

Every Student, Every Day, a Success.



Round Hill School
Annual Education Results Report
2022-23
Education Plan
2023-24



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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.



2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The Round Hill School Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

	Nov 27, 2023		Nov 27/23
Parent Council Chair	Date	Principal	Date

Round Hill School

Profile

Round Hill School serves the community of Round Hill as well as the surrounding countryside. Our busing boundaries are set but our attendance boundaries are very flexible, as we accept students from anywhere! The school provides a full educational program for children in Kindergarten all the way to Grade 9. One of the many advantages to our program is the small size of our classes. Students are always able to get the individualized support they need. As well, every staff member knows every student and it is truly, “a village raising every child”. There is a strong music program that may include choir, instrumental music, and band for students in junior high. As well, our junior high students go to the Composite High School in Camrose one morning a week for option classes.

Round Hill School also has a growing agricultural education program that is a combination of hands-on and curricular education. Round Hill School is located in a vibrant community enriched with a long history of agriculture. We have implemented a robust agricultural program that enhances the academic experiences of our students while nurturing practical lifelong skills and environmental awareness. This infusion of land-based learning ties into curriculum outcomes in science, social, language arts, and math while acting as a cornerstone of our commitment to holistic education for all students. From hands-on activities such as planting in the spring to harvesting in the autumn, guest speakers, workshops and demonstrations, our students are gaining valuable insights into sustainable agricultural practices, the value of land stewardship, and the importance of local food systems. Students are challenged to think critically, apply theoretical knowledge to real world situations and apply these principles at scale. Additionally, our agricultural program fosters teamwork, intergenerational relationships and responsibility as students work together and alongside members of the greater Round Hill community. Our agricultural program continues to grow and evolve, tailoring the experience to student interests and available resources.



Our Vision: Every Student, Every Day, A Success...

Our Mission: At Round Hill School we will:

- ✓ Build character and social awareness to foster **RESPECT**
- ✓ Strive to provide a safe and caring community where student can put forth their best **EFFORT**
- ✓ Encourage student success everyday through encouraging proper **ATTITUDES**
- ✓ Foster resilience in our students so they become strong **LEADERS**

Our Beliefs or Values:

Our aim is to create a learning environment that:

- ✓ fosters responsibility and accountability,
- ✓ addresses varied learning styles,
- ✓ encourages development of good communication skills
- ✓ promotes physical, emotional, and social well-being
- ✓ helps students become adaptable in an ever-changing world.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	School	BRSD
Percentage of students in grades K to 2 who demonstrate early literacy development skills (CC3, LENS, mClass)	83.5%	
Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	100%	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	28.6	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	85.7%	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	0%	15%
Numeracy	School	BRSD
Percentage of students in grades 1 to 9 above the 60% benchmark on the MiPi Assessment	56%	
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	85.7%	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	14.3%	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	100%	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	42.9%	8.2%

Results Analysis: (achievements, improvements, areas of growth)

When it comes to analyzing the results of the Provincial Achievement Tests, we need to take into account that there were fewer than 10 students in each Grade 6 and Grade 9 in 2022/2023. This has a dramatic impact on the percentages as one student accounts for more than 10% of the average. Seven students wrote the Grade 9 PAT's while eight students wrote ELA 6 and Math 6 and two students wrote Science 6 and three wrote Social 6. These numbers were low because a number of our grade 6 students were new to the school and had not taken Social 6 and Science 6 because half the class took it the year before in the Grade 5/6 split class.

Students did very well in the grade 6 math PAT and the grade 9 ELA PAT. The averages in ELA 6 and Math 9 were still good but not great. The results in Science 9 and Social 9 were good, especially since these tests were scheduled on the last day and second last day of the school year. It should be noted that the results for the Provincial Achievement Tests were "Significantly Lower" across the province.

The results in the primary reading tests (CC3 and LeNS) were quite good overall but there were a small number of students who struggled. Furthermore, the math assessments (which are given to the students at the start of the year and based on learning completed during the previous year) saw roughly 44% of the students achieve less than 60% on the tests.

