



Isabelle Sellon School

2021-2022

Annual Education Results Report

(compiled November 2022)

Accountability Pillar Overall Summary

Assurance Domain	Measure	Current Result	Prev Year Result	Prev 3 year average	Measure Evaluation (Overall)
Student Growth and Achievement	Citizenship	84.7	79.5	87.8	Excellent
Teaching and Leading	Education Quality	91.6	88.1	96.2	Good
Governance	Parental Involvement	72.5	60.5	80.3	Issue
Supplemental Measure	Lifelong Learning	79.8	62.5	72.8	Good
Supplemental Measure	Program of Studies	82.7	76.9	85.2	Excellent
Supplemental Measure	Program of Studies (at risk students)	80.7	70.9	86.9	Issue
Supplemental Measure	Safe and Caring	89.2	86.8	93.1	Excellent
Supplemental Measure	School Improvement	79.5	85.5	83.4	Good

Celebrations:

- Highest number of parent responses (19) in 3 years to the Alberta Assurance Survey
- Increase in Citizenship from 79.5 to 84.7. We feel our character education program which uses the 7 Traditional Teachings is a factor contributing to this increase. The 7 Traditional Teachings are woven into our school culture through student led assemblies, daily announcements, and utilized in conflict resolution.

Another contributing factor may be our commitment to having students reflect and act on our school mission statement, “To learn, play and be well together”. This mission statement is posted on daily announcements, school newsletters and referenced regularly when providing guidance and redirection to students.

- Increase in Education Quality from 88.1 to 91.6. We feel this increase is due to our commitment to place based pedagogy and the increased connection to our community to provide meaningful learning experiences that parallel curricular outcomes.
- Increase in Welcoming, Caring, Respectful and Safe Learning Environments from 84.0 to 87.5. We feel this increase is due to our character education program; 7 Traditional Teachings and that a Student Council was in place during the year to plan and implement school spirit events.

Area for improvement:

- Parental Involvement- although the survey indicates an increase from previous year, from 60.5-72.5; overall parental involvement in terms of ‘Governance’ is an area to continue to address. Although we have a well attended Tri-School Council, ISS has had a Parent Advisory Council for the last 10 years. Parents are reluctant to take official roles on Council.

With COVID restrictions behind us, we feel that our parent community is eager to become more active within the school through volunteering.

- Program of Studies:At-Risk Students- Although Parent satisfaction improved significantly (59.5% to 83.9% satisfied), overall the satisfaction of Teachers and Students is a concern. We feel Teacher and Student data could be impacted by the COVID-19 pandemic and the limited and timely access to mental health support.
- If the perception is based on availability of academic programs ‘for children at risk are easy to access and timely’, we continue to use and refine a Continuum of Support in Literacy, Numeracy and Social Emotional Well Being. Embedded grade level collaborative planning time also continues to be embedded to build a culture of collaborative response.

Measurable Results Assessment Overall Summary



Celebrations:

- Measurable Results Assessment (MRA) Results show improvement from fall 2021 to spring 2022 overall; among broad categories of Leadership, Culture and Academics. This growth may be attributed to continued connection to our school improvement plans during staff meetings and collaborative response structures in place.
- Our school staff also participated in reflective activities following the fall and spring MRA survey that brought attention to celebrate school growth and identify areas for improvement.
- Although we were not a *Leader in Me* School during the 2021-2022 school year, various resources were utilized from the Leader in Me online membership to draw attention to areas for improvement. Some examples included scoreboards, videos, 4 Disciplines of Execution, and See, Do, Get model.

Areas for improvement:

- Improve MRA scores in each dimension from ‘satisfactory’ range (70-79) into the ‘effective’ range (80-89).
- Our school improvement priorities continue to focus on developing leadership, building a more connected culture and using student data collection to inform improved instructional practices in academics.
- The MRA tool is new to our school and we are learning to explore the survey data more deeply to establish priorities and routinely monitor our progress.

Livingstone Range Wildly Important Goal 1: Leadership

Every student and staff member recognizes that their contributions help make their school and the division a better place.

Celebrations:

Measurable Results Assessment Comparison data- Leadership Dimension:

MRA Dimension	MRA Indicators	Nov 2021 Results	May 2022 Results
Student Leadership	Personal Effectiveness	61	74
Family and Community Engagement	School and Family Partnerships	65	72

Staff Leadership	Interpersonal Effectiveness	79	81
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- MRA score results specific to Leadership have improved from November 2021 to May 2022 (71%-74%). We can attribute this growth to an active Student Council membership that met weekly throughout the school year to plan school wide events, such as hot lunches, school spirit days, and a school dance.

