

November 2021

Isabelle Sellon School



What is the MRA?

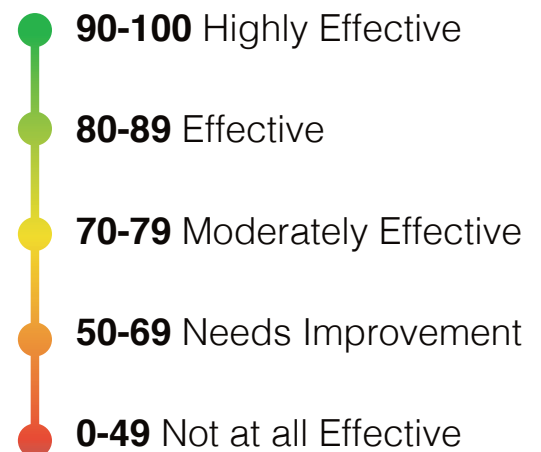
The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insight into the attitudes and behaviors of staff and students. The data informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me, and seen in the Framework below.

As a result of the alignment between the Framework and the MRA outcomes, the data informed insights link schools back to trainings and materials, allowing them to take action to improve areas of needed growth. In this way, it is very important that the scores in the MRA be used as a guide for continuous school improvement, not as an accountability measure.

Survey Scoring Guide

All scores in the MRA Report are presented on a 0-100 scale, with 100 being the most ideal and 0 being the least ideal.

Measures will have a +/- element showing the difference when subtracting the score of your previous year with the score of your current year. This element will be **GREEN** when your current year outperforms your previous year, or **RED** when your previous year outperforms your current year.



Accepting this report implies endorsement of the conditions listed below. FranklinCovey has committed to the keeping the confidentiality of all schools and survey participants. This report is the property of the school named above and will not be distributed to anyone outside of the school without the written permission of the principal. Anyone accepting a copy of this report promises to adhere to this agreement as well.



LEADERSHIP

Student Leadership

- 0 → 63 **+63** **Confidence**
Students like themselves and feel proud of who they are.
- 0 → 65 **+65** **Group Leadership**
Students are able to achieve positive goals through organization, modeling, and encouraging others' strengths.
- 0 → 60 **+60** **Industry & Perseverance**
Students are committed to working hard to achieve their goals and persist even when things are difficult.
- 0 → 64 **+64** **Interpersonal Effectiveness**
Students work well with their peers, respectfully listen to others' opinions, and work to find solutions where everyone wins.
- 0 → 61 **+61** **Personal Effectiveness**
Students take responsibility for their actions, set goals, and persist even when things are difficult.
- 0 → 53 **+53** **Public Speaking**
Students have the skills needed to effectively prepare for, and speak in public.
- 0 → 62 **+62** **Social Etiquette**
In social situations, students act within culturally respectful norms to show respect and consideration for others.
- 0 → 64 **+64** **Whole Person Wellness**
Students are choosing healthy behaviors for their body and mind.

LEADERSHIP

Staff Social-Emotional Teaching Readiness

- 0 → 79 **+79** **Modeling Interpersonal Effectiveness**
Staff practice the habits of interpersonal effectiveness, allowing them to authentically teach students how to work well with their peers, respectfully listen to other's opinions, and work to find solutions where everyone wins.
- 0 → 80 **+80** **Modeling Personal Effectiveness**
Staff practice the habits of personal effectiveness, allowing them to authentically teach students personal responsibility, persistence and goal setting by example.
- 0 → 83 **+83** **Modeling Whole Person Wellness**
Staff choose healthy behaviors for their body and mind, allowing them to authentically teach students by example.
- 0 → 74 **+74** **Social & Emotional Learning Support**
Teachers feel they have the knowledge and consistent training they need to effectively teach and model social and emotional concepts to their students.

Family Involvement

- 0 → 86 **+86** **Barriers to Engagement**
Families feel that the school environment is unwelcoming and believe that the staff are too busy, resulting in poor communication and an overall insufficient sense of community.
- 0 → 68 **+68** **Family Efficacy**
Families have the skills to support and motivate their child's learning, and the ability to support their child's emotional and social development.
- 0 → 65 **+65** **School-family Partnerships in Social-Emotional Learning**
Staff feel families are committed to the social and emotional development of their children.

CULTURE

Supportive Environment

- 0 → 75 **+75** **School Climate**
The overall feeling or character of a school; it can refer to aspects such as whether a school feels welcoming and supportive or unsafe.
- 0 → 67 **+67** **School Events**
Events at the school and in the classroom build a sense of community, establish culture, empower students' application of learning, and supports the school's mission.
- 0 → 58 **+58** **Student Empowerment**
Students are active participants in the school community and are encouraged to make a difference, take on leadership roles, and contribute their voice to important decisions.
- 0 → 71 **+71** **Teacher Expectations**
Teachers empower student learning through high academic expectations for all students, encouraging them to do their best work and teaching students to persevere.

Student Engagement

- 0 → 71 **+71** **Learning Engagement**
Students feel excited to learn as much as they can in class and actively work toward their goals.
- 0 → 60 **+60** **School Belonging**
Students feel happy to be an important part of the school community and feel that people at school care about and understand them. A strong sense of belonging has a positive influence on student engagement and performance.

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CULTURE

Staff Satisfaction

0 → 74 +74

Staff Empowerment

Staff members feel that their opinions are valued and respected and that they are encouraged to take the lead on school improvement efforts by taking risks and proposing new ideas.

0 → 85 +85

Staff Fulfillment

Staff members look forward to coming to work each day, and are satisfied with their decision to follow a career path that gives them the opportunity to be involved in important work for children.

ACADEMICS

Teacher Efficacy

- 0 → 70 **+70** **Goal Focus and Achievement**
Teachers are motivated through professional goals and are held accountable to meet those goals. In addition, the school sets academic goals and often achieves those annual improvement targets.
- 0 → 73 **+73** **Instructional Efficacy**
Teachers work to improve their teaching methods through reflection on lesson effectiveness and collaboration in planning lessons. Teachers also encourage student creativity, foster critical thinking, and use student-led learning activities to improve their quality of classes.

Student-led Achievement

- 0 → 56 **+56** **Academic Goal Achievement**
Students are able to set their own academic goals and deadlines, and are also capable of tracking their own progress and identifying steps they need to take to reach those goals. They regularly share their progress with an adult and reflect on their accomplishments.
- 0 → 45 **+45** **Growth Mindset**
Students' beliefs about their ability to grow and improve through hard work.
- 0 → 63 **+63** **Parent Perception of Student-Led Achievement**
Parents understand that their children can identify their own learning needs, can develop an action plan with goals, and can independently work on their school tasks to meet those goals.
- 0 → 64 **+64** **Self-Efficacy in Enlisting Social Resources**
Students are comfortable asking teachers, adults, friends, or classmates for help when they get stuck on schoolwork or are experiencing a problem.
- 0 → 57 **+57** **Self-Efficacy for Self-Regulated Learning**
Students can plan and organize themselves, they can stay focused to get their assignments done on time, and motivate themselves to get work done, even if there are distractions.
- 0 → 63 **+63** **Student Motivation**
Students are intrinsically motivated to learn and do well in school.