

PRAIRIE RIVER JUNIOR HIGH SCHOOL 2024-27 EDUCATION PLAN (YEAR 2)



Mission

Prairie River Junior High School is dedicated to the involvement of students, parents and the community in the creation of a safe, encouraging learning environment that nourishes commitment, fosters responsibility and values excellence.

Vision

Prairie River School guides learners, builds futures, fosters caring and instills hope.

Education Plan 2024-2027
Principal Message
2024 - 2025

Much like the first year of our three year education plan, this document continues to be all about aspirations, and building on successes from the previous year. We are following the road map created last year, as we work to make Prairie River better for students, families and staff. All that we do at Prairie River is framed through the lens of Board priorities:

- Building meaningful stakeholder engagement
- Ensuring explicit instruction in Literacy and Numeracy throughout all classes.
- Support for building positive mental health within the entire school community.

The 2024/25 school year saw a continuing commitment to utilizing uniform procedures and routines relative to the administration of standardized assessments. PRS piloted the Edmonton Public Schools (EPS) Highest Level of Achievement Test (HLAT) to support our Division's need for access to next year's EPS's resources for this assessment, as well as to give our students another opportunity to demonstrate growth in their writing development. As well, part of the standardization of our assessment practices has been the school-wide adoption of Alberta Education approved "Vretta", an assessment platform that has a number of critical features that support student assessment writing on a secure platform.

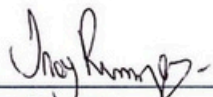
Our Family Nights (one evening in each quarter) have evolved into a hybrid model that continues to include heavily attended meals and informal conversations between staff and the larger school community. A growing number of families are also scheduling more formal meetings with teachers to discuss progress and learning needs for their children. This was a development that we had originally hoped would result eventually, from the Family Night model.

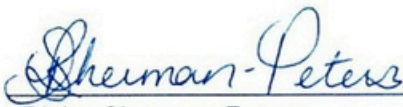
We will be closely analyzing this year's Annual Education Results Report data relative to our efforts to improve school culture and the "Safe and Caring" outcomes as reflected in the survey. The introduction and implementation of our "House League" appears to show some positive results in school cohesiveness and student leadership. Many students have stepped up to provide leadership, whether this was in the community ("Community Helpers" who visited seniors residents, or the PRS Band who played a Christmas performance for these same seniors), or within the school itself, organizing dances or awareness campaigns for various important issues. Community Helper members also unofficially adopted animals in the Big Lakes Animal Control facility - our students came away from each of these experiences with a powerful sense of all of the good that they are capable of doing in the community.

While we await data that will inform our next steps, we are proceeding with planning for significant changes to our Career and Technology Foundations programming. Providing students a rich and varied experience into career pathways is critical to preparing them for the next steps in their lives. This year, we had a large number of students take part in "Trades Exploration" at our local Northern Lakes College campus. We also (for the first time ever) had two students compete in the Culinary Arts Competition at Skills Canada Alberta (Provincials), in addition to eight of our female students who spent a day with mentors at the GETT Conference (Girls Exploring Trades and Technology), during the same Skills Canada event.

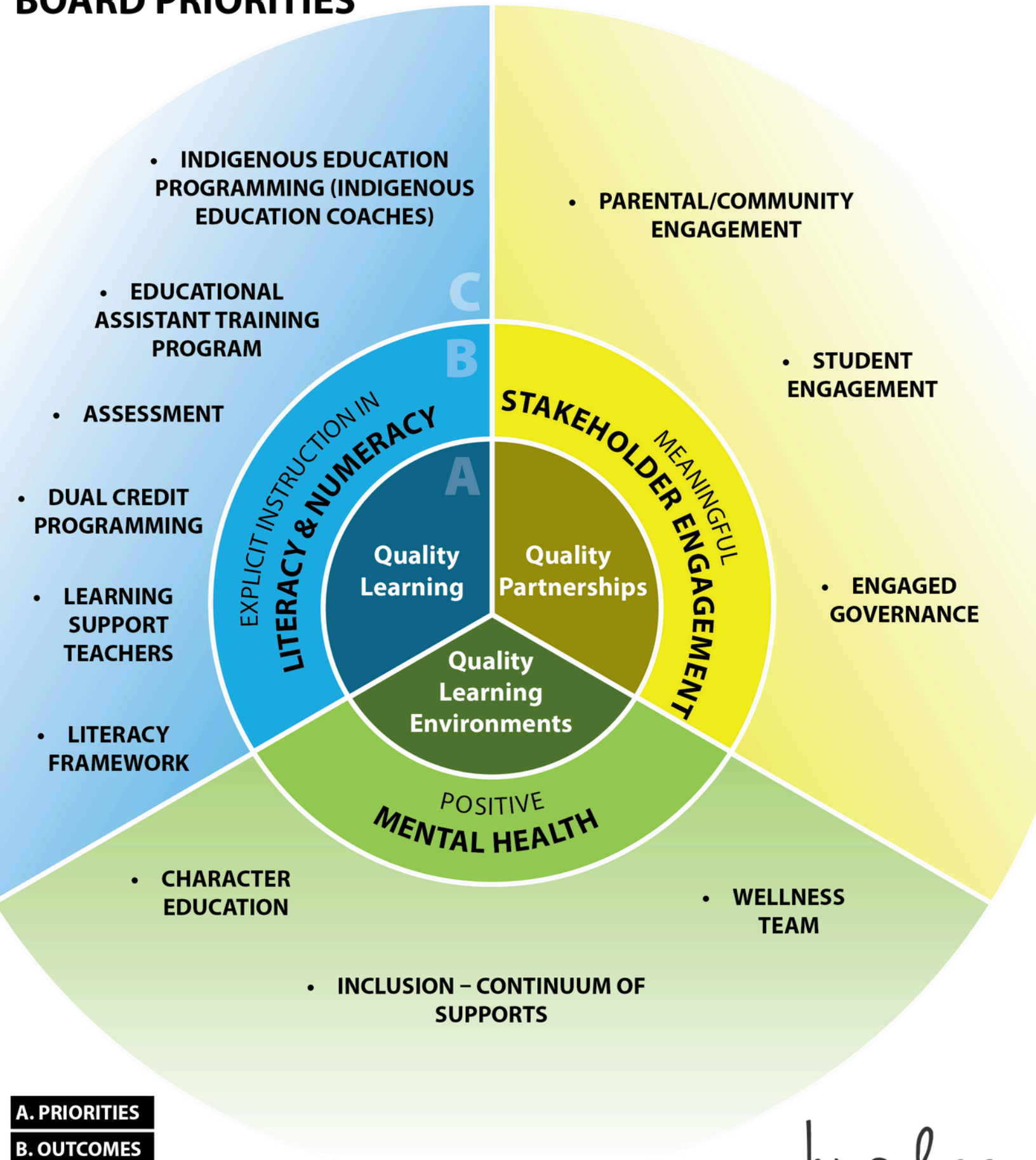
We look forward to continued growth and improvements across all areas of programming, and we are thankful for the efforts of staff, families and School Council as we work together to make Prairie River even better.