Student Council President and Vice President also participated in Tri-School Council meetings to share Student Leadership reports. Each classroom also had a room rep to attend Student Council meetings and report back to the classroom of peers. Students-led assemblies reflected the 7 Traditional Teachings and showcased student learning.

Areas for Improvement:

MRA Dimension	MRA Indicators	Nov 2021 Results	May 2022 Results
Staff Leadership	Personal Effectiveness	80	78

- Although the data indicates a slight decline, this may be attributed to teacher stress/burnout stemming from the COVID-19 pandemic.
- Staff completed a collaborative book study, “Heart” by Timothy Kanold that may have brought increased awareness and personal reflection to habits that impact personal effectiveness. The goal of the book study, as prefaced by the author, “... this book can be a gift to your heart, a gift that both enriches your natural talent and helps you to become more intentional about your own professional practice for the personal marathon of your professional teaching life”.
- All staff will be trained in the “7 Habits” in the 2022-2023 school year to bring attention and focus to prioritizing the ‘most important’.
- Utilize support from Jigsaw Learning and LRSD to continue growth in Collaborative Response and the integral role of teachers in differentiated planning during embedded grade level collaboration.

Livingstone Range Wildly Important Goal 2: Culture

All staff and students recognize that they are responsible for positive change

Celebrations:

MRA Dimension	MRA Indicators	Nov 2021 Results	May 2022 Results
Supportive Student Environment	School Climate	75	75
Supportive Student Environment	School Belonging	60	75
Supportive Staff Environment	Staff Empowerment/Staff Voice	74	82

- Although there was no change, School Climate is a satisfactory score and is an area of strength to be built upon. Staff are more reflective and have communicated their willingness to build professional capacity in order to provide the support needed to develop necessary skills for all students. An example of this is the need for PD around using assessment data to provide targeted support specific to numeracy.
- Embedded Grade level collaboration and structures for embedded collaborative response are building collective staff capacity. This was our second year of identifying and examining patterns of growth of students across Grade 4-6 through vertical team meetings. A Continuum of Support for Literacy was created out of this work.
- The increase in School Belonging may be due to a shift from specialized subject specific teachers at the grade 6 level to a homeroom teacher model at the grade 6 level. This teacher model is also in place among Grade 4 and Grade 5 classrooms. Following the COVID-19 pandemic, students may be recovering from feelings of isolation, lack of connectedness and were able to feel a stronger sense of belonging with a common core teacher.
- Increased focus on place based and experiential learning may also attribute to the growth in School Belonging. All classrooms went to the PEAKS campus to connect curriculum to local experts and outdoor learning. An increased number of classrooms continued connection for place based learning with our community. Examples include Gr. 4 Plant Growth and Change connected with Pass Powderkeg ski hill and replanting native grass to the hillside, Gr. 6 Trees and Forests connected with Conservation Society to identify trees by observing various characteristics, Elders shared their knowledge and traditions connecting First Nations, Metis, and Inuit culture to social studies/science content.

- The increase in Staff Empowerment/Staff Voice may be attributed to the efforts to build a culture of collaborative response whereby staff determine the key issues based on their classroom experiences. Another factor for this increase may be conversations held between admin and teachers to share celebrations and reflections at the beginning and end of the year based on professional growth plans.
- Staff Empowerment increase may also be from the collaborative community of staff working alongside U of L and Memorial University to build place based pedagogy.

Alberta Assurance Survey Data:

Citizenship	Current Result	Prev Year Result	Measure Evaluation (Overall)
Parent	83.2	80.0	Excellent
Teacher	100	89.8	Excellent
Student	70.9	68.8	Good

Celebrations:

- Parents and Teachers share an increased rate of satisfaction that students model the characteristics of active citizenship.

Multiple factors contributed to this success. All students participated in community service projects to demonstrate care and compassion. Examples included community garbage clean up, school ground beautification (planting flowers), weed pulling, Random Acts of Kindness notes and poems delivered to local businesses and individuals, Food Bank donations, and silver collections for the local food bank.

