

EDUCATION PLAN 2024
École Élémentaire Leo Nickerson
Elementary School



St. Albert
PUBLIC SCHOOLS

École Leo Nickerson School Education Plan 2022-2026

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École Leo Nickerson Elementary School Vision, Mission, Beliefs

The staff members of École Leo Nickerson Elementary School (Leo Nickerson) combine passion and expertise to create powerful programs, which recognize the unique and diverse learning needs of each individual student. The Leo Nickerson vision is to provide a supportive learning environment, which encourages the development of creative and critical thinking skills grounded in the fundamentals of academic excellence.

Belief Statement: We believe that while we are similar to others in many ways. It is our respect for our individual differences that make us stronger. We believe in the potential of every child that walks through the doors of École Leo Nickerson Elementary School. Every. Single. One.

Our objective is to continue to build around each child, a multi-layered, responsive, supportive and integrated constellation of individual and comprehensive learning experiences.

École Leo Nickerson School Profile

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	24.3	FTE	Teaching	21.87	FTE
Administration	1.84	FTE	Administration	1.8	FTE
Counselling/Learning Supports Facilitator	0.76	FTE	Counselling/Learning Supports Facilitator	1.0	FTE
Total	26.9	FTE	Total	24.67	FTE
Support Staff					
Clerical	2.0	FTE	Clerical	2.0	FTE
Educational Assistants	15.9	FTE	Educational Assistants	24.5	FTE
Library Technicians	0.6	FTE	Library Technicians	1.0	FTE
Total	18.5	FTE	Total	27.5	FTE
Students					
English	189		English	186	
French Immersion	289		French Immersion	278	
English as an Additional Language (EAL)	17		English as an Additional Language (EAL)	18	
Self-identified First Nations, Métis and Inuit	74		Self-identified First Nations, Métis and Inuit	87	
Students with Special Needs	53		Students with Special Needs	60	
Students Identified with Severe Disabilities	38		Students Identified with Severe Disabilities	34	
Students Identified with Mild/Moderate Disabilities	15		Students Identified with Mild/Moderate Disabilities	16	
Kindergarten	86		Kindergarten	59	
Total	564		Total	523	
Classroom Configuration		2023-2024	Classroom Configuration		2024-2025
Grade	English	French Immersion	Grade	English	French Immersion
Kindergarten	31 (11+20)	56 (23+31+11)	Kindergarten	18 (5+13)	41 (14+27)
Grade 1	19	67 (22+22+23)	Grade 1	29	50 (25+25)
Grade 1/2	24 (12+12)		Grade 1/2		
Grade 2	17	48 (24+24)	Grade 2	28	53 (26+27)
Grade 2/3			Grade 2/3		25 (11+14)
Grade 3	40 (21+19)	54 (28+26)	Grade 3	29	27
Grade 4	28	24	Grade 4	41 (20+21)	29
Grade 4/5		26 (12+14)	Grade 4/5		27 (21+6)
Grade 5	32	26	Grade 5	29	29
Grade 6	29	44 (23+21)	Grade 6	30	38 (19+19)
Total	220	344	Total	204	319

École Leo Nickerson Elementary School Profile

A Dual-Track School

École Leo Nickerson Elementary School is a dual-track school, offering English and French Immersion programming from Kindergarten to Grade 6. Each program delivers the full mandated Alberta Learning curriculum in classroom settings unique to the philosophy of the individual program. The school welcomes students into inviting and stimulating classrooms where dedicated and skilled teachers make learning come alive.

The English Program

This program welcomes children from the local community into a dynamic, multi-faceted school climate that strongly supports students in the areas of academics, physical health, fine arts, and positive peer interaction. Being a part of this dual-track setting allows students in the English Program the opportunity to develop respect, cultural appreciation, and a mutual understanding of student diversity.

The French Immersion Program

The French Immersion Program is a proven approach to second language learning designed for students whose family heritage is other than French. In the French Immersion classrooms, French is the language of instruction for a significant part of the school day; most subjects, with the exception of English Language Arts, are taught in French. French Immersion students develop a proficiency in both English and French languages, an understanding and appreciation of world Francophone cultures and a mastery of the skills and abilities in the core and complementary courses.

An Effective Partnership of Students, Staff and Parents

At École Leo Nickerson Elementary School, an effective partnership of students, staff and parents produces these amazing results:

- A warm and inviting school atmosphere
- A safe learning environment
- Diverse extracurricular activities, clubs and service projects reflecting students' interests
- A proven record of strong academic performance
- Students with strong technological skills and responsible digital citizenship
- A focus on fitness, mental health literacy and a growth mindset
- Engaging Fine Arts programming and dynamic extracurricular programs
- An extensive and well-used library collection
- Effective Levelled Literacy Intervention, French Learning Supports and Comprehensive Literacy programming in English and French
- Specialist teachers in Music, Drama, FSL and Physical Education
- Complementary subjects taught in both English and French
- Program specific community building experiences through: English Family Adventure Night (EFAN), and French Immersion Soirée
- Active parent committee and family involvement

Extracurricular Opportunities

Teamwork and the commitment of staff to reach beyond the curriculum, create great opportunities to enrich children's lives through shared endeavours, challenges, leadership and celebrations. Students are involved in a host of activities, including:

- Musical clubs, such as Choir
- Winter outdoor activities, such as downhill skiing, skating and snowshoeing
- Art and cultural experiences, such as Alberta Arts and Culture Day, author visits, and diverse fine arts and cultural presentations
- First Nations, Métis and Inuit cultural experiences that include guest speakers, and celebration of Métis Week, Orange Shirt Day, field trips and presentations
- Interschool volleyball
- Running club and Interschool cross-country running
- Swimming instruction and recreational swim experiences
- French cultural celebrations and presentations
- Concerts and celebrations
- Recess Club
- Safety Patrols
- Lunch hour intramurals, such as Leo Nickerson Hockey League (LNHL)
- WE TRI School-wide team triathlon
- School Spirit Days: 80s Day, Wild Hair Day, Jersey Day, Twin Day
- Community service projects, such as Reverse Trick or Treating, Food Bank drives, Terry Fox Run, and Kinetite's Christmas Hampers
- Environmental initiatives, such as recycling, composting and gardening
- Leo Nickerson News (LNN)
- Student Leadership opportunities such as: Office Leaders, Playground Leaders, Library Leaders, Peer Leaders, Project Leaders, Morning Greeters, Assembly Leaders, Classroom Leaders, Technology Leaders
- Lego Club, Safe Spaces Club, Pokemon Club, Drama Club, Art Club

Cultural enrichment for all students is a continued focus at both the classroom and school level. School staff, along with the parent fundraising group, Friends of Leo Nickerson, work hard to support presentations by such groups as the Alberta Opera Society, Nuevo Theatre, Evergreen Theatre, l'Unithéâtre, the Edmonton Symphony Orchestra, and the Artist in Residence program.

Parent and Family Involvement

The Friends of Leo Nickerson strongly support École Leo Nickerson Elementary School with funding for emerging technologies, library enhancements, classroom literature collections, playground equipment, and other projects, which enrich the school experience for our students.

Fundraising for the Playground Enhancement Project enabled the completion of a new inclusive playground located off of Sycamore Avenue. The large playground located along Cunningham Avenue will need to be replaced in the next 3-5 years and is a major priority for the Friends of Leo Nickerson. As such, all fundraising efforts are targeted toward the funding of the large playground replacement.

School Council is the advisory group to the administration of the school. This group meets monthly to discuss educational topics and share in an open dialog with school trustees, parents and school staff. Ideas, issues, and solutions that arise during the school year are also presented at these meetings.

Other ways our school is supported by community involvement and initiatives:

<ul style="list-style-type: none"> ● Food for Thought Kitchen ● Library and Book Fairs ● Triathlon ● Corn Roast & Terry Fox Run ● Program events ● Art Walk ● Mentorship 	<ul style="list-style-type: none"> ● Arts Day ● School Resource Officer ● Orange Shirt Day and Métis Week ● Classroom support and field trips ● Presentations and guest speakers ● Tree refurbishment project ● Student Teacher Placements
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The True Colours of Nickerson

Leo Nickerson has an effective Character Education program, True Colours, that encourages integrity, acceptance, and good citizenship through monthly educational assemblies and positive recognition. As students are observed demonstrating positive behaviour, they are rewarded with recognition ballots. These rainbow-coloured ballots are drawn for prizes each day during morning announcements and at monthly assemblies where the children earn lunch with school administration.

The rainbow symbol is used throughout the school to reinforce the qualities this program engenders in students. Each colour of the rainbow is associated with the following positive character traits:

showing our

True Colours



montrant nos

Vraies couleurs

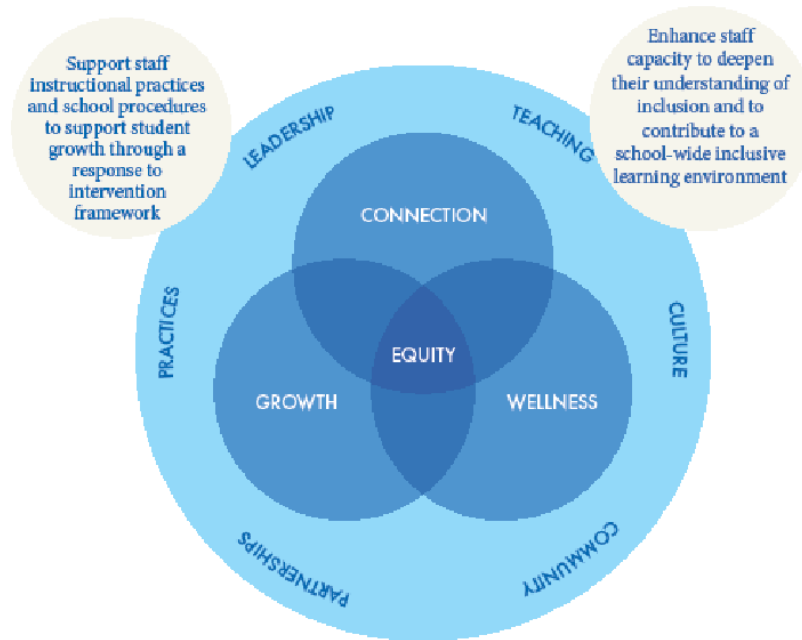
Character Quality	
	C Cooperation Coopération
	O Organization Organisation
	L Listening L'écoute
	O Open-mindedness Ouverture d'esprit
	U Understanding Ultra sympathique
	R Respect and Responsibility Respect et responsabilité
	S Sharing and Caring S'entraider

At École Leo Nickerson Elementary, students receive a quality education, parents feel valued and involved, and the community is enriched with a focus on developing the whole child.

