

Isabelle Sellon School



2022-2023 Annual Education Results Report (AERR)

Innovative Learning, **S**tudents as Leaders, **S**trength through Courage

Vision Statement

To learn, play and be well together.

Mission Statement

Alberta Education: Provincial Outcomes

Outcome 1: Alberta's students are successful.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Outcome 4: Alberta's K-12 education system is well governed and managed.

Livingstone Range School Division Wildly Important Goals (2022-23)

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

Culture: Every student and staff member recognizes that they are responsible for positive change.

Academics: Educators empower students to lead their own learning.

Isabelle Sellon School's Wildly Important Goals (2022-23)

Leadership: Every student and staff member will create goals to increase their personal (student) and professional (staff) effectiveness for each reporting term during the 2022-2023 school year.

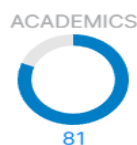
Culture: All students and staff will work collaboratively to increase levels of trust among peers, colleagues, parents and the school community throughout the 2022-2023 school year.

Academics: All students will demonstrate growth in literacy and numeracy each reporting term.

Isabelle Sellon School Data Summary

Perception Data

MRA Overall Results (Spring 2023)



Celebrations:

Leadership

- 5% growth from previous year in Community Engagement
- 6% growth from previous year in Student Leadership indicators

Culture

- 6% growth from previous year in Supportive Student Environment

Academics

- 7% growth from previous year in Empowering Teachers
- 9% growth from previous year in Empowered Learners
- 7% growth from previous year in Goal Achievement

Areas for Improvement:

Leadership

- 6% decrease from previous year in Staff Leadership
- Of the 3 stakeholders surveyed (Parents, students and staff), only staff perception data has declined.

Culture

- 4% decrease in Supportive Staff Environment

Action Plan:

Leadership

- All staff will participate in Core 1 Leader in Me training
- Establishment of Lighthouse Action Teams
- Increased opportunities for staff efficacy through facilitation of staff meetings, Collaborative Response Meetings, as well as formal and informal check-ins by administrators with staff- both personally and professionally.

Culture

- Increase collective efficacy among staff by intentional connection and promotion of wellness (eg. Wellness Cart, Cheers and Tears committee)
- Staff mission statements
- 7 Habits incorporated into staff meeting celebrations

Academics

- Continue student goal setting and tracking
- Continue to connect place based learning opportunities to curricular outcomes
- Continue to provide embedded structures for grade level collaboration

Academic Data

Alberta Education Assurance Measures Results (Overall Summary)

Assurance Domain	Measure	Current Result	Previous Year Result	Previous 3 year average	Measure Evaluation (Overall)
Student Growth and Achievement	Student Learner Engagement	82.4	80.7	80.7	Maintained
	Citizenship	85.8	84.7	86.6	Excellent
	PAT- Acceptable Standard	61.2	91.7	n/a	n/a (overall) Very Low
	PAT - Standard of Excellence	14.3	22.9	n/a	n/a Intermediate
Teaching and Leading	Education Quality	91.0	91.6	94.0	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	85.6	87.5	87.5	Maintained
	Access to Supports and Services	79.2	76.1	76.1	Maintained
Governance	Parental Involvement	77.4	72.5	73.2	Acceptable

Celebrations:

- Compared to the province (80.3), school survey data shows higher Citizenship scores (85.8). We believe this may be due to increased opportunities for students to share their voice and lead various aspects of their school life. Examples include student led assemblies, Student Council membership, and opportunities that connect our youth to seniors in the community (Grand Pals Program, Peaks to Pines, Bellevue Seniors)
- Compared to the province (88.1), school survey data shows higher Education Quality (91.0). We believe this may be in response to increased place based programming for students with a priority given to Community Connection and applicable curricular learning with local experts at various off-campus locations. (Waterton National Park, Beauvais Lake, PEAKS campus, Frank Slide Interpretive Centre, local business in Blairmore, programming by local field experts etc.)