Areas for Improvement:

- Although student participation was at the core of our community service projects, students do not identify these activities as contributing to active citizenship. Students are assisted to understand their role as leaders in our school, but require support to transfer this responsibility to their community.

Integrating a “School as basecamp, community as classroom” model may assist to grow an understanding of the place based principle, *local to global context*, as acts of positive citizenship.

Measurable Results Assessment:

MRA Dimension	MRA Indicators	Nov 2021 Results	May 2022 Results
Supportive Staff Environment	Staff Fulfillment/Staff Efficacy	85	72

Areas for Improvement:

- The last 2 years of the COVID-19 pandemic has had an impact on teacher sense of fulfilment and had some staff question their reasons to remain in the profession. Our school has also experienced a volatile working environment due to challenging student behaviors that were unpredictable.
- To build a thriving school culture and working environment, we have determined that becoming a Leader in Me school was an appropriate next step.
- We continue to explore and establish support for the well being of our students and staff. Eg. Wellness cart, dedicated time at all staff meetings to address personal well-being and health

Livingstone Range Wildly Important Goal 3: Academics

Educators empower students to lead their own learning.

PAT Results:

2022 PAT Results by Subject	School Acceptable	School Excellence	Province Acceptable	Province Excellence	Previous 3 year average by subject	School Acceptable	School Excellence	Province Acceptable	Province Excellence
Language Arts	97.9%	27.1%	76.1	18.9%	Language Arts	81.6%	6.1%	83.2%	17.8%
Math	66.7%	2.1%	64.1	12.6	Math	61.2%	0%	72.5%	15.0%
Science	93.8%	35.4%	71.5	23.7	Science	81.6%	16.3%	77.6%	28.6%
Social	91.7%	22.9%	67.8	20.1	Social	87.8%	18.4%	76.2%	24.4%

Celebrations:

- Students performed higher than the province in achieving the Standard of Excellence in all subjects, except Math. Compared to the province, students did perform higher in achieving the Acceptable Standard in Math.

- Compared to the last 3 years, students have demonstrated growth across all subject areas in both the Acceptable Standard and Standard of Excellence. We feel this increase in achievement is a result of a return to Grade 6 Generalist Teacher model from a specialized teacher for Math/Science and Social/LA. A return to a generalist model has allowed for student accommodations to meet the needs of the whole learner; and has permitted natural connections between curriculum to occur. Concept delivery and academic content is not restricted by timetabling.
- Intentional planning and alignment with concept delivery as part of place based education was more frequent during the school year (Week by the Creek, 'field' learning with PPK, guest speakers and experts to assist with concept development, hands on planning with PEAKS facilitators). We feel students are better prepared to apply their understanding learned from hands-on experiences to knowledge and application assessments.
- Place based learning is having a positive impact on student learning and growth as evidenced by PAT scores.

Areas for Improvement:

- Math PAT scores in the Excellence range is an area of continued improvement for our school. We feel our scores continue to be influenced by lack of common numeracy instructional practice across Grade 4-6. We are in the process of addressing this concern by working closely with SAPDC, developing a Numeracy Continuum of Support, and providing school based PD in providing numeracy interventions and strategies. This also includes support in instruction with manipulatives.
- Continue to support staff to effectively use data collected to inform intervention strategies to meet the needs of 'bubble students' in numeracy.
- Implement school wide numeracy assessment (NZ Math) with follow up interventions (classroom and school wide) for identified students.

Wildly Important Academic Goal- Increased Reading Comprehension Scoreboard:

Celebrations:

- All students participated and achieved our school wide goal to increase reading comprehension.
- Weekly progress monitoring was in place to track student reading comprehension progress.

- Draft Continuum of Support completed in Literacy; specific to Tier 1 and 2.



Areas for improvement:

- Student accountability and ownership of personal academic goal setting beyond school wide scoreboards
- Teachers build competency with reading comprehension intervention strategies
- Continuum of Literacy Support in Tiers 2 and 3.

Measurable Results Assessment- Academics

MRA Dimension	MRA Indicators	Nov 2021 Results	May 2022 Results
Student Led Achievement	Academic Goal Achievement	56	66
Empowered Learners	Academic Self Efficacy	57	73
Goal Achievement	Student Goals	63	73

Celebrations:

- Increased scores across areas related to goal setting. We feel this is a result of a school wide focus on growth mindset and goal setting.

- We feel increased scores may also be attributed to student voice during monthly student led assemblies; also focused on growth mindset.