Division Priorities and Outcomes 2022-2026



Leo Nickerson Ed Plan



École Leo Nickerson Elementary School Objectives 2022-2026

Objective 1: Support staff instructional practices and school procedures to support student growth through a Response to Intervention framework.

Key Strategies for 2022-2026:

Staff Collaboration

- Provide opportunities for teachers to share ideas and best instructional practices at weekly staff meetings
- Sharing of best practices at program meetings, teacher walk-throughs and collaborative time
- Staff book study based on the book, Power Up Your Pedagogy, by Bruce Robertson

- Continue to expand teacher efficacy through sharing resources, instructional practices and developing effective assessment practices
- Allocate time on school-based professional development days to enable staff to collaborate
- Collaborate with French Immersion staff to make French more visible throughout the school and to encourage students to increase their use of French outside the classroom
- Investigate collaborative program-alike opportunities and shared professional development with other division French Immersion dual track schools
- Encourage new teachers to attend the ATA Beginning Teachers Conference

Literacy and Numeracy instruction

- Support teachers to implement curricula in all subject areas
- Encourage teacher participation in PD opportunities offered by the division
- Purchase new resources
- Establish collaborative opportunities for teachers to work on implementing new curriculum
- Support teachers to assess students in grades one to three using the Alberta Education approved literacy and numeracy screens (release time)
- Address gaps in reading achievement outcomes at the universal, targeted and specific levels with targeted interventions
- Assessment of instructional level reading on a bi-yearly basis using Fountas and Pinnell and/or GB+ to guide instructional practice and to determine targeted supports
- Encourage teachers to infuse Lucy Calkin's Units of Study into the new curriculum and establish school-wide writing opportunities for students
- School-wide numeracy residency led by division staff using the new Mathology digital resources
- Strengthen student reading strategies through the use of a consistent program in English and French immersion (The CAFÉ Method, La méthode CAFÉ)
- Implement a school-wide phonics program in order to establish shared practices in both English and French (Jolly Phonics/Jolly Phonique)
- Continue to use small group, targeted instruction in the grades 4 to 6 classrooms
- Incorporate quality digital resources in the classroom to support literacy, including Zorbits, RAZ kids and Je lis, je lis
- Expand Grades 3 to 6 French Immersion classroom libraries and promote reading at home in French
- Provide release time for teachers to collaborate on student writing assessment in order to establish shared learning expectations and to develop a bank of student writing exemplars
- Encourage teachers to participate in division level professional development centered on a comprehensive approach to literacy instruction and to infuse literacy instruction across the curriculum
- Encourage teaching staff to participate in the division-level summer institute for new curriculum implementation
- Find ways to encourage students to increase daily reading in both English and French Immersion
- Establish clearly articulated goals in French Immersion in order to establish language-rich classroom environments (oral language - implementation of "caught speaking French", Mot de Monday)
- Gather and analyze student assessment data in reading; provide time for teachers to discuss student performance, identify students in need and collaborate on appropriate targeted interventions
- Encourage French Immersion staff to participate in the DELF/DALF assessment

Social-emotional support

- Continue to work collaboratively with École Paul Kane to enable high school students to serve as mentors for at-risk École Leo Nickerson students
- Develop school-wide responses and supports to address student behaviours
- Professional development for educational assistants to increase their capacity to use positive behaviour supports and emotional regulation strategies
- Encourage homeroom teachers to use the online Dare to Care resources to further establish a school-wide approach to supporting positive social interactions

Objective 2: Enhance staff capacity to deepen their understanding of inclusion and to contribute to a school-wide inclusive learning environment.

Key Strategies for 2022-2026:

- Prioritize time for counselling, learning supports for accommodations and modifications, and the coordination of division supports and services
- As the complexity of students increases without an increase to classroom support, find ways for staff to collaborate and to support each other
- Incorporation of indigenous perspectives, culture and celebrations through National Day of Truth and Reconciliation, Métis Week, Indigenous Day, and infused into regular classroom instruction
- Visit each class to model sharing circles and share the book *The Sharing Circle-Le cercle de partage*
- Staff PD on land based learning to offer ways to support this with students
- Targeted cooperative opportunities for students in need such as baking club, social groups, leadership opportunities, community outreach
- Provide opportunities for students in grades four to six to participate in the Blanket Exercise
- Provide meaning and experiential learning activities for students to connect their learning on foundational Indigenous knowledge - (i.e. Celina Loyer, Have a Heart Day, etc.)
- Establish community connections with Indigenous individuals within St. Albert to support school engagement in cultural events and celebrations
- Promote diverse representations in class-based resources and literature
- Enhance peace poles and provide foundational learning on symbolism/significance of project, creation of mural, planting of Indigenous vegetation, Seven Sacred Teachings
- Read to all students, the picture book of the year, When Things Aren't Going Right, Go Left, and establish lessons to empower students to be resilient in situations that do not go their way
- Professional development in restorative practices (Circle Training) for staff; to include non-teaching staff who interact with students regularly e.g., lunch supervisors
- Increase awareness of periods of multicultural significance around history, culture and current events such as, Black History Month, holiday celebrations around the world
- Promote practices to ensure a safe, caring and inclusive environment for Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students in an elementary setting, and provide supports to students, families and staff (Pride Week)
- Teacher representation on the division's SOGI committee to support staff development
- Continued and cohesive wellness instruction for students in Grades 1 to 6 to promote mental health literacy
- Install clear signage for school's gender neutral washrooms and inform students, staff and parents that anyone can use these washrooms

- Empower staff members and parents who are part of a minority group to share their personal experiences with the school community
- Find ways to engage parents in school activities centered around SOGI, reconciliation, anti-racism, bullying awareness, etc
- Encourage parents to access the parent resources for Dare to Care

School Reflection 2023-2024

Objective 1: Support staff instructional practices and school procedures to support student growth through a Response to Intervention framework.