After a detailed look at these results, one thing became clear. Even though our students were, as a whole, doing well, *there was a struggle when it came to students understanding what they were reading and the students were also struggling with writing competency.*

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

	School	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3;LENS).	83.5%	
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.	63.9	62%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.	12.4	11.3%
Overall satisfaction with the quality of basic education.	91.5%	87%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	82.1%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	82.5%	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.5%	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	91.8%	73.8%



Results Analysis: (achievements, improvements, areas of growth)

Based on the results of the survey questions and the overall summary from the Fall 2023 Education Assurance Measure Results, Round Hill School is a great school. The percentage of positive responses to the yearly government survey are all higher than the BRSD average with the exception of one measure.

There is an overwhelming satisfaction amongst stakeholders with the quality of education offered at the school, as well as a belief that our school has improved over the last few years. Something we do need to work on is the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

A few things to work on:

- Identifying with teachers, parents, and students what “lifelong learning” looks like.
- Modeling and communicating school successes to teachers, parents and students.
- Improving the literacy and numeracy learning in students at all grade levels
- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent and student that agree: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.3%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	89.6%	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	86.5%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	88.8%	76.5%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	79.1%	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	81.4%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.9%	76.8%

Results Analysis: (achievements, improvements, areas of growth)

All of the above data comes from the survey questions and the overall summary from the Fall 2023 Education Assurance Measure Results Based on these results, Round Hill School comes out ahead of the BRSD average on all of the measures. The vast majority of stakeholders at Round Hill School believe that:

- Students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- Students have access to the appropriate supports and services at school.

- The learning environments are welcoming, caring, respectful and safe.
- Students at risk have quality programs that are easy to access and timely.
- Programs are accessibility, effectiveness and there is good efficiency of programs and services for students in the community
- There is really good opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education
- Students model the characteristics of active citizenship.

Something we need to look at is WHY there are a few parents and students who are not feeling safe or feel they are not treated fairly at school? How can this be changed to everyone feeling safe and feeling that they are being treated fairly?

School Year Summary 2022/2023

Our results show staff are creating an optimum learning environment for students through high quality teaching and at the same time, we are celebrating each student's unique background.

Some of our successes:

- Our grade 6 and 9 students, as a whole, did quite well on their government exams to finish out the year.
- Our students in grades 1-3 demonstrated growth in their literacy and numeracy skills
- Round Hill School received a Farm to Table grant which enabled us to expand our Agricultural Program
- Our Agricultural Program is a tremendous success with agricultural learning happening in most every curriculum from Kindergarten to Grade 9
- The "hands-on" component of our Ag Program now runs year round with hydroponic growing pods in many of the classrooms and our monthly community lunches put on by our junior high students have become a great success!
- Our extracurricular sports program ran with co-ed teams as we had a small number of junior high students
- There has been a slight increase in enrolment in each of the previous three years
- Our R.E.A.L Behavioral Matrix continues to be successful as we use it to build character in our students
- Strong relationships between the staff, School Council, and community members

Areas for Growth:

- Raising the percentage of students who achieve the excellent standard on government exams
- Increasing the literacy and numeracy skills of our students
- Increasing the number of students coming to Round Hill School (increase of 25% over the previous 5 years)

Fall 2023 Supplemental Alberta Education Assurance Measures

Round Hill Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	82.1	92.3	92.3	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	85.9	91.8	93.6	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	61.9	68.9	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	14.3	6.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.0	93.8	94.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.3	91.0	91.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.6	83.9	83.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.9	92.9	92.7	79.1	78.8	80.3	High	Declined	Acceptable

BRSD Overall Summary

Assurance Domain	Measure	Battle River School Division			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	Student Learning Engagement	82.3	82.7	82.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.8	79.4	79.5	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	75.6	85.0	84.7	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	90.0	89.6	87.3	88.6	87.1	86.2	High	Improved	Good
	PAT: Acceptable	58.1	58.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.3	10.2	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	67.6	67.6	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	7.7	8.8	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	87.0	86.8	87.6	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	85.4	85.4	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	75.2	76.5	76.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.2	73.3	75.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

