



Ryley School

The Small School With A Big 

Ryley 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 Ryley 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.

Selina Hellekson
Parent Council Chair

November 30, 2023
Date

Maria Schaade
Principal

November 30, 2023
Date



Ryley School Profile

Ryley School is located 80 km east of Edmonton on Highway 14, in the village of Ryley and serves the families of Ryley, Holden, and surrounding areas. Approximately 110 students attend our school in grades K-9 and there is also a community preschool.

We are proud of our strong school-community relationships and appreciate the support we receive each and every year. It is this partnership which allows us to be a truly professional learning community. Students are able to participate in a vast array of extra and co-curricular activities. These activities are provided at no cost to parents afforded by our annual standing grant from Clean Harbors. We also provide a complimentary breakfast and lunch program for all students.

Ryley focuses on teaching the whole student. We emphasize early literacy and numeracy interventions, wellness, and using Effective Behavior Supports, including our Behaviour Matrix, in order to create an atmosphere where students can learn at high levels in a safe and caring environment. Our caring and kind staff believes that every student can be successful with the proper encouragement and support systems.

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

Our Mission: It is our mission to recognize the unique value of each person to lead, and to learn to provide a safe environment in which to grow and to promote a partnership between the school, home and community.

Our Beliefs:

- Every student can learn.
- Learning should be relevant and ignite a passion about the world we live in and our place in it.
- It should inspire us to want to make a difference.



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

Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	80%	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	20%	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	77.3%	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	22.7%	15%
Numeracy	School	BRSD
Percentage of students in grades 4 to 9 above the 60% benchmark on the MIPI Assessment	79%	N/A
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	60%	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	20%	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	54.5%	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	22.7%	8.2%

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

Ryley School exceeds scores in comparison to BRSD averages in Grade 9 ELA and Math in both the acceptable and standard of excellence in Provincial Achievement Exams.

Our Grade 6 PAT scores in ELA and Math are above BRSD averages for the standard of excellence.

Our school is focused on improving the acceptable standard of percentages in ELA 6 and Math 6 on the PATs.



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
Overall satisfaction with the quality of basic education.	96.4%	87%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	85.5%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	100%	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	100%	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.	94.5%	73.8%

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

We maintained overall student learning engagement. We improved in citizenship and quality of education.

We have very high parental engagement, which has also improved.

We continue to provide a welcoming, caring, safe, and respectful learning environment for all students and have maintained our access to supports and services.



Priority 3: Equity

All students' 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 agreement 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.	89.9%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	89.3%	75.2%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	89.3%	76.5%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	89.3%	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	93.8%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.8%	76.8%

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

Our school has maintained a very high level of satisfaction as a safe and caring school. We have also maintained satisfaction with the support and services provided at school. We have a high satisfaction rate with quality programs for students at risk. Our satisfaction rate has improved in regards to the broad program of studies' options provided and is now at a very high level.



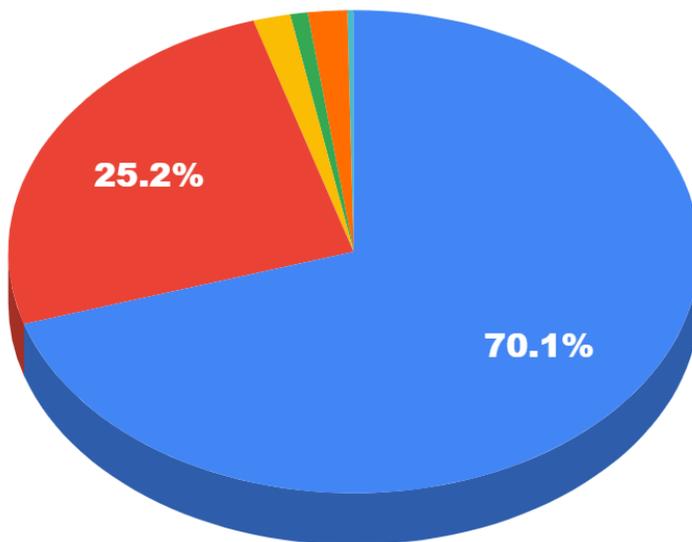
School Year Summary

- Received \$10,000 grant from The Village of Ryley and Clean Harbors
- New gazebo
- Individual staff gifts of appreciation from FORSS
- School Market showcasing student and community goods
- School Christmas Concert
- Ryley School Family Fun Festival
- Created an atmosphere of welcoming and caring which is noted when visitors come to the school
- Brand new playground completed
- Received \$2000 grant from Claystone Waste
- Received \$2000 anonymous donation
- Multiple School Field Trips
- Piloted a new literacy program to support literacy intervention (DIBELS)
- Student engagement in Student Union Activities
- Raised \$1400 for the Terry Fox Foundation through our Annual Terry Fox Run
- Student recognition of essential characteristics at school assemblies
- Fishing and overnight camping trip
- Ski Trip
- Swimming Lessons
- School Christmas turkey dinner
- New popcorn machine
- Celebrated Pi Day
- Complementary breakfast and lunch program for all students
- Kindergarten Mother's Day Tea
- Year-End Celebration of Success
- Book for Book trade fair