The primary goal of this objective is to foster student growth through improved professional development, instructional consistency, targeted interventions, and a holistic approach to student well-being. Over the 2023-2024 period, the school has been dedicated to implementing key strategies aimed at improving staff collaboration, enhancing literacy and numeracy instruction, and providing strong social-emotional support for all students.

1. Staff Collaboration

Collaboration among staff members is central to the school's approach to improving instructional practices and student outcomes. The school has established multiple avenues for fostering a collaborative culture, ensuring that all staff members are equipped with the skills and support needed to enhance student learning.

Key Actions and Progress:

- **Weekly Staff Meetings:** Staff meetings have been regularly scheduled, fostering an ongoing dialogue among teachers regarding instructional strategies, student progress, and best practices. These meetings have promoted a culture of collective efficacy and have helped staff members share resources and insights that support student growth.
- **Program Meetings and Teacher Walk-throughs:** Monthly program meetings across grade levels and subjects have facilitated collaboration. These meetings, paired with teacher walk-throughs, have allowed staff to observe each other's teaching methods, discuss effective strategies, and refine their own practices. Although some teachers have been actively involved in this initiative, we will encourage more teachers to participate.
- **Targeted Professional Development:** The school has strategically allocated time for professional development (PD) during school-based PD days. Teachers have participated in PD sessions focused on RTI, differentiated instruction, assessment practices, and the implementation of the new curriculum. This has strengthened instructional consistency and provided staff with the tools to effectively support diverse learners. In addition, a large number of staff participated in the numerous division professional development opportunities centered on new curriculum implementation.
- **Cross-School Collaboration:** The school has partnered with neighboring French Immersion schools to explore shared PD opportunities, such as joint workshops and conferences. This collaboration helps to strengthen instructional consistency across the division, particularly in the areas of French language instruction.
- **Support for New Teachers:** New teachers have been actively encouraged to attend the ATA Beginning Teachers Conference and engage in mentorship programs.

Experienced staff have provided valuable guidance, helping new teachers integrate smoothly into the school community and adopt best pedagogical practices early in their careers.

2. Literacy and Numeracy Instruction

Improving literacy and numeracy outcomes has been a central focus of the school's efforts. By focusing on data-driven instruction, differentiated teaching, and targeted interventions, the school has made progress in addressing achievement gaps and ensuring that all students receive the support they need to succeed.

Key Actions and Progress:

- **Curriculum Implementation:** Teachers are successfully implementing the New language Arts and Mathematics curricula in addition to the other subject areas. Ongoing professional development and planning time have ensured that instructional practices align with provincial standards and best practices in literacy and numeracy.
- **Literacy and Numeracy Screening:** The school has adopted Alberta Education-approved literacy and numeracy screens (e.g., CC3, LeNS, etc.) for students in Grades 1-3. These screens have helped identify students in need of additional support, guiding instructional planning and intervention efforts. Data from these assessments has informed targeted interventions, ensuring that students receive the right level of support.
- **Reading Assessments:** Bi-yearly reading assessments, including Fountas and Pinnell and GB+, have allowed teachers to track student progress and identify gaps in reading skills. These assessments have been used to guide differentiated instruction and ensure that students receive targeted support based on their individual needs.
- **Targeted Literacy Support:** The school has re-established small group literacy instruction in English and French, focusing on students who require additional support in reading and writing. Teachers have employed differentiated strategies to address individual learning needs, ensuring that all students, regardless of ability, have access to appropriate learning opportunities.
- **School-Wide Writing Program:** The adoption of Lucy Calkins' Units of Study as the foundation for writing instruction across all grades is improving writing outcomes. Teachers have participated in extensive training, including a writing residency led by division staff, to ensure consistent and effective writing instruction throughout the school. With this, however, it has been challenging to incorporate this writing program at the same time as implementing new curricula in all subject areas.
- **Expansion of French Immersion Resource collection:** The school has worked to strengthen literacy instruction in the French Immersion program by expanding our levelled reading resources for students in Grades 3-6. Teachers are integrating the CAFÉ Method (Comprehension, Accuracy, Fluency, and Expanding vocabulary) into both English and French Immersion classrooms, supporting student growth in both languages.
- **Integration of Digital Resources:** Digital tools, including Zorbits, RAZ Kids and Je lis, je lis have been integrated into classrooms to support literacy development. These interactive resources have enhanced student engagement and provided additional opportunities for differentiated instruction.
- **Jump Math Implementation:** Jump Math has been integrated across all grades as part of the school's numeracy initiative. The program has provided a structured, evidence-based approach to teaching math, ensuring that students build foundational numeracy skills while progressing to more complex concepts.

