more work is needed in explicit teaching and learning of reading skills translating into higher achievement for students in this area.

Moving forward we will continue to utilize the Acadience Reading K-6 Assessment Supports including Oral Reading Fluency (ORF), Maze and Words their Way. We will engage in targeted professional development sessions focused on teaching reading skills through foundational teaching and learning strategies including phonics, vocabulary and fluency, PLC practice to calibrate staff understanding of achievement in reading and incorporate the Daily 5 literacy framework that addresses engagement in learning and reading.

Our EAL population continues to increase and 23% of our population are EAL. Stories and non-fictional materials that address our diverse population and support their exploration of cultures will be intentionally weaved into the reading program to address cultural learning and increase engagement in all learners.



Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 9333 Nellie McClung School

Assurance Domain	Measure	Nellie McClung 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	76.2	87.1	84.8	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	83.2	85.9	88.7	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	97.5	94.6	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	90.4	92.2	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	70.5	77.6	79.7	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	79.1	97.0	91.8	80.0	79.5	79.1	High	Declined	Acceptable