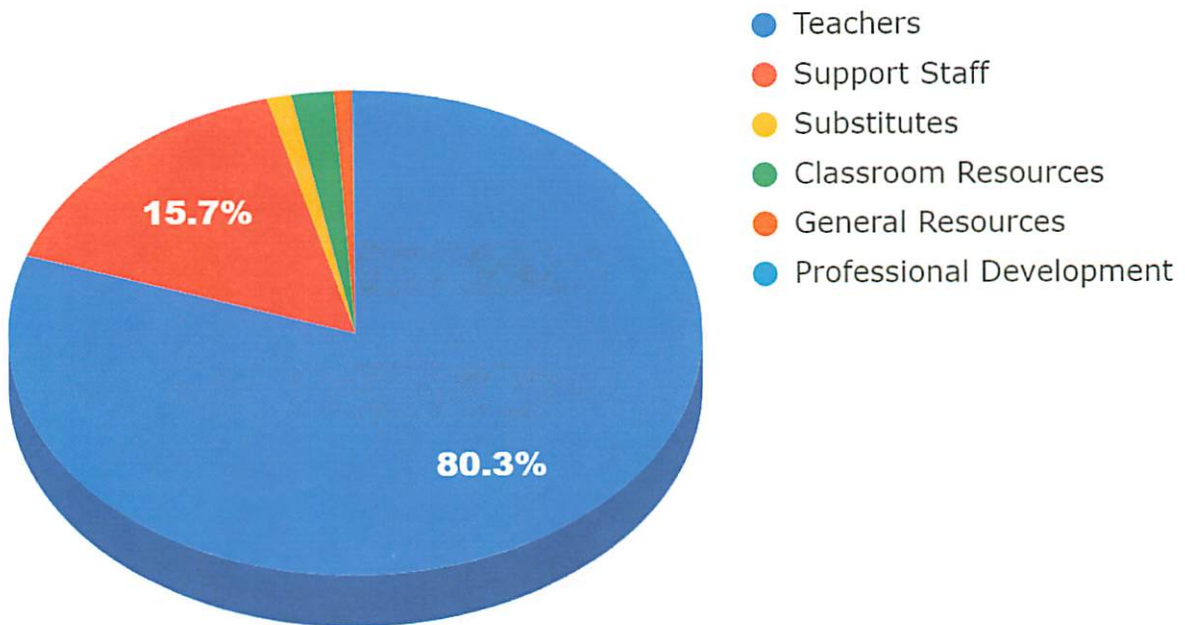
Province -Overall Summary

Assurance Domain	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	80.3	81.4	82.3	High	Declined Significantly	Issue
	3-year High School Completion	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	88.6	87.1	86.2	Intermediate	Improved Significantly	Good
	PAT: Acceptable	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	21.2	18.2	n/a	High	n/a	n/a
Teaching & Leading	Education Quality	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	79.1	78.8	80.3	High	Declined Significantly	Issue



School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	\$720 922.57
Support Staff	\$140 584.29
Substitutes	\$10 438.53
Classroom Resources	\$17 541.21
General Resources	\$7 762.65
Professional Development	\$681.41



Local and Societal Context

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, aspirations and diverse culture, social and economic circumstances of all students.

Stakeholder Engagement

- Invited an Indigenous Elder (Elder Brad Rabbit) to bless the land that our garden is on. There were many community members present. Elder Rabbit then educated the students and community members on indigenous practices for an entire morning.
- Our School Council is a great way for our stakeholders to get together and engage with all that is happening at the school. Parent attendance at School Council is positive (average of 15 parents per)
- Community involvement in activities like our monthly community lunch (put on by our junior high students), Run Club, Breakfast Program and school events is positive
- Parents and community members work in collaboration with the students to put on a community meal each month
- Our agricultural program is a collaborative effort between our community members, our local Round Hill Renaissance Agriculture Foundation and our students.
- Parent-Teacher interviews provide a more formal way for parents to engage with the school
- The huge turnout of parents and community members at all school functions and events
- Alberta Government Assurance survey results reflect the view that our stakeholders are pleased with the engagement they have with the school
- Sharing our journey as we work to improve the Critical 2 in Round Hill School. This work is shared through newsletters, school messenger, school website and social media.



Our Critical 2 Focus

Optimum Learning :

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.

High Quality Teaching:

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.