Yours in education,


Troy Rünzer
Principal
Prairie River Junior High School


Richa Sherman-Peters
Chair
Prairie River School Council

HIGH PRAIRIE SCHOOL DIVISION **BOARD PRIORITIES**



A. PRIORITIES

B. OUTCOMES

C. STRATEGIES

hpsd.ca

BOARD OUTCOME: QUALITY LEARNING - LITERACY

SCHOOL OUTCOME: ALL EDUCATORS (TEACHERS AND EDUCATIONAL ASSISTANTS) WILL BECOME HIGHLY SKILLED IN THE DELIVERY OF TARGETTED LITERACY STRATEGIES THAT WILL RESULT IN GREATER COMPREHENSION IN ALL SUBJECT AREAS.

• STRATEGIES (READING)

- Professional development for both educational assistants and teachers will continue to build on foundational literacy learning from earlier sessions.
- Programming and instruction will include programming for all levels of reader, from those who are very early on in the reading continuum, to those who are advanced readers who need more advanced strategies and supports to realize continued growth.
- All core classes will include embedded practice of read aloud strategies (choral reading, echo reading, or peer-to-peer reading), that will improve fluency for all students. Vocabulary elements will similarly be embedded into all lessons in each discipline, leading to an increase in comprehension for all material studied.

• STRATEGIES (WRITING)

- Professional development for both educational assistants and teachers will continue to build on foundational literacy learning (writing), utilizing common instructional strategies between all core classes.
- Functional writing in all core classes will take the form of **RAP**, where students will frame responses to text in the form of: “**R**,” restate the question. “**A**,” answer the question, and “**P**,” prove you are right.
- Programming and instruction will include programming for all levels of writers, from those who are very early on in the writing continuum, to those who are advanced writers who need increasingly challenging material to realize continued growth.
- Teachers take part in extensive training during several PD Days, focused on standardized assessment of writing using the Highest Level of Achievement Test (HLAT). This training is designed to give all teachers the foundational understanding to assess student writing with a common standard.

PERFORMANCE MEASURES/TARGETS

Student reading competency will be measured using a variety of assessment tools:

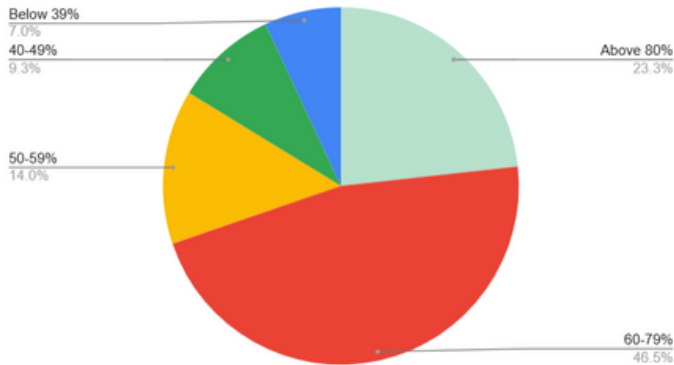
- RCAT (Reading Comprehension Assessment Tool) - administered in Fall and Spring each year. RCAT is used to measure comprehension, and helps guide classroom instruction.
- DIBELS Oral Reading Fluency (ORF) - administered in the beginning, middle and end of the year, and is used to measure fluency (continuity, smoothness, rate, and effort in speech production).
- HLAT (Highest Level of Achievement Test) - used to measure growth in student writing from year to year.

