




Every Student, Every Day, A Success  
School Based Improvement & Assurance Plan



	<p><b>School Name:</b> Round Hill  <b>School Administrators:</b>          → <b>Principal:</b> Brian Horbay</p> <p><b>School Year:</b> 2022-2023</p>			
<b>Our Critical 2 Focus</b>	<b>Goals:</b>	<b>Strategies:</b>	<b>Data:</b>	<b>Evidence:</b>
<p><b>Optimum Learning:</b>          Optimum learning can only happen in an environment where the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. It begins with a positive productive school climate which provides intellectual and emotional safety, stimulating classrooms that are personalized and co-constructed by adults and students. Optimal learning happens when students have kind, caring, and respectful adult, adult-student, and peer relationships. This cultivates a sense of belonging and provides a foundation on which high academic success can be achieved. Optimal learning reflects a belief that all students can achieve at high levels.</p>	<p><b>Goal 1</b>  <b>Students will progress by one year in their learning in the required numeracy and literacy skills/competencies. For some students, this will be addressing learning gaps and/or individualized SSP goals.</b></p>	<p><b>Strategies for Goal 1</b></p> <ul style="list-style-type: none"> <li>-Separating the students in grades 1 and 2 into two separate classes for direct literacy and numeracy instruction</li> <li>-Increasing the amount of instructional minutes for direct literacy and numeracy instruction</li> <li>-Manipulate the timetables to provide small group instruction to students who have been identified as “at risk”</li> <li>-Maintaining the Breakfast Program so students start the day well-nourished and are provided with lunches if necessary</li> </ul>	<p><b>Data for Goal 1</b></p> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>-Grades 4-9 - MIPI</li> <li>-Grades 1-3 Alberta Education Numeracy Assessment</li> <li>-Classroom assessment, observation and anecdotal data</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>-Grades 1-3 - LeNS, BAS and CC3</li> <li>-Informal reading assessments</li> <li>-Classroom assessment, observation and anecdotal data</li> <li>-Collaborative Team Meeting notes.</li> <li>-Alberta Educational Assurance Measures ( see Appendix 1a)</li> <li>- CRM recurring issues</li> <li>-Teachers evaluation of classroom practice, intentional shifts in practice,</li> </ul>	<p><b>Evidence for Goal 1</b></p> <ul style="list-style-type: none"> <li>-Increased student independence and engagement in literacy and numeracy.</li> <li>-data will inform movement of students through the intervention process</li> <li>-intervention strategies used by teachers during whole group instruction (small group work)</li> <li>-Student growth will be determined by a variety of data including but not limited to teacher assessments, HLAT, MIPI, LeNS, CC3, BAS, SSP goals achieved and other such data.</li> <li>-staff using intervention strategies as observed during walkthroughs</li> <li>-students report being well-nourished through the Breakfast Program</li> </ul>