School Education Plan 2023-2024

Literacy Goal: The staff at Round Hill is building a stronger literacy program for our students. As a staff, our goal is to have every student show one years growth in their learning.	
High Quality Teaching involves: <ul style="list-style-type: none"><input checked="" type="checkbox"/> Intentional Planning<input checked="" type="checkbox"/> Responsive Instruction<input checked="" type="checkbox"/> Purposeful Assessment<input checked="" type="checkbox"/> Positive Classroom Culture<input checked="" type="checkbox"/> Engaged Professionalism	Optimum Learning involves: <ul style="list-style-type: none"><input checked="" type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments<input checked="" type="checkbox"/> Relevant, rigorous & appropriate content<input checked="" type="checkbox"/> Learner agency<input checked="" type="checkbox"/> Meets diverse needs<input checked="" type="checkbox"/> Scaffolded instruction
Strategies: <ul style="list-style-type: none">● Purchase the Heggerty Writing Program when it comes out later this year● Continuing to use the Heggerty Reading Program in our primary classes.● Introducing the Amplify Literacy Program● Introducing the UFLI Literacy program in the primary grades● Introduce a new literacy program and new resources to increase literacy development● School PD/Collaboration days with a focus on literacy● Intervention time for teachers to work with students on improving literacy skills	

- Implementation of effective instructional practices from the JSS pyramid support structure Literacy Lead Teacher will provide “at the elbow” support for colleagues
- Academic, social and emotional support provided to all students
- Continued use various literacy assessment tools to gauge literacy development in students (eg. LeNS, CC3, HLAT and DIBELS)
- Use the new DIBELS program to determine the intervention that is required
- Scheduling more time in the timetable for direct literacy instruction
- Collaborative Team Meetings with entire teaching staff focusing on key issues that are getting in the way of learning
- Development of Action Plans in Collaboration Meetings to address the issues
- Whole Class language programs from SLP/SLA
- Continued implementation of effective instructional practices from the RHS Pyramid of Intervention Strategies
- Sharing of differentiation strategies
- Review of assessment practices

Measures: We will use the following data to support student learning.

→ Reading Literacy:

- Percentage of students in grades 1-3 who demonstrated early literacy development skills (CC3, LeNS, DIBELS) -Target: 90%
- Percentage of students in grades 4-8 who are reading at grade level (DIBELS) -Target: 90%
- Percentage of students who achieve the acceptable standard in ELA 6 and ELA 9 PAT(reading) (Target 100%)
- Percentage of students who achieve the standard of excellence in ELA 6 and ELA 9 PAT(reading) (Target 20%)

→ Writing Literacy:

- Percentage of students in grades 1 to 9 achieving grade-level standard of writing (HLAT) -Target: 80%
- Percentage of students in grades 1 to 9 achieving grade-level standard of writing (HLAT) -Target: 80%
- Percentage of students who achieve the acceptable standard in ELA 6 and ELA 9 PAT(writing) (Target 100%)
- Percentage of students who achieve the standard of excellence in ELA 6 and ELA 9 PAT(writing) (Target 20%)

→ Other:

- RHS Collaborative response model team meeting records
- Assurance survey results
- Classroom visits and observations
- R.E.A.L data
- Parent/Guardian & teacher conferences
- FSLW referrals
- MHCB case load
- Anecdotal input from community members and school council

Implementation Plan:

- School administration will observe teachers implementing instructional strategies and assessment practices and provide feedback during classroom walkthroughs
- Literacy lead teacher supporting other staff
- The students who are currently in grades 3-6 were in grades K-3 when Covid hit and to support these students we have increased instructional time dedicated to literacy instruction which will help these students acquire the skills they may have missed.
- The new Amplify Literacy Program (mClass) will provide our teachers tools to assess students and then use these results to provide intervention for students who missed key literacy skills. With this targeted intervention the literacy learning will improve.
- The Heggerty reading program is very good and we will continue to use it at the primary grades. When the Heggerty Writing Program is released, we will implement it.
- The new UFLI (University of Florida Literacy Institute) program is based in the science of reading and is a fantastic program our primary teachers are using to teach literacy skills to students.
- Teachers are using the intervention strategies from the RHS Pyramid of Interventions in their classrooms on a daily basis to support student learning.
- Data gathered from assessments in the fall will drive the focus of instruction in the classroom (ex:/ longer focus on punctuation). Furthermore, use of this data will be used to determine whether more instructional minutes should be dedicated to literacy instruction.
- Through our Collaborative Response process, teachers will determine what the common issues are that are impeding learning and put interventions and strategies in place to deal with the issues. This is an example of the entire staff collaborating together in order to solve an issue common to a number of students throughout the school.
- Integrating our Agricultural Program into each and every subject.
- R.E.A.L (respect, effort, attitude and leadership) is our behavioural matrix and our student awards program is tied to the matrix
- Student work will continue to be displayed throughout the school to engage the community and build student confidence
- School-wide activities for all students and community members who wish to join in with the students (i.e. agricultural activities, indigenous activities, monthly community lunches, winter festivities, Halloween, etc.)
- Students supported by our Family-School Liaison Worker (FSLW) and our Mental Health Capacity Building Team (MHCB)
- In order to correctly assess the level of literacy development in students in the school, teachers will use a variety of assessment tools throughout the year to focus their teaching plans and interventions.

