

# Isabelle Sellon School

## Livingstone Range School Division



## 2020-2021 Annual Education Results Report

### Vision Statement

Innovative Learning Experiences, Students as Leaders, Strength through Courage

### Mission Statement

To learn, play and be well together.

### Core Values

Inclusion, Creativity, Courage, Innovation, Community Connection, Growth

## 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*

### Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 6102 Isabelle Sellon School



Assurance Domain	Measure	Isabelle Sellon School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	81.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	79.5	88.5	88.6	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	76.2	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	10.9	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
	<a href="#">Education Quality</a>	88.1	96.4	96.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	84.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	71.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	60.5	73.9	84.0	79.5	81.8	81.4	n/a	n/a	n/a

- Education Quality has decreased from the previous year, 96.4 to 88.1 which is of concern.
- Parental involvement has also decreased from the previous year; 73.9 to 60.5. This is interesting as our Tri-School Council that was established during the 2020-2021 school year has seen increased parent participation and involvement.
- Other identified measures are difficult to analyze as data is not available from previous years.

## 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.***

### School Performance Measures

- Guarding Minds Staff Survey Revisited (September 2021)- Psychological Factor- Clear Leadership and Expectations

- Staff Implementation of Collaborative Response

## School Strategies

- Staff commitment to action (Action Planning phase of Guarding Minds) specific to “Clear Leadership and Expectations”
- Embedded and meaningful Teacher collaboration (teacher mentorship)
- Collaborative Response learning and planning
- Teacher professional book study- “Heart- Fully forming your Professional Life as a Teacher and Leader”; Timothy Kanold (part of monthly staff meetings)
- Student Leadership opportunities (Student-led monthly assemblies)
- Divisional Teacher Committee leads (Numeracy, Literacy, FNMI, PD, Health and Safety)

### Commentary:

- August 27- Guarding Minds Action Planning Phase 1- Facilitated by ASEBP, Workplace Wellness Consultant
- September 25- Staff Collaboration and School Improvement
- Embedded grade level planning and collaboration on a weekly basis
- Added embedded Teacher coaching time with Learning Support Teacher on a weekly basis
- Supported by Jigsaw Learning through LRSD and site based coaching to refine Collaborative Response
- Embedded professional book study, “Heart” as an agenda item during monthly staff meetings for reflection and discussion to improve school practices
- Monthly virtual student led assemblies with a focus on 7 Traditional Teachings
- Continued with Divisional Committee leads who reported back to staff during staff meetings

### Data:



## PSR3: Clear Leadership & Expectations

### Leadership Team's recommended actions:

- All meetings will continue to have established structures.
- Norms have been included in all meeting templates and will be addressed/reminded at the start of each meeting.
- All meetings will have a rotating Facilitator and Recorder (and other roles as needed eg: Time Keeper) and are included in meeting templates.
- All staff meeting minutes will be accessible in a Google Folder titled "Staff Meetings 2020-2021".
- All Collaborative Team meeting minutes will continue to be accessible in a Google Folder titled "Collaborative Meetings".



## PSR3: Clear Leadership & Expectations

### Leadership Team's recommended actions:

- Timely information will continue to be posted on the whiteboard in the staff room.
- Weekly updates will continue to be shared via Staff Google Classroom each Friday.
- Embedded time for Grade level teachers and Educational Assistants to collaborate via weekly grade level meetings and weekly coaching meetings.
- All staff are leaders at Isabelle Sellon School and expectations for professionalism continue

QUESTIONS? COMMENTS?

## Livingstone Range Wildly Important Goal 2: Culture

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

## School Performance Measures

- Place Based and creative WILD student learning opportunities
- Collaborative Response implementation as a way of thinking and doing
- Coaching conversations and intervention strategies are applied in teacher classrooms

- School mission, vision and values are living statements
- Guarding Minds staff survey (psychological safety)
- Our School student survey

## School Strategies

- Community of Schools Place Based Learning project with Mount Royal University
- Collaborative Response Model ongoing professional development
- Templates and tools adapted from Jigsaw Learning for use in layered meeting structures
- Weekly embedded coaching time for each classroom teacher and educational assistant
- Mission, vision and values are present during staff meetings, daily student announcements and in monthly newsletters
- School Wellness Team plans regular staff activities to maintain a culture of wellness
- Wellness theme part of regular monthly staff meetings
- Complete student survey, “Our School” in fall 2020
- Re-administer Guarding Minds staff survey in May
- Rotating classroom led virtual assemblies
- Return to single grade classrooms from combined 4/5