Areas for Improvement:

- Grade 6 PAT Acceptable Standard declined significantly at our school from the previous year- (91.7 to 61.2). This may be due to new staff teaching at the grade 6 level and circumstances beyond our control regarding teacher absences.

Action Plan:

- Build upon research based instructional practices across Grade 4-6 to ensure teachers continue to apply professional learning to equip all students with skill sets, knowledge and an ability to apply concepts across multiple domains.
- Provide ongoing access and support for professional development in areas of literacy and numeracy specific to classroom interventions.
- Continue to assist students to develop timely, meaningful and attainable learning goals for personalized, academic growth.

Grade 6 PAT Data:

Subject	Excellence (%) of students		Acceptable (%) of students		Below (%) of students	
	School	Province	School	Province	School	Province
ELA	22	21.9	92.7	90.4	7.3	9.6
Math	9.5	18.8	66.7	76.9	33.3	23.1
Science	31	27.2	76.2	79.3	23.8	20.1
Social	17.5	22.1	75	79.1	25	20.9

Celebrations:

- Students performing at the Standard of Excellence in Science and ELA are higher than the provincial average.

Areas for Improvement:

- Compared to the province, we have a higher percentage of students that fall Below the Acceptable Standard in Math, Science and Social.
- Compared to the province, we have less students performing at the Acceptable Standard in Math, Science and Social.
- Compared to the province, we have less students performing at the Standard of Excellence in Math and Social.

Action Plan:

- Continued targeted support and interventions for students requiring numeracy support in Tier 1 and added Tier 2 supports
- Implement numeracy intervention block to respond to students who require added Tier 3 support

- Continue to work with professional development consultants to improve classroom numeracy instruction and classroom supports at the Tier 1 and 2 level
- Multiple changes to the Grade 6 collaborative teaching team have been present over the last 3 school years. We are exploring possible alternatives to ensure a more consistent and collaborative Grade level team

Grade 4-6 STAR Literacy Data:

	Fall Score	Spring Score
Grade 4 Cohort	3.0	4.1
Grade 5 Cohort	4.1	5.0
Grade 6 Cohort	4.8	5.3

Celebrations:

- Reading growth in the Grade 4 cohort of 11 months in a 9 month timeframe
- Reading growth from fall to spring for both Grade 5 and Grade 6 cohort

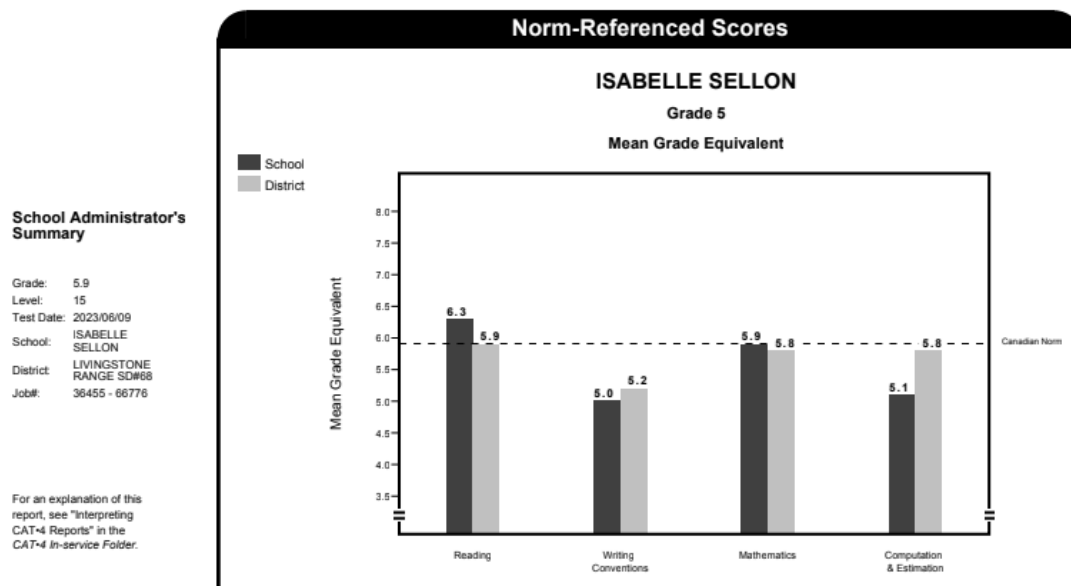
Areas for Improvement:

- In 11 months of instruction, the Grade 5 cohort demonstrated 9 months growth
- In 11 months of instruction, the Grade 6 cohort demonstrated only 5 months growth

Action Plan:

- STAR literacy growth will continue to be monitored to determine student growth from year to year and overall trends as students enter Grade 4 and exit following Grade 6 to determine strengths in instructional practices
- Continue to reflect, refine and implement Tier 1 and Tier 2 support and interventions in the Literacy Continuum of Support
- Continue to assist students to identify reading goals, utilize high impact strategies for growth and student accountability partners
- Continue to celebrate literacy growth across grade 4-6 by keeping score (visible scoreboard)

Grade 5 CAT Data:



Celebrations:

- Grade 5 students at ISS are performing higher than the Canadian norm in Reading
- Grade 5 students at ISS are performing higher than Grade 5 students across the Division in Reading and Mathematics

Areas for Improvement:

- Grade 5 students are performing below the Canadian norm in Writing Conventions and Computation and Estimation
- Grade 5 students at our school are performing below Grade 5 students across the Division in Writing Conventions and Computation and Estimation

Action Plan:

- Small group intervention and support in all numeracy classrooms based on STAR Math assessment data
- Numeracy intervention strategies supported by SAPDC professional development sessions with follow up support to grade level teams throughout the 2023-2024 school year

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.

Isabelle Sellon School Wildly Important Goal 1: Leadership

Every student and staff member will create goals to increase their personal (student) and professional (staff) effectiveness for each reporting period during the 2022-2023 school year.

School Performance Measures:

- MRA comparisons (Spring 2022-Spring 2023)- "Personal and Professional

Effectiveness”

- Leader in Me Leadership and Goal resources (online membership access)

School Strategies:

- Grade level student scoreboard each reporting term to track progress toward achievable goals
- Staff member scoreboard each reporting term to track progress toward achievable goals
- Staff conversations with school administrators, “Sharpening the Saw”, regarding celebrations, professional growth and reflection (min. 3 times during the school year)
- Staff training in the 7 habits- support from Divisional LiM Coach
- Embedded grade level teacher collaboration to develop leadership capacity
- Celebrations and growth are regular agenda items in staff meetings
- Student led assemblies are focused on celebrating student learning and growth
- Student portfolios (Edsby, Google Classroom)

Celebrations:

- Leader in Me coach assisted in facilitating transparent discussions in May 2023 regarding MRA data and the importance of responsibility for actions and emotions and prioritizing things that are most important
- Student Personal Effectiveness increased 6% (74-80). Our data suggests that student led assemblies and student goal tracking have had a positive impact on celebrating personal accomplishments
- Students participated in goal setting specific to literacy and numeracy throughout the year and also tracked their progress. Goal targets were celebrated both in classrooms and school wide. A school wide pizza party occurred, staff vs student dodgeball game
- Teachers involved students in the school wide scoreboard to track literacy and numeracy growth to increase understanding and student ownership
- “Sharpening the Saw”-Teachers shared appreciation for informal and formal check-ins throughout the year
- Student leaders from Student Council, Teton Student Advocacy Group participated in Tri-School Council meetings and quarterly Teton virtual meetings with other student leaders across North America

Areas for Improvement:

- Staff Personal Effectiveness showed a decline of 1% (from 78 to 77). Training in the 7 Habits took place in the fall of 2022, this was followed up by a book study; 7 Habits of Effective People during staff meetings. Staff were introduced to the 7 Habits, but this has not yet been fully ‘lived’ by staff on a personal level
- Leader in Me online resources were not accessed as regularly as would have been expected during the 2022-2023 school year, based on individual staff ‘sign-in counts’

Action Plan:

- Utilize and embed online resources from Leader in Me during bi-monthly staff meetings to support school wide goal achievement
- Increased leadership opportunity for staff through rotating facilitation of staff

- meetings, collaborative response meetings, and teacher mentorship programs
- The *7 Habits* are integrated into student instructional time and are highlighted during monthly student led assemblies
- *7 Habits* parent/guardian open house led by students will take place during the 2023-2024 school year

Livingstone Range Wildly Important Goal 2: Culture

Every student and staff member recognizes that they are responsible for positive change.