Allocation of Resources:

- Increase in the number of classes students in grades 3-6 spend developing their literacy skills
- Purchase of the Heggerty Writing Program

Professional Learning:

- Training for our Lead Literacy teacher to learn mCLASS
- There have been a number of new programs and assessments that teachers have to learn including (but not limited to): mCLASS, UFLI, LeNS, CC3, HLAT, teacher in mCLASS

- Provide Literacy Support periods in the timetable to target individual students or small groups.
- Agricultural Program
- Community Lunches
- Cost of professional development

- Collaborative Response Team

Numeracy Goal: All Students will improve in numeracy.

The staff at Round Hill is building a stronger numeracy program for our students. As a staff, our goal is to have every student show one year's growth in their learning.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Implementation of the new K to 6 Math curriculum
- Use of JUMP Math Canada resources from grades 1-6
- Continued use of EICS math assessment and MIPI assessment tools to determine the level of numeracy intervention that is required
- Collaborative Response process work throughout the school focusing on key issues in numeracy & development of action plans to address the issue
- Academic, social and emotional supports provided to all students
- Professional Development at School PD/Collaboration days with will include numeracy PD opportunities
- Implementation of effective instructional practices from the RHS Pyramid of Intervention strategies
- Collaborative time for teachers to share different teaching ideas for numeracy instruction
- Continued professional development around the new math curriculum for teachers in grades K-6

Measures:

We will use the following data to support student learning:

- Math 6 and 9 Provincial Achievement Tests
- Numeracy assessments (MiPi, EICS & Provincial Numeracy Assessment) data
- RHS Collaborative response model team meeting records
- RHS Collaborative response model team meeting records
- Anecdotal input from community members and school council
- Assurance survey results

- Classroom visits and observations
- R.E.A.L data
- Parent/Guardian & teacher conferences
- FSLW referrals
- MHCB case load
- Breakfast program count

Implementation Plan:

- Use data gathered from numeracy assessments in the fall to drive the focus of instruction in the classroom (ex:/ longer focus on place value) and planning for the year’s timetable (ex:/ Do we need to intentionally devote more instructional time to numeracy instruction?)
- Use data gathered to support students in small groups to try and fill in learning gaps
- Use the math resource *Jump Math* as a main resource with our new elementary math curriculum in order to meet the needs of our students. This resource is very “hands-on” and visual.
- School administration observe teachers implementing instructional strategies and assessment practices during classroom walkthroughs and provide feedback
- Numeracy lead teacher supporting other staff
- Teachers using RHS Pyramid of Intervention strategies to improve student learning
- Teachers will attend professional development on the new curriculum
- RHS Collaborative Team Meetings will create action plans to address numeracy learning issues
- Integrating our Agricultural Program into each and every subject.
- R.E.A.L (respect, effort, attitude and leadership) is our behavioural matrix and our student awards program is tied to the matrix
- Student work will continue to be displayed throat the school to engage the community and build student confidence
- School-wide activities for all students and community members who wish to join in with the students (i.e. agricultural activities, indigenous activities, monthly community lunches, winter festivities, Halloween, etc.)
- Students supported by our Family-School Liaison Worker (FSLW) and our Mental Health Capacity Building Team (MHCB)
- In order to correctly assess the level of numeracy development in students in the school, teachers will use a variety of assessment tools throughout the year to focus their teaching plans and interventions.