### **Commentary:**

- All staff participated in Collaborative Response as a “way of thinking and doing” rather than compliance
- Visual shared with staff to represent Layers of Collaborative Response
- Monthly Grade level team meetings had a rotating area of focus- numeracy, literacy, and social/emotional.
- Monthly Grade level collaborative team meetings focused on Key Issues
- External participation from Division office during embedded Grade level team monthly CRM meetings (Director of Learning Support Services, Behavior Specialist Teacher)
- Wellness embedded as a regular item during Staff Meetings
- Each classroom led a virtual monthly assembly
- School mission, vision and core values were present and visible in school newsletters, staff meetings, daily student announcements
- Documents regularly added to Jigsaw Learning Collaborative Response Folder throughout the school year.
- Virtual Trickster Theatre Residency - All students created videos for positive change that were published



Data:

Teaching & Leading



A.4 Education Quality Detail

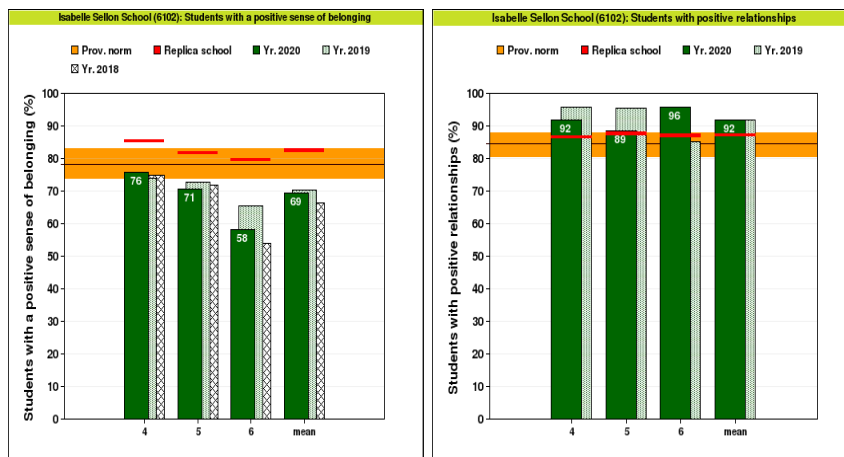
School: 6102 Isabelle Sellon School

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Teacher - All

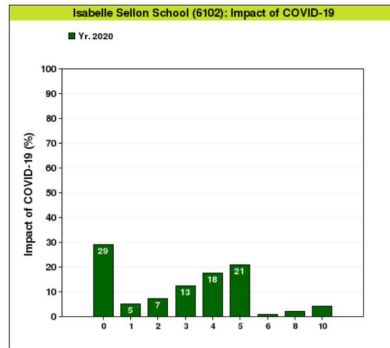
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of teaching at your school	2017	10	60	40	0	0	0	100
	2018	11	55	45	0	0	0	100
	2019	9	44	56	0	0	0	100
	2020	8	50	50	0	0	0	100
	2021	10	30	70	0	0	0	100

- Education quality and culture are of concern at the school. Student interest and motivation, a sense of value to schooling outcomes are interrelated to teacher perceptions of Education Quality. Overall, there has been a decline in teachers who are 'very satisfied' with the overall quality of basic education over the past 5 years.



- Although students report having positive relationships at school, students who report a positive sense of belonging are below the provincial average. Our Grade 4 students report slightly higher than in previous years. This could be due to a return to traditional single grade level classrooms; especially as students in grade 4 transition into our school.

### Impact of COVID-19



- Based on student reported data, 30% of our Grade 4-6 students are “very sad” (Level 0) about the impact of COVID 19 on their schooling
- COVID-19 school regulations may be the reasons for this level of reporting- cohorts, assigned recess spaces, masking. The *school community* was reduced to a *classroom only* community.

## Livingstone Range Wildly Important Goal 3: Academics

***Educators empower students to lead their own learning.***

### School Performance Measures

- School based interventions to support all students through Collaborative Response
- MIPI data and subsequent interventions
- Writing Benchmark data and subsequent interventions
- PATH process (2019-2022)- What have we achieved to date?