3. Social-Emotional Support

The school has placed a strong emphasis on addressing students' social-emotional needs, providing them with the tools to manage their emotions, build positive relationships, and thrive academically. By integrating social-emotional learning (SEL) into the school's culture and instruction, the school has created an environment where all students feel supported and valued.

Key Actions and Progress:

- High School Mentorship Program: Continuing the successful partnership with École Paul Kane, the school has facilitated a mentorship program where high school students serve as role models for at-risk students. This program has fostered positive relationships and provided additional emotional support for students, helping them navigate challenges both in and outside the classroom.
- Positive Behavior Supports: The school has adopted a tiered approach to behavior management, providing both preventative strategies and targeted interventions. Teachers and support staff have received training in positive behavior interventions, ensuring consistent support across grade levels and a clear system for addressing behavioral concerns.
- Dare to Care Program: The Dare to Care program has been fully integrated into the school's culture. Teachers have been trained to use the program's strategies for promoting empathy, respect, and inclusion. Classroom activities centered around these themes have helped reduce bullying and foster a supportive, inclusive environment.
- Professional Development for Educational Assistants: Educational assistants (EAs) have participated in PD sessions focused on emotional regulation, positive behavior support, and social-emotional learning. This has equipped EAs with the skills needed to assist students in managing emotions and building social skills.
- Emotional Regulation Strategies: Teachers have received training in emotional regulation techniques, equipping them with tools to help students cope with stress, anxiety, and other emotional challenges. These strategies have been especially helpful for students who need additional support in managing student emotions and behavior.

Looking ahead, the school will continue to refine and expand these initiatives, with an ongoing focus on collaboration, data-driven decision-making, and a holistic approach to supporting the diverse needs of all students. These efforts will ensure that all students, regardless of their challenges, have access to the resources and support needed to succeed academically and thrive socially and emotionally.

Objective 2: Enhance Staff Capacity for an Inclusive Learning Environment (2022-2026)

This goal is centered on empowering teachers with the knowledge, tools, and collaborative support necessary to meet the diverse needs of all students. The school's approach focuses on professional development, the integration of multicultural perspectives, and the use of data-driven instructional frameworks to support students' academic, social, and emotional growth.

During the 2023-2024 school year, École Leo Nickerson has made great progress toward achieving this objective.

1. Prioritize Time for Counseling and Learning Supports

- École Leo Nickerson has made significant strides in prioritizing counseling and learning supports for students. Through a tiered Response to Intervention (RTI) model, the school has ensured that students receive appropriate support at every stage of their learning. This includes both academic accommodations and mental health support.
 - The RTI framework has allowed the school to provide early intervention, ensuring that students who require additional support are identified quickly. Regular check-ins, data analysis, and progress monitoring have enabled teachers to tailor instruction to meet individual student needs.
 - Dedicated wellness teachers have played a crucial role in supporting students' emotional and social development. They offer weekly lessons that focus on building resilience, self-regulation, and positive coping strategies.
 - Our full time counselor has provided expert, individualized support for students experiencing significant emotional or psychological challenges, ensuring they have the resources they need to thrive both academically and personally.
 - Small group literacy support was provided to students in grades 1 through 3 in English and French who had been identified by the Alberta Education screening tools.
- While the school successfully leveraged Alberta Education funds to address literacy and numeracy gaps, there were limitations to how much additional support could be provided to all students in need. Consequently, funding was focused on specific groups of students with the most urgent needs, while in-classroom strategies were developed to support other learners.

2. Collaboration Among Staff

- Collaboration has been a cornerstone of our approach to improving inclusion and student outcomes. Staff at École Leo Nickerson have worked together extensively through structured collaborative time, including:
 - Weekly staff meetings to discuss progress, share strategies, and support one another in meeting the diverse needs of students have been appreciated by staff.
 - Monthly program meetings and targeted professional development sessions that focus on specific areas like literacy, numeracy, and social-emotional learning have been well attended.
 - Site-based PD days that brought teachers together to deepen their understanding of inclusive practices and discuss best practices in addressing students' diverse learning needs.
- Through these initiatives, staff have developed a stronger sense of unity, and have benefited from shared experiences and insights. Collaborative time has allowed

teachers to discuss the challenges of teaching increasingly complex classrooms, and has helped them problem-solve together, ensuring that no student is left behind.

- The collaborative culture has been particularly impactful in addressing the learning needs of students on Individual Learning Plans (ILPs) and Individual Program Plans (IPPs). With 72 students on ILPs and 41 students on IPPs, regular collaboration has allowed staff to align their instructional practices, ensuring that all students have access to the tailored support they need to succeed.

3. Incorporation of Indigenous Perspectives and Culture

- The incorporation of Indigenous perspectives into the curriculum has been a priority, and several key events and activities throughout the year have deepened students' understanding of Indigenous culture, history, and issues related to reconciliation.
 - National Day for Truth and Reconciliation, Métis Week, and Indigenous Day were celebrated with classroom activities, guest speakers, and cultural workshops. These events allowed students to learn directly from Indigenous knowledge keepers and reflect on their roles in reconciliation.
 - The Blanket Exercise, a powerful experiential learning activity, was implemented for students in Grades 4-6. This exercise provided students with a deeper understanding of the impacts of colonialism on Indigenous peoples and helped them connect with the broader issues of social justice and equality.
 - Community connections have also been a priority. The school is working to develop relationships with local Indigenous individuals and groups within St. Albert, creating opportunities for students to engage in cultural events, such as powwows, traditional dances, and Indigenous art workshops.
 - In addition to formal events, Indigenous knowledge is being integrated into the curriculum across in a variety of subject areas. Teachers have worked to incorporate Indigenous perspectives into various subject areas, allowing students to see these cultures represented in their daily learning.