<p><b>Goal 2</b>  <b>Students and families will receive the required support to feel safe, connected and welcome.</b></p>	<p><b>Strategies for Goal 2</b></p> <ul style="list-style-type: none"> <li>-Continue our Student of the Month Awards which are based on R.E.A.L, behavior matrix.</li> <li>-Involve all students into our Agricultural Program by including everyone in activities in the garden and indoor planting activities through to involvement in our Farm to School food program.</li> <li>-Support student leadership to develop and manage cross-graded events such as Spirit Days, Carnival, Halloween, snowshoeing and buddy reading so students can build relationships throughout the school.</li> <li>-Ensure students have access to instruction by our Mental Health Capacity Building (MHCB) team and have access to Family-School Liaison Worker (FSLW) support.</li> <li>-Support parent engagement through re-building relationships and greater communication via phone calls home, newsletters, school council meetings, invitations to school wide events, etc..</li> </ul> <p><b>Strategies for both Goal 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>-Continue to grow and support our Collaborative Response Meetings (CRM) and streamline our Continuum of Supports to better support students</li> <li>-Daily meetings with all teachers to briefly check in and discuss instructional strategies and student concerns on key issues and identify supports for all students</li> </ul>	<p><b>Data for Goal 2</b></p> <ul style="list-style-type: none"> <li>-Collection of qualitative and quantitative data regarding the impact of the R.E.A.L Awards</li> <li>-Anecdotal comments and tracking the number of involved students regarding the involvement in our agricultural program</li> <li>-Anecdotal comments and tracking the number of involved students regarding the success in creating connections through our cross-graded activities</li> <li>-Collect baseline data in the 22-23 school year the number of students accessing MHCB and FSLW supports</li> <li>-Parent Council minutes, anecdotal reporting, collection of data on the number of community members attending school events</li> </ul> <p><b>Data for both Goals 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>-CRM meeting notes</li> <li>- action items that arises from morning meetings</li> </ul> <p>Alberta Education Assurance Measure (see Appendix 1):</p> <ul style="list-style-type: none"> <li>● Safe and Caring 92.5%</li> <li>● Lifelong Learning 100.0%</li> <li>● Work Preparation 96.2%</li> <li>● School Improvement 74.7% (“School Improvement” results decreased, but while this is a concern, it is somewhat reflective of the pandemic procedures in place last year)</li> </ul>	<p><b>Evidence for Goal 2</b></p> <ul style="list-style-type: none"> <li>-Anecdotal information from parents, students and staff will continue to be positive and encouraging when it comes to participation in our agricultural program, R.E.A.L Awards, and our cross-graded programming</li> <li>-Staff will hold meetings, professional development, CRM etc. where the principal and teachers discuss collected data that provides positive information on student growth and well-being as well as community involvement in the school.</li> <li>-Continue to see growth in student connectedness during to provide staff with school-wide data of how the students are doing. Possible solutions are discussed and the teachers take these solutions back and integrate into their instructional strategies and planning.</li> </ul> <p><b>Evidence for both Goal 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>-High impact strategies are discussed as a group on a daily basis as teachers meet every morning and discuss the challenges they are facing</li> <li>-CR members continue to come prepared to team meetings so they can contribute to conversation on key issues identified.</li> <li>-Celebrate successes of students and staff throughout the school year.</li> <li>-Conversations during and after classroom walkthroughs</li> </ul>
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<p><b>High Quality Teaching:</b> High Quality Teaching requires teachers who are: life long learners, current in their knowledge, able to analyze and use resources that are relevant, willing and able to use a variety of instructional strategies to reach learner diversity, excellent communicators, put students first, understand the need for and the characteristics of optimum learning environments and able to connect with students within and outside of the learning process.</p>	<p><b>Goal</b> <b>Staff will use data to guide high impact instructional and collaboration strategies to support an improvement by students in literacy and numeracy skills by one year's growth at all grade levels.</b></p>	<ul style="list-style-type: none"> <li>-Collect and review literacy and numeracy data from a variety of sources such as, but not limited to: <ul style="list-style-type: none"> <li>o LENS</li> <li>o CC3</li> <li>o HLAT</li> <li>o Classroom data</li> <li>o Gr. 1-3 provincial numeracy assessment</li> <li>o Gr. 4-9 MIPI</li> </ul> </li> <li>-Refine and review literacy and numeracy continuum of supports to focus on high impact strategies</li> <li>-Daily meetings with all teachers to discuss data, instructional strategies and student support.</li> <li>-Teaches will use numeracy and literacy data to direct planning for classroom instruction, adjust learning activities and make assessment accommodations for students who require such support to experience success</li> <li>-Separating the students in grades 1 and 2 into two separate classes for direct literacy and numeracy instruction</li> <li>-Increasing the amount of instructional minutes for direct literacy and numeracy instruction in grades 1-5.</li> </ul>	<ul style="list-style-type: none"> <li>-Review literacy and numeracy data to determine the difference between initial assessment and any further assessments</li> <li>-Continuum of Supports strategies to increase high impact instruction</li> <li>-classroom assessment, observation and anecdotal data as well as information from classroom walkthroughs and conversations regarding instructional feedback</li> <li>-Alberta Education Assurance Measure (see Appendix 1):</li> <li>Use the data gathered at Collaborative Response meetings to address student supports, instructional strategies and celebrate successes</li> </ul>	<ul style="list-style-type: none"> <li>- Increased teacher growth in literacy and numeracy instruction as evidenced by administrative observations and conversations</li> <li>-Student independence and engagement in literacy and numeracy. Students will be able to communicate their understanding in multiple ways.</li> <li>-Increase by teachers in the use of data to improve instructional practices.</li> <li>-Students successfully achieving learning outcomes</li> <li>Continued instructional leadership conversations with teachers, along with the feedback from teachers, will ensure there are a number of high impact instructional strategies being utilized.</li> </ul>
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<p><b>Budget Connections</b> (Amount &amp; Description):</p> <ul style="list-style-type: none"> <li>● Student of the Month Awards (\$750/year paid for by the Society)</li> <li>● Breakfast Program - paid for by the nutrition grant, Round Hill Elks Club and Society (\$500/month)</li> <li>● Use of division support from MHCB, FSLW, learning consultants</li> <li>● Literacy -Continually enhancing our Learning Commons (\$2000/year)</li> <li>● Split grade 1 and grade 2 students for literacy/numeracy (BRSD approximately \$50 000)</li> </ul>				
<p><b>Local and Societal Context</b></p> <p>Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.</p>	<ul style="list-style-type: none"> <li>● Agricultural program intertwined with communityContinuous conversations with parents and community member</li> <li>● School Council Meetings</li> <li>● Society of Round Hill School Fundraisers</li> <li>● School Newsletters, use of School Messenger, use of other communication platforms (i.e Seesaw)</li> <li>● Community events (i.e. Sports events, Christmas Concert)</li> <li>● Parent-Teacher interviews and constant communication</li> <li>● SSP Review Meetings</li> <li>● Website and Social Media maintained with up to date information for families</li> <li>● Working collaboratively with the Round Hill Renaissance Agricultural Foundation</li> </ul>			
<p><b>Success Stories</b></p>				
<ul style="list-style-type: none"> <li>● Growth of our Agricultural Program</li> <li>● Increase in student attendance</li> <li>● Most teachers have created and are utilizing Google Classroom with students in their classes</li> <li>● It is common for students to access Google Classroom for assignments when absent</li> <li>● Dividing the 28 students in grades 1 and 2 into two classes has led to significant academic growth</li> </ul>				



# Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 4512 Round Hill School



Measure	Round Hill 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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	*	*	0.0	2.3	2.6	2.6	*	*	*
<a href="#">In-Service Jurisdiction Needs</a>	71.4	n/a	97.5	83.7	84.9	85.1	Very Low	Declined	Concern
<a href="#">Lifelong Learning</a>	100.0	87.5	55.5	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
<a href="#">Program of Studies</a>	81.5	78.4	80.0	82.9	81.9	82.3	High	Maintained	Good
<a href="#">Program of Studies - At Risk Students</a>	85.1	88.8	87.0	81.9	82.7	84.8	Intermediate	Maintained	Acceptable
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	92.5	94.5	95.3	88.8	90.0	89.2	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	71.8	78.0	73.5	72.6	71.8	74.1	Low	Maintained	Issue
<a href="#">School Improvement</a>	74.7	93.1	90.6	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
<a href="#">Transition Rate (6_yr)</a>	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
<a href="#">Work Preparation</a>	96.2	100.0	87.7	84.9	85.7	83.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.