### School Strategies

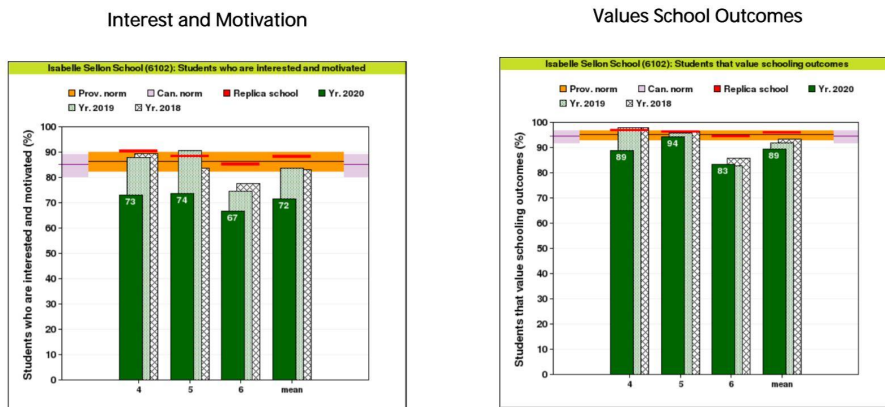
- Professional learning for all staff - Envisioning a Collaborative Response
- Weekly embedded Grade level collaboration
- Pre and post assessments
- Student data and evidence informs collaborative conversations
- Timetabled structure in place to implement place based learning opportunities outside the traditional classroom setting

- Monthly Grade level Collaborative Response Team meetings with identified area of focus (literacy, numeracy, or social/emotional)
- Innovative and authentic learning practices- reflection and revisitation of our PATH accomplishments and next steps to reach our North Star in 2022
- Return to single grade classrooms from combined 4/5

**Commentary:**

- Collaborative brainstorming for innovative learning ideas
  - Grade 4 - Personal outdoor learning spaces throughout the seasons (fulfilled)
  - Grade 5 - Wetlands learning excursion in October (fulfilled)
  - Grade 6 - Community based project - Disc golf course (Initiated but not completed)
- Whole School- “Week by the Creek” planning committee established with community partners. June date was postponed to the following school year due to COVID.
- WILD time structured into student/teacher timetable to embed opportunity for place based learning
- All students participated in the “Where Project”- Five students were acknowledged for their project and received cash prize
- Teacher led WILD committee established in the spring with monthly meetings to brainstorm place based learning ideas
- Place Based Learning cohort of teaching staff (6) established in spring in partnership with University of Lethbridge/Memorial University and one of LRSD Division Off Campus Coordinators
- Continuum of Support draft developed for Literacy and Numeracy
- Vertical teams teacher leads established in spring with follow-up staff collaboration for non-negotiables for literacy and numeracy (March PD day).
- Collaborative Response Meetings (weekly, monthly) referred to benchmark data to design for planning and intervention.

**Data:**



- Students self-report low levels of interest and motivation toward academic achievement. This will need to be analyzed at a deeper level



- COVID 19 school regulations such as grade level cohorting, absence of after school sports, absence of cross grade learning experiences (Break Out sessions), absence of House Leagues, etc. may be a result of this data

School Wide MIPI Results (assessment fall 2020)			
	Grade 4 (40 students)	Grade 5 (37 students)	Grade 6 (44 students)
81-100%	13	7	4
60-80%	13	24	12
50-59%	5	3	9
25-49%	7	2	13
0-24%	2	0	6

- Excellent and Proficient math scores are not sustainable from grade level to grade level
- Monthly CRM meetings focus on literacy and numeracy (moving from a generalized to a key issue focus in January 2021)
- Vertical grade level conversations have brought forward inconsistencies in math instructional practices dependent on the classroom teacher.
- Non-negotiables for numeracy instruction co-created in March, 2021- small groups, non-permanent vertical surfaces
- Draft Continuum of Supports developed for numeracy in March 2021

School Wide Writing Benchmark Growth (Content/Organization combined)			
	October	February	June
<b>Grade 4</b>			
E	1	2	2
P	11	14	12
B	7	5	5
NY	1	0	0
<b>Grade 5</b>			
E	1	2	0
P	4	5	12
B	12	10	7
NY	3	3	2
<b>Grade 6</b>			
E	1	n/a	n/a
P	12	n/a	n/a
B	9	n/a	n/a
NY	0	n/a	n/a

- Student writing results show consistent growth within the “Proficient” range

- HLAT writing exemplars are being used to assist with assessment