4. Promotion of Diverse Representations in Classroom Resources

- École Leo Nickerson has made a concerted effort to ensure that classroom resources reflect the diverse backgrounds of its students. A major component of this effort has been the ongoing diversification of classroom libraries and instructional materials.
 - Teachers have been provided with new, culturally-inclusive resources to ensure students encounter texts and materials that reflect a variety of racial, cultural, and gender perspectives. This initiative has included the purchase of diverse literature, resource kits, and online content that represent a wide range of voices and experiences.
 - Efforts have also been made to ensure that instructional materials are representative of gender diversity, LGBTQ+ inclusion, and a variety of family

structures, which has helped students feel seen and validated in their learning environment.

5. Response to Intervention (RTI) Framework: Literacy, Numeracy, and Social-Emotional Support

- The RTI framework has been a foundational tool for improving both academic and social-emotional outcomes for students. This tiered approach allows for early identification of learning needs, followed by targeted interventions based on each student's specific profile.
 - Literacy and Numeracy: Using data from assessment tools such as Fountas and Pinnell, GB+, and Alberta Education's screening tools, teachers have been able to identify students at various levels of proficiency and provide targeted, data-driven interventions. Special emphasis was placed on improving French language acquisition for both English and French Immersion students.
 - Social-Emotional Wellness: RTI strategies have also been applied to promote social-emotional learning (SEL). Wellness teachers work with students to enhance self-regulation skills, emotional resilience, and healthy social interactions. Regular counseling, small group sessions, and mentorship opportunities have helped foster a school-wide culture of support.

This comprehensive approach to RTI has helped create a more responsive, adaptive school environment. Early identification and timely intervention have increased the likelihood of student success, particularly for those who need more intensive support. The tiered model of intervention ensures that all students, regardless of their starting point, receive the support they need to succeed.

6. Social-Emotional Wellness and Mental Health Literacy

- Social-emotional well-being has been a central focus in addressing students' overall development. In addition to regular wellness instruction, the school has integrated Alberta Health Services' Mental Health Literacy resource, which provides students with tools to understand and manage their mental health.
 - Wellness teachers and counselors work closely with students on topics like stress management, empathy, communication skills, and self-care. These lessons are integrated across the curriculum, ensuring that mental health literacy is a regular part of the school experience.
 - Mentorship programs involving high school students have also been implemented to foster positive peer relationships and provide additional emotional support to younger students.
 - Teachers have received professional development on trauma-informed practices, further enhancing their ability to support students' emotional and psychological needs.

7. Support for LGBTQ+ Students

- École Leo Nickerson is committed to fostering an inclusive environment for LGBTQ+ students. To support this commitment, the school installed gender-neutral washrooms to ensure that all students have access to safe, inclusive spaces.
 - Pride Week was celebrated with classroom discussions, assemblies, and activities focused on promoting inclusion and understanding of LGBTQ+ identities.
 - Staff have participated in professional development around SOGI (Sexual Orientation and Gender Identity) inclusion, learning how to use affirming language and create a safe, welcoming environment for LGBTQ+ students.
 - The establishment of a Safe Spaces club has provided a platform for students to connect, share experiences, and support one another. This club has been so successful that it now runs on numerous days during the week.

8. Engaging Minority Voices and Building Inclusive Community

- The school has been proactive in amplifying the voices of minority groups within the school community. Regular events, such as acknowledging various cultural celebrations and traditions and community dialogues on racism and inclusion, have given students, staff, and parents a chance to engage in meaningful conversations about equity and social justice.

Looking forward, the school will continue to build on these initiatives, with a particular focus on expanding mental health resources, further integrating Indigenous perspectives, and strengthening partnerships with diverse community groups. The ongoing collaboration among staff, students, and families remains central to the school's commitment to creating an inclusive, equitable, and empowering educational experience for all students.

How is the school using/reflecting on evidence to inform school outcomes and/or strategies?

Objective 1: Support staff instructional practices and school procedures to support student growth through a Response to Intervention framework.

At Leo Nickerson Elementary School, the overarching goal is to foster student growth by utilizing a comprehensive Response to Intervention (RTI) framework that empowers teachers and administrators to identify and support struggling learners through tiered interventions. The school actively draws on various forms of evidence to continuously refine its instructional practices and improve school procedures. By integrating multiple data sources, the school ensures that interventions are well-targeted, timely, and effective in promoting academic success and social-emotional development.

Demographic Profile:

Leo Nickerson Elementary School serves a diverse student body with varying socio-economic, ethnic, and linguistic backgrounds. To ensure that the needs of every student are met, the school conducts thorough demographic analyses that include information on students' socioeconomic status, language proficiency, and any special education requirements. These factors are integral to determining which students may require additional support. For example, the school tracks English Language Learners and students from low-income households to ensure that their unique challenges are addressed through tailored interventions.