School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	\$996,004.87
Support Staff	\$357,159.99
Substitutes	\$24,767.97
Classroom Resources	\$11,580.73
General Resources	\$26,114.62
Professional Development	\$4203.97



- Teachers
- Support Staff
- Substitutes
- Classroom Resources
- General Resources
- Professional Development



Stakeholder Engagement

- Our school hosts regular school council meetings.
- We have open houses for our Ryley School Families.
- We offer parent/teacher/student led conferences in many different formats.
- We work with the community to support local events.
- We invite parents and guardians into the school to volunteer for numerous events:
 - Hot lunches
 - Coaching
 - Field Trip Supervisors
 - Drivers
- We collaborate with the Friends of Ryley School Society in support of the school.
- We provide a neutral meeting space between families and support workers.
- We collaborate with local emergency services for Safety Protocols and Procedures.



School Education Plan 2023-2024

Literacy Goal:

Our goal for the 2023-2024 school year is to improve fluency and reading comprehension for grades 1-9 students, which will be measured by the end of year literacy assessments in June 2024.

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:

- All division 1 students are grouped for literacy blocks based on their beginning of year literacy assessment results.
- All division 2 students are participating in literacy bursts based on their beginning of the year literacy assessment results.
- Division 3 students participate in literacy intervention based on their beginning of the year literacy assessment results.
- All K-9 students have scheduled literacy blocks in the learning commons.
- Collaborative response meetings on topics relating to literacy.

Measures:

- Division 1 teachers collaborate, plan, and reassess students at the end of each reporting period to adjust groupings as needed.
- Division 2 teachers reassess students based on the middle of the year assessments and adjust groupings as needed.
- Division 3 teachers reassess students at the end of each reporting period to adjust groupings as needed.

Implementation Plan:

- We have scheduled literacy intervention blocks during the school day for all divisions.
- We have a literacy lead teacher who supports all staff in planning and preparing for students' needs.

Allocation of Resources:

- DIBELS testing and mClass lessons.
- Provide time for all teachers to plan and prepare for literacy intervention.
- Division 1 has been provided with magnetic whiteboards and alphabet tiles.

Professional Learning:

- Staff has participated in professional development at the BRSD professional learning series.
- Staff have collaborated, shared resources, and researched how to provide best practices for literacy intervention.

**Numeracy Goal:**

Our goal for the 2023-2024 school year is to improve number sense for grades 4-9 students, which will be measured by end of year numeracy assessments in June 2024.

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:

- Teachers' analysis of the MIPI results provided information about student needs and strengths to focus on.
- We have created numeracy intervention groups for divisions 2 and 3.
- We have a numeracy lead teacher who supports all staff in planning and preparing for students' needs.
- Collaborative response meetings on topics relating to numeracy.

Measures:

- Division 2 and 3 teachers collaborate, plan, and reassess students at the end of each reporting period to adjust groupings as needed.
- Division 2 and 3 students are assessed in June.

Implementation Plan:

- We have scheduled numeracy intervention blocks during the school day for divisions 2 and 3.
- We have a numeracy lead teacher who supports all staff in planning and preparing for students' needs.

Allocation of Resources:

- MIPI assessment tool for divisions 2 and 3
- EICS numeracy screener for division 1
- Provide time for all teachers to plan and prepare for numeracy intervention.

Professional Learning:

- Staff has participated in professional development at the BRSD professional learning series.
- Staff have collaborated, shared resources, and researched how to provide best practices for numeracy intervention.



Equity Goal:

At Ryley School, we will strive to build a foundation of inclusion and respect for diversity that shapes all our human and pedagogical interactions with students.

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:

- Incorporate it into each classroom by allowing questions and facilitating discussions on topics that include a diverse range of people.
- Weave diversity into the curriculum to promote equity and inclusion.
- Promote the use of positive and inclusive language.
- Collaborative response meetings on topics relating to equity.

Measures:

- Student participation in events such as Orange Shirt Day, Pink Shirt Day, Monthly Characteristics of Success, and National Indigenous Peoples Day
- Student survey regarding diversity and equity.

Implementation Plan:

- Monthly characteristics of success are discussed each day and students are recognized at monthly assemblies.
- Teachers incorporate lessons that promote diversity and equity on a daily basis.

Allocation of Resources:

- Budget for presentations on diverse topics.
- Supporting students union activities promoting diversity.
- Time for staff to collaborate.

Professional Learning:

- Staff has participated in professional development at the BRSD professional learning series.
- Sharing resources and knowledge among staff about different diversity events.