

École Nicholas Sheran School



2020/21 Three Year Education Plan

and

2019/20 Results Report

Vision Statement

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

Nous sommes de perpétuels étudiants, respectueux et prêts pour les défis du futur.

Mission Statement

École Nicholas Sheran School is an inclusive and collaborative community, where students build resiliency by embracing challenges with innovative and critical thinking.

L'école Nicholas Sheran School est une communauté inclusive et collaborative, où les élèves développent la résilience en acceptant les défis avec une réflexion critique et innovatrice.



www.ns.lethsd.ab.ca



Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- First Nations, Metis and Inuit student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's education system is well governed and managed.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.

Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.

Strategies:

Ensure all students continuously develop literacy and numeracy. (3a)

- LST support (English and French)
- Development of literacy and numeracy Plans
- Residency with Literacy/ELL and Numeracy District Lead Teachers
- development of French Immersion Progression Plans

Application of foundational knowledge about First Nations, Metis and Inuit (5)

- Residency with Elementary Indigenous Teacher
- implementation of Aboriginal Awareness Week
- Continue with FNMI visibility: art, labels, symbols throughout the building

Understanding and Implementation of New Curriculum

- understanding of concept-based learning
- understanding of essential questions
- understanding of the competencies

PROVINCIAL GOALS

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Lethbridge School Division Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

Performance Measures

Opportunity for students to receive a broad program of studies,

Strategies:

Establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed , cared for, respected and safe. (4)

- Continue with collaboration and growth mindset
 - Capacity building : Trauma Informed Practice and Positive Behaviour Supports
 - Jodie Carrington, Laura Paiement
 - Value based character education (COLLABORATION, RESPONSIBILITY, COMPASSION, RESILIENCE)
 - Whole staff commitment to Universal and Targeted Strategies

Collaboration:	Responsibility	Compassion	Resilience
Universal Class meetings Parent phone calls Staggered start	Universal Breaks Visual schedule	Universal Peace Corner (TBD) Relationship building (beginning year time)	Universal Emotional regulation Mindfulness
Targeted Care Team RTI meetings	Targeted Meaningful jobs Check in/check out Individual visual sched	Targeted 2X10 connection	Targeted WISE plan

- Capacity building: Heavy lifting regulation spaces and activities
- Relaxation Station in place for 1-5
- Capacity building: Universal Design for Learning (UDL)

Continue Nikki's Nutrition Program

- Provide a bag of snack foods to all classrooms
- May move to cart program

Promote cultural diversity and intercultural understanding (1f)

- Display more French and First Nations language and culture around the school
- Display our Immigrant family cultures

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

Lethbridge School Division Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

Improvement on the continuum of the Indicators of Inclusive Schools.

Students model the characteristics of active citizenship.

Strategies:

Designing learning activities that are varied, engaging, and relevant where students acquire, apply and create new knowledge (3a)

- Creation of a Learning Commons Action Plan
- Continue making appropriate purchases of engaging materials and activities for the Learning Commons space

Provide opportunities for student leadership (4h)

- Develop new opportunities for students to develop qualities driven by our mission and vision (replaces Leader in Me)
- Continue with Heritage and Science Fair focus
- Green Team

Incorporate digital technology and resources to build student capacity (3a)

- Professional learning on TEAMS, Microsites, and online portfolio apps
- Teach students how to use these programs
- Interview conducted over TEAMS

Accountability Pillar Results

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6445 École Nicholas Sheran School



Measure Category	Measure	École Nicholas Sheran 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
Safe and Caring Schools	Safe and Caring	84.6	86.1	90.6	89.4	89.0	89.2	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	83.1	81.7	83.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	88.3	92.2	93.9	90.3	90.2	90.1	High	Declined	Acceptable
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	59.2	78.1	79.1	84.1	83.0	82.7	Very Low	Declined	Concern
	Citizenship	76.5	73.8	80.5	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	74.8	70.8	73.6	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	71.7	78.9	80.4	81.5	81.0	80.9	Intermediate	Declined	Issue

Challenges to Address

- Staffing for French Immersion
- Quality of French Immersion programming after COVID (impact of online learning in a second language)
- Ability to afford all adults at the Nikki's Den LTeam meetings - Classroom teacher is not joining this year. We still accommodate the Educational Assistant.
- Ability to provide subs for P&P testing

Highlights

- New Vision, Mission and Values

École **NICHOLAS SHERAN** School

We Value.....

COLLABORATION

Collaborative/Collaboratif(ive)

*We work together toward a shared goal.
Nous travaillons ensemble pour un but commun.*

RESPONSIBILITY / RESPONSABILITÉ

Responsible/Responsable

*We do things we are expected to do and accept the consequences of our actions.
Nous faisons ce qui est demandé et nous acceptons la conséquence de nos actions.*

COMPASSION

Compassionate/Compatissant(e)

*We show kindness, caring, and willingness to help others.
Nous montrons de l'amitié, de la tendresse et la volonté d'aider les autres.*

RESILIENCE / RÉSILIENCE

Resilient/Résilient(e)

*We bounce back or recover from challenges.
Nous rebondissons dans la vie après les défis.*

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- September unveiling
- Daily lessons
- Monthly Values with recognition assemblies
- Year end Colour Run
- Staggered start
 - Time to build quality relationships
 - Allows for time to be very clear on school and class expectations
- Online teaching and technology
 - Announcements are now all done through TEAMS in the morning.
 - Students pay attentions when there are visuals
 - Student see both administrators
 - Teachers used technology in ways like never before, lots of learning
- Alternating recess breaks
 - Safer environment with less student to supervise
 - Student get quality time on play equipment
 - Students building stronger bonds with their classmates
- Strong staff community