The demographic data also helps the school make more informed decisions about resource allocation, such as providing extra language assistance for English Language Learners or offering targeted support for students with learning challenges.

Survey Data:

Surveys and feedback from staff, students, and parents are key to gauging perceptions of teaching quality, school climate, and overall student satisfaction. Staff surveys assess teachers' confidence in their instructional practices and their needs for professional development. Parent surveys provide insights into how the home-school partnership can be strengthened, while student surveys offer valuable perspectives on engagement levels and the perceived relevance of the curriculum.

Standardized Assessments:

Standardized assessments play a role in tracking academic performance and identifying achievement gaps. Leo Nickerson Elementary uses provincial standardized tests for assessing proficiency in reading, writing, mathematics, science and social studies. These assessments are particularly useful in identifying students who are struggling in specific academic areas and who might benefit from tiered interventions.

In addition to large-scale standardized testing, the school also uses numerous strategies to assess student learning and these assessments provide valuable data about student growth throughout the year. These assessments help teachers monitor individual student progress in real-time, identify emerging trends in academic achievement, and adjust instructional methods to better support students at varying levels of proficiency. The data gathered from standardized assessments and tests are pivotal in creating personalized learning plans for students who need additional academic support.

Attendance Data:

A growing body of research demonstrates that chronic absenteeism is a significant barrier to student success. Leo Nickerson Elementary tracks attendance patterns, monitoring both individual student attendance and group trends to detect potential issues early. By identifying students who may be chronically absent, the school can intervene with targeted outreach programs, such as seeking transportation solutions, offering mentoring support, or implementing in-school enrichment programs that encourage greater participation.

Additionally, attendance data is cross-referenced with academic performance to explore potential correlations between absenteeism and student achievement. If data reveals that attendance rates are lower among certain groups (e.g., students with diagnosed specific learning needs or those from low-income families) the school can implement specific programs or interventions to improve school engagement and attendance rates for those students.

Local School Gathered Data:

In addition to standardized data, Leo Nickerson values formative assessment and classroom observations as sources of real-time feedback on student performance. Teachers gather data from daily activities, including exit tickets, quizzes, and hands-on classroom assessments. This ongoing data collection allows teachers to adjust instruction dynamically based on student needs, ensuring that interventions are responsive and effective.

Formative assessments also provide opportunities for teachers to collaborate and share insights about what is working or where students are struggling. For instance, regular team meetings allow teachers to review trends in student data and adjust instruction based on the needs of the class or individual students. This regular data collection cycle ensures that interventions are timely and effective, preventing students from falling further behind.

By synthesizing these various data sources—demographic information, survey feedback, standardized assessments, attendance trends, and real-time formative data—the staff of Leo Nickerson Elementary evaluate and refine our RTI framework to ensure that every student is supported and that instructional practices are aligned with student needs.

Objective 2: Enhance Staff Capacity to Deepen Their Understanding of Inclusion and Contribute to a School-Wide Inclusive Learning Environment

The school takes a proactive, evidence-driven approach to enhance staff capacity to understand, implement, and continuously improve inclusive teaching practices.

Demographic Profile and Context:

Leo Nickerson's student demographic data reflects a broad range of cultural, linguistic, and socio-economic diversity. Recognizing this diversity, the school uses demographic analysis to guide culturally responsive teaching and differentiated instruction practices. The school's commitment to inclusion starts with ensuring that all students feel represented in the curriculum and have opportunities to see their identities reflected in their learning materials.

Understanding the diverse socio-economic and cultural nature of the school has led to the development of inclusive lesson plans, culturally relevant resources, and materials that reflect the diverse backgrounds of students. Furthermore, professional development focuses on equipping teachers with the knowledge and skills to meet the needs of students from various linguistic and cultural backgrounds.

Survey Data and Feedback:

In order to track the school's progress with inclusion, we gather informal feedback from students, parents, and staff about the effectiveness of inclusion strategies. Feedback from teachers helps identify any challenges they face when implementing inclusive practices, such as supporting neurodiverse learners or providing accommodations for students with physical disabilities. Parent surveys also highlight areas where the school may need to increase support for students with diverse learning needs or provide additional resources for families with diverse cultural backgrounds.

Student feedback is essential to understanding the effectiveness of inclusion strategies. Analyzing this data allows the school to refine practices to create a more inclusive school culture.

Standardized Assessments:

Standardized assessment data plays a central role in identifying achievement gaps and measuring the effectiveness of inclusion initiatives. The school regularly reviews assessment data, such as provincial achievement tests and classroom-based assessments, to evaluate how well different student groups are performing.

Comparing data allows the school to examine performance trends across various subgroups, such as students with diagnosed learning challenges, English language learners, and students from marginalized socio-economic backgrounds.

This data-driven approach ensures that inclusion efforts are not just theoretical but result in measurable improvements in student outcomes.

Attendance and Engagement:

Tracking student engagement and attendance patterns is also critical for understanding the impact of inclusion practices. Chronic absenteeism is often higher among students from marginalized groups, and disengagement can be an indicator of ineffective inclusion strategies. The school uses attendance records, behavioral data, and student participation in school activities to monitor which students may be at risk of disengagement.

Professional Development and Training:

We are committed to providing ongoing professional development on topics related to inclusive education. Workshops, seminars, and collaborative learning opportunities are designed to enhance staff understanding of neurodiversity, trauma-informed teaching, and strategies for working with diverse learners.