Isabelle Sellon School Wildly Important Goal 2: Culture

All students and staff will work collaboratively to increase levels of trust among peers, colleagues, parents and school community throughout the 2022-2023 school year.

School Performance Measures:

- MRA comparisons (Spring 2022 to Spring 2023)- Trusting Relationships
- Student and Family “pulse check” surveys (end of month -November, January, March)

School Strategies:

- The Student Leadership Council to be established with an active role to build a sense of community and belonging for all students.
- Refine processes of CRM to build upon school culture of collaborative response
- 7 Habits training for all staff
- 7 Traditional animal teachings will be connected to 7 Habits to build common language
- Regular, predictable communication with parents (teacher classroom communication and school wide communication)
- Staff will facilitate breakout learning sessions (fall and spring sessions). Sessions will be held during a 4 week period for 1 hour each
- Parent nights throughout the year to celebrate student growth and learning (Themes: Academics, Fine Arts, Health and Wellness)
- Tri-School Council meetings with embedded ISS break out sessions
- School wide service projects (Food bank, community clean up)
- Place Based Learning (School as a Basecamp) - partnership with Teton Science School to assist with staff development and growth for application to classroom learning

Celebrations:

- Student Trusting Relationships maintained an MRA score of 70.
- We held a Family Numeracy Night that had positive parent/student feedback. Students across Grade 4-6 led their parents through various numeracy tasks. We feel this activity assisted to improve parent communication regarding student learning

- Grade 4 students participated in a week long Health and Wellness Fair with local guest speakers and programming
- Multiple place-based learning opportunities for all grades were available (eg: Waterton, PEAKS, Chinook Lake, Frank Slide Interpretive Centre, Heritage Acres, CNP Community Food Bank and Gardens, Spry, Stone's Throw Cafe)
- Student Council (President and Vice-President) attended 3 Tri-School Council meetings to share reports
- Pulse check survey was completed in March for students and parents regarding student engagement and place based learning. 88.3% of student responses shared that "Place based learning opportunities help students to grow and learn most". Although parental response rates were low (13 responses), written feedback was very positive and encouraging
- Teton Science Schools professional development sessions had a positive impact to increase place based learning into classrooms (1 virtual sessions and 4 in person days with Teton Facilitators and cohort members across HAS, ISS and CCHS)
- A community Asset Map was developed, in collaboration with Teton Science School cohort of staff to identify community resources and personnel to support student learning

Areas for Improvement:

- Although a Student Leadership Council was established, the amount of meetings and student led initiatives was inconsistent due to staffing
- Staff Collective Efficacy declined by 5% from 72 to 67. This decline may be due to staffing changes and staff absences during the school year

Action Plan:

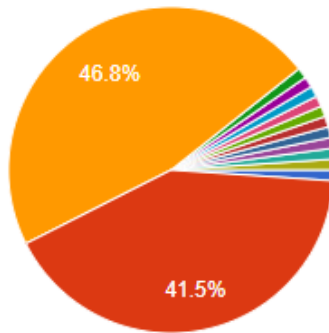
- Place based learning planning and paperwork was a perceived barrier to initiate additional student opportunities. To respond to this concern, parent letter templates were created. A google folder with all documents to support PBL was also created and shared to all staff to minimize other barriers
- PEAKS Campus coordinators will be utilized to support teachers to assist with programming opportunities in the local community connected to curricular outcomes and to reduce other potential barriers related to off campus approvals

Data from March Student Pulse check survey

To what extent does place based learning (learning in environments other than the school) help you to learn and grow most?