Allocation of Resources:

- Purchase of JUMP Math Canada resources
- Substitute teacher time for fall assessments
- Agricultural Program

Professional Learning:

- Instructional webinar with Dr. John Mighton, founder of JUMP Math
- Training for our Lead Numeracy teacher
- There have been a number of new programs and

<ul style="list-style-type: none"> ● Community Lunches ● R.E.A.L Awards ● Cost of professional development 	<p>assessments that teachers have to learn including (but not limited to): MiPi, EICS & Provincial Numeracy Assessment)</p> <ul style="list-style-type: none"> ● Agricultural Program ● Indigenous Learning
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<p>Equity Goal: All students unique backgrounds will be honoured and fostered through high quality teaching and optimal learning</p>	
<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intentional Planning <input checked="" type="checkbox"/> Responsive Instruction <input checked="" type="checkbox"/> Purposeful Assessment <input checked="" type="checkbox"/> Positive Classroom Culture <input checked="" type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input checked="" type="checkbox"/> Relevant, rigorous & appropriate content <input checked="" type="checkbox"/> Learner agency <input checked="" type="checkbox"/> Meets diverse needs <input checked="" type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ul style="list-style-type: none"> ● Numerous members of our staff will take various professional development training to gain a better understanding of Indigenous teachings and how they can be implemented in our Agricultural Program. ● Have personnel from the high schools come and talk with the grade 9 students about their schools ● Continue to have supports in place (i.e. Breakfast Program, waiving of fees) that support students. ● All students are welcomed by teachers, support staff and school administration at the start of the each school day ● Teachers collaborating to continue incorporating Indigenous culture ● Continue to collaborate with the BRSD Equity Coordinator and Elder Brad Rabbit ● MHCB personnel in our classrooms ● FSLW supports individual students and families in need ● Partnerships with community agencies ● Teacher collaboration to continue incorporating Indigenous culture, teachings and knowings and incorporate into our Agricultural Program 	

Measures:

- Assurance Survey
- Classroom visits and walkthroughs by administration
- RHS Collaborative response model team meeting records
- Anecdotal input from community members and school council
- Parent/Guardian & teacher conferences
- FSLW referrals
- MHCB case load
- Breakfast program count

Implementation Plan:

- Have Elder Rabbit come and put up a Tipi on the garden plot and teach the students the cultural practices and ideology around the Tipi
- School-wide activities for all students and community members who wish to join in with the students (i.e. agricultural activities, indigenous activities, monthly community lunches, winter festivities, Halloween, etc.)
- The move from grade 9 to grade 10 is a big jump academically, emotionally and socially. It is a monumental transition for students. It is important that our students get to know the culture and practices in the new school before they make the move. Our goal is to have personnel from the high schools come and talk with the grade 9 students about their schools.
- Round Hill School is committed to supporting the mental wellness of all students through integrating our MHCB personnel into our classrooms, providing explicit teaching on mental health issues, supporting physical activity and outdoor learning and, most importantly, just being “present” for the students.
- Our MHCB team provides universal instruction around wellness and resilience, as well as targeted interventions for small groups
- Our FSLW supports individual students and families in need
- Partnerships with community agencies who can provide support to families
- Teacher collaboration to continue incorporating Indigenous culture, teachings and knowings
- School administration observe teachers implementing instructional strategies and assessment practices and guide teachers by providing feedback on how to maintain and advance equitable practices
- Continue to have economic supports in place for students (i.e. Breakfast Program, Lunch Program, waiving of fees)
- Financial and other support will be made available for staff to take various professional development training to gain a better understanding of Indigenous teachings and how they can be implemented in our Agricultural Program.
- Teachers will use the RHS Pyramid of Intervention strategies to make sure the unique background of each student will be honoured and fostered through high quality teaching and optimal learning
- Students supported by our FSLW and MHCB team



Allocation of Resources:	Professional Learning:
<ul style="list-style-type: none">● Fee for Elder Rabbit● Breakfast and Lunch food● Cost of various activities in our agricultural program● Cost of waiving fees● Cost of professional development	<ul style="list-style-type: none">● Agricultural Program● Indigenous Learning● Collaborative Response