Teachers participate in collaborative opportunities where they share best practices, reflect on their teaching, and discuss challenges they face in supporting diverse learners.

Financial Performance 2023-2024

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$59,413 (an additional \$60,000 has been added to result in a carry forward balance of \$119,413)

This modest surplus helped to offset the financial impacts of lower than anticipated student enrolment for the 2024-2025 school year.,

Financial Planning 2024-2025

RESOURCE AND DISTRIBUTION			
LEO NICKERSON SCHOOL			
	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 3,346,330	\$ 3,555,585	\$ 3,512,588
2. Other Revenues			
2.1 Fees	\$ 171,430	\$ 247,413	\$ 247,413
2.2 Donations		\$ 1,000	\$ 1,000
2.3 Fundraising		\$ 3,500	\$ 3,500
2.4 Other Revenues	\$ 43,320	\$ 40,500	\$ 40,500
3. Surplus / Deficit Allocation (S/D)	\$ 119,413	\$ 56,472	\$ 113,489
TOTAL REVENUES	\$ 3,680,493	\$ 3,904,470	\$ 3,918,490
	2024-2025	2024-2025	2023-2024
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 2,892,363	\$ 3,104,748	\$ 3,118,471
2. Support Staff	\$ 530,764	\$ 491,146	\$ 475,128
3. Services	\$ 127,716	\$ 142,508	\$ 155,508
4. Supplies	\$ 95,150	\$ 116,154	\$ 121,155
5. Furniture, Equipment & Capital	\$ 15,500	\$ -	\$ -
6. Technology	\$ 19,000	\$ 30,000	\$ 48,228
7. Future Emergent Initiatives	\$ -	\$ 19,914	\$ -
TOTAL EXPENDITURES	\$ 3,680,493	\$ 3,904,470	\$ 3,918,490
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	493.50	537.00	521.00
	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	24.67	26.46	26.91
Support Staff FTE	9.79	8.99	8.99
Certificated Staff Percentage	83.5%	86.0%	86.0%
Support Staff Percentage	15.3%	13.6%	13.1%
TOTAL STAFFING PERCENTAGE (with S/D)	98.8%	99.6%	99.1%
TOTAL STAFFING PERCENTAGE (without S/D)	102.3%	101.1%	102.3%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

Appendix I –Performance Indicators

Student Performance and Achievement

The following tables provide the school’s results on provincial achievement tests.

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	67.1	n/a	n/a	42.2	55.4	67.1
Standard of Excellence %	7.3	n/a	n/a	0.00	7.1	15.1

Division Performance and Achievement

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	82.8	n/a	n/a	71	72.2	73.6
Standard of Excellence %	28.4	n/a	n/a	16.9	13.7	15.7

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
The teachers at my school are.	99	95	93	95	n/a
The school is	98	94	92	90	n/a
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	
They feel safe at school.	87	85	79	93	91
That their teachers care about them.	95	92	86	94	92
That their school is a place where they feel like they belong.	86	86	80	82	75
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	97	99	95	97	95
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	98	97
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	99	99

Division Student Survey Results

(Based on an annual online survey available for all students)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	95	97	94	95	95
The school is	95	92	93	92	92
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	84	84	84	95	81
That their teachers care about them.	87	86	86	88	85
That their school is a place where they feel like they belong.	79.8	82.7	82	77.2	77.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	95	96	96.6	96	98.4
I am learning about Indigenous cultures, identities and ways of knowing at school.	NA	NA	NA	96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	NA	NA	NA	96.5	96.7

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
With the quality of education that their child is receiving.	95	95	100	89	76
With the choice of courses and programs available in their school.	95	96	97	90	80
With the support and resources available to meet the diverse needs of students.	83	73	89	72	61
That the school helps their child become a good, caring citizen.	98	98	94	90	80
That the school is safe.	97	93	100	92	85
That their child's school is a positive, caring, and welcoming place.	97	98	94	94	82
That their input is considered, respected, and valued by their school.	88	90	91	78	60
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	88	82
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	82	79
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	68	69

That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	80	74
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Division Parent Survey Results

(Based on an annual online survey available for all parents)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93.1	92.7	92.0	90.8	88
With the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
With the support and resources available to meet the diverse needs of students.	80.5	82.0	78.8	74.8	73.2
That the school helps their child become a good, caring citizen.	89.6	87.6	86.4	87.4	84.9
That the school is safe.	93.3	92.3	91	91.1	89
That their child's school is a positive, caring, and welcoming place.	91.6	92.1	90.5	90.2	88.3
That their input is considered, respected, and valued by their school.	79.5	80.4	84.2	76.4	73.2
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80.1	79
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	78.3	78.2
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64.1	65.5
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	79.9	79.2

Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
With the quality of education that students are receiving in their school.	96	94	100	100	85
With the provision of the support and resources needed to meet the diverse needs of students.	95	97	85	76	66
That the school helps students become good, caring citizens.	100	94	95	98	82
That their input is considered, respected, and valued by my school.	96	94	100	90	74
That they feel safe in the school.	98	91	97	100	87
That the school is a positive, caring, and welcoming place.	96	97	100	100	77
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	95	90
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	95	92
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	93	85

That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	98	95
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Division Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3