94 responses



- Not at all- Place based learning does not help me learn
- Sometimes- Place based learning helps me learn
- Often- Place based learning is the best way to learn
- not really
- it helps me learn depending on what I am learning
- best way is have fun doing school
- it usually helps me learn
- Helps me grow by seeing more community

▲ 1/2 ▼

Data from March Parent Pulse check survey

With respect to Place Based Learning, what are two things that this school does well that we should continue to do? Please be as specific as possible.

13 responses

Communication, monitoring outside activities, recess ect! The teachers come support outside sports, hockey ect! They truly care

Hands on experience with the kids' surroundings and getting outside.

I believe they will visit Wateron twice, it is great to see the student will be able to see a comparison of the ecology.

Great communication from the school for the intended activity and asking for help from parents/care givers.

1- has a wide variety of activities with different experts to guide learning. 2- gives the kids opportunities to do things they wouldn't otherwise do/learn about.

Field trips have been engaging and all the hands on learning is great. The people who get brought in to do interactive learning have been awesome.

Livingstone Range Wildly Important Goal 3: Academics

Educators empower students to lead their own learning.

Isabelle Sellon School Wildly Important Goal 3: Academics

All students will demonstrate growth in literacy and numeracy each reporting term.

School Performance Measures:

- STAR Reading Assessment (gr. 4-6)
- Canadian Achievement Test (all students fall 2022 pilot project)
- Writing Benchmark assessments- school wide writing prompt (Nov., March, June)
- Math benchmark assessments- NZ Math (Nov., March, June)

School Strategies:

- Alignment between School Plan and weekly grade level planning
- Collaborative Response Model to identify “key issues” and intervention strategies
- Documentation of weekly grade level planning
- Scheduled formalized observation of Grade level collaboration/planning (admin attend 3x’s during the year- fall, winter, spring)
- Regular use of Continuum of Supports for literacy to determine strategies for support and intervention (during grade level planning, CRM meetings)
- Create Continuum of Supports for numeracy and social emotional strategies
- Progress monitoring between benchmark assessments
- 6 week cycle of grade level planning and Collaborative Response meetings to implement and report on strategies and interventions
- Student portfolios to collect evidence of growth
- Place Based Learning
- Small group classroom intervention in Literacy and Numeracy
- School wide intervention block embedded in timetable

Celebrations:

- Overall Academic MRA improvement from 73 to 81
- SAPDC PD session provided in the fall for all numeracy teachers using New Zealand math assessments, to diagnose understanding and strategies for instructional support
- STAR Reading: 100% of students met their personal reading goals
- Instructional leadership provided during Collaborative Response meetings to utilize STAR data to create targeted student groupings
- STAR Grade Equivalency Reading results from fall to spring: Grade 4 - 3.0 to 4.1, Grade 5 - 4.1 to 5.0, Grade 6 - 4.8 to 5.3. This increase may be due to intentional small group practice in classrooms and student determined reading goals
- Student portfolios were created and maintained throughout the year to track reading strategies and progress. These portfolios were shared with parents during Celebration of Learning
- All teachers used the data reviewed in scheduled CRM meetings (literacy,

writing, numeracy) to create small groups to support student learning with Tier 1 and Tier 2 supports and interventions

- School wide intervention block (4 weeks) in reading for students identified as “yellow” following December STAR reading assessments
- Multiple place based learning opportunities in all grades and across all subject areas to support differentiated learning

Areas for Improvement:

- Writing Benchmarks results indicate 48% of students across Grade 4-6 improved in ‘Content’ when comparing October to June growth
- Only the fall NZ math benchmark assessment was completed. Assessments in all classes were also inconsistent. This inconsistency may be due to the amount of time needed to conduct the individual assessments as well as understanding and interpreting of data

Action Plan:

- Increase focus on student writing progressions between October, February and June windows of assessment to increase the number of students who demonstrate growth. This will be achieved through collaborative assessment of student writing, a refined writing assessment rubric, and small group writing intervention support in classrooms
- Student goal setting in across multiple aspects of curricular growth (eg. writing, reading, numeracy etc.)
- Implementation of STAR Math during the 2023-2024 school year to determine student intervention and support