



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



	<p>School Name: Ryley School School Administrators: → Principal: Maria Schaade → Assistant Principal: April L'Heureux School Year: 2021-2022</p>			
<p>Our Critical 2 Focus</p>	<p>Goals:</p>	<p>Strategies:</p>	<p>Data:</p>	<p>Evidence:</p>
<p>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.</p>	<ul style="list-style-type: none"> ● To develop positive relationships that are kind, caring and respectful between adults, adults-students and students-students ● To promote self-regulation and healthy expression of emotions 	<ul style="list-style-type: none"> ● Each month, teachers will be provided with health lessons and videos on each essential characteristic. These lessons will be taught in Health classes. ● Each month a student from each grade will be recognized for their excellence in modelling the monthly character ● Morning Slide Announcements will contain positive messages ● We will have Virtual Monthly Assemblies where each class participates and invite guest speakers to the assemblies ● Christmas Market 	<ul style="list-style-type: none"> ● CR meetings will focus on the data when discussing student supports ● Data sheet will be maintained for each student, so they can be tracked form year to year ● Yearly enrollment will be tracked and analyzed ● Parent Connections through teacher letters, emails, phone calls on a weekly basis. We will track PTI attendance. ● Analyze the Accountability Pillar Survey results ● FSLW/MHCB tracking sheet ● Observation notes from Learning Consultant ● ELL Benchmarks 	<ul style="list-style-type: none"> ● We will record increased community Involvement (ie. fire chief, RCMP, community members) which will be documented monthly ● Supported School Council to create school bylaws ● FORS has installed stage one of the playground ● Complimentary individual gift from FORS for staff appreciation ● Accountability Pillar Survey Results will analyze and monitor the data over the next three years ● Less than one office referral per week ● CR spreadsheet tracks and identifies students at each level of intervention

		<ul style="list-style-type: none">● Student showcasing on morning announcements and monthly assemblies● Division Support and Services presentations for staff on Trauma Informed Schools● MHCB classroom presentations to provide students and staff with information on digital citizenship skills and Zones of Regulation● FSLW classroom presentations on learning about the brain (understanding students with Trauma)● Student Union will plan school spirit activities● Breakfast and snacks are available for students on a daily basis● Monthly hot lunches provided● Weekly student support meetings between admin and FSLW● Learn about the role of School Council and regular communication with the School Council Chair● All ECS and new students and staff receive a complimentary school t-shirt.		<ul style="list-style-type: none">● Increase the number of support groups facilitated by MHCB which will allow for students having less conflict and behavior issues with each other.● FSLW caseload will be adjusted according to student needs.● Teachers share their learning from PD during staff meeting or collaboration days● CR strategies identified and implemented are tracked by recording the information on the Ryley student CR data spreadsheet
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<p>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.</p>	<ul style="list-style-type: none"> ● Teachers will identify students' learning needs and provide differentiated instructional strategies to extend the knowledge and skills of all students 	<ul style="list-style-type: none"> ● Feedback will be used to inform both the teacher and student about their learning and inform the next steps in a teachers' planning and instruction ● Teachers will gather formative and summative learning assessments to ensure triangulation of data ● Staff will review and apply the Pyramid of Intervention Strategies ● Teacher will instruct students on how to use Google Read and Write ● Division Support and Services presentations for staff on Trauma Informed School ● teachers will update or implement IPP's for students ● Teachers will participate in Concept Based PD 	<ul style="list-style-type: none"> ● Teachers will review and analyze the MIPI data and collaborate on student supports which is shared through a Google Doc ● Teachers will review and analyze the BAS data and collaborate on student supports during our collaborative response meetings ● teachers will review and analyze the LeNS and CC3 data ● Teachers will get feedback which which will allow them to reflect and review their progress on PGP's ● Sample of student assessments ● Teachers will review and analyze PAT results ● Signed parent forms to show student participation in the study blitz 	<ul style="list-style-type: none"> ● One year's growth for one year's learning by diagnostic testing (MIPI/BAS/PAT/LeNS/CC3) ● Observation of teachers implementing instructional strategies and best classroom practices during daily classroom walk throughs ● Each teacher can identify various formative assessment strategies to support differentiated instruction during our collaborative response meetings ● Teachers participating in professional development ● Teachers becoming proficient in collaborative response by identifying and implementing strategies to support students

		<ul style="list-style-type: none"> ● Division Support and Services presentation on IPPs for the staff ● Teachers will provide a variety and choice of summative assessments ● Piloting the Guided Reader project supported by BRSD ● Collect literacy data on grades 1-3 using LeNS and CC3. ● Piloting <i>Words Their Way</i> ● Adding the digital resources of <i>Math Up</i>. ● Our grade 6 and 9 teachers will be marking PAT's. ● Teacher participating in PAT working group ● Student awareness on the importance of attendance and study skills through the use of a study blitz 	<ul style="list-style-type: none"> ● formative assessment practices are recorded in our CR team meeting notes 	<ul style="list-style-type: none"> ● Students create a goal generated from the study skill blitz
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Budget Connections (Amount & Description):

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, interests, aspirations and diverse cultural, social and economic circumstances of all students.

(Record student, parent and community engagement opportunities in your school improvement process)

- SAC Meetings
- Community member guest speakers at virtual assemblies
- Accessing grants (playground)
- Fundraising for school playground
- ECS tree/sign (first kindergarten year at our school)
- Accessing Lion's Park, swimming pool, curling rink, outdoor skating rink
- Partnership with Outdoor Ed/Leadership class with the town of Ryley
- Volunteers for Breakfast Program
- Deliver monthly school newsletters to the towns of Ryley and Holden

Success Stories

- Friends of Ryley School paid for the ECS tree and sign
- Received \$1000 grant from Farm Credit Canada for our breakfast program

	<ul style="list-style-type: none">● Increase of students returning to in-school learning● Friends of Ryley School bought: Ryley School t-shirts for all staff and students, two stoves for the food's room, cement work for school yard● Received \$10,000 grant from The Village of Ryley and Clean Harbors● Donation of masks for elementary students● Christmas gifts for students donated by FORS and FCSS● Phase one of playground installed● Individual staff gifts of appreciation from FORS● 831 views of Ryley School video● School Christmas Market showcasing student and community goods