RCAT/HLAT RESULTS/GOALS

GRADE 7

GRADE 7 FALL
2024

RCAT Fall- Grade 7



GRADE 7
SPRING 2025

RCAT Spring - Grade 7

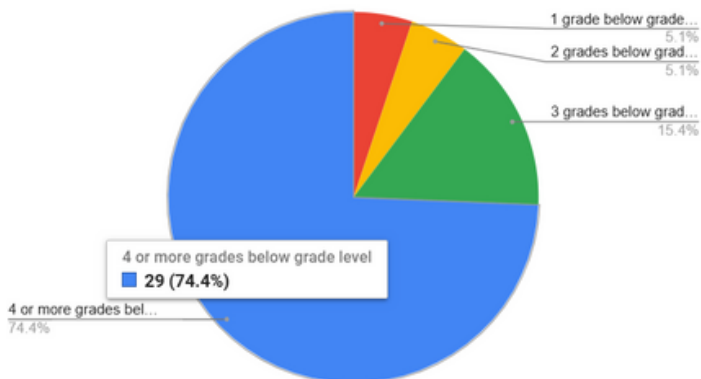


WE HAVE ADOPTED A NEW REPORTING METRIC FOR OUR RCAT RESULTS. IN PAST, OUR REPORTED RESULTS INCLUDED ONLY “AT GRADE LEVEL OR BELOW GRADE LEVEL.” WE BELIEVE THAT REPORTING ACTUAL PERCENTAGE RESULTS WILL ALLOW US TO MORE ACCURATELY RESPOND TO STUDENT NEEDS.

ALTHOUGH THE RCAT IS JUST A SNAPSHOT OF STUDENT PERFORMANCE, THE RESULTS THUS FAR (WE WILL COLLECT SAMPLES FROM STUDENTS WHO MISSED WRITING THROUGH TO THE END OF THIS SCHOOL YEAR) ARE CONCERNING. WE ARE ANALYZING RESULTS IN OUR SUBJECT AREA PLC’S TO DETERMINE WHY GROWTH FOR GRADE 7 STUDENTS WAS FLAT.

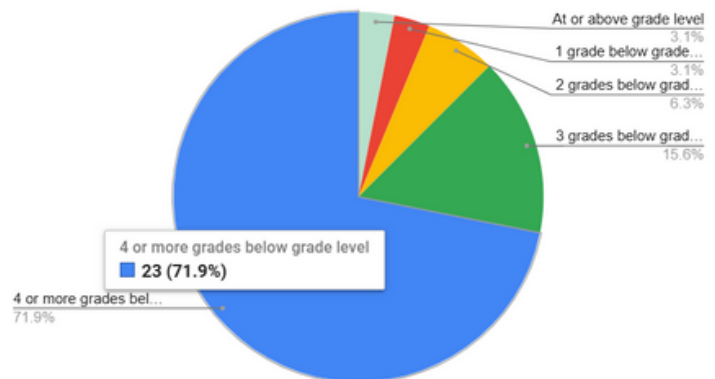
GRADE 7 FALL
2024

HLAT Fall- Grade 7



GRADE 7 SPRING
2025

HLAT Spring - Grade 7



WE EXPERIENCED SOME PROGRESS IN OUR WRITING RESULTS THROUGH THE COURSE OF THE YEAR. ALTHOUGH RESULTS DID NOT MEET OUR 5% IMPROVEMENT GOAL, WE DID ACHIEVE A REDUCTION (2.5%) IN THE NUMBER OF STUDENTS WHO WERE “4 OR MORE YEARS BELOW GRADE LEVEL.” AS WELL, WE WENT FROM OUR FALL WRITING THAT HAD 0% OF STUDENTS “AT OR ABOVE GRADE LEVEL,” TO OUR SPRING WRITING THAT HAD 3.1% OF STUDENTS “AT OR ABOVE GRADE LEVEL.”

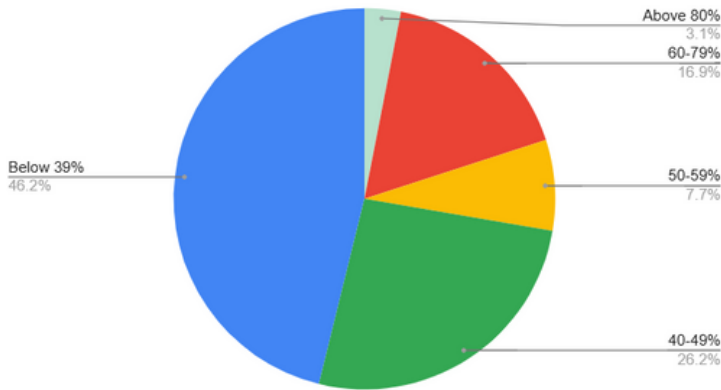
OUR GOAL CONTINUES TO BE ACHIEVING A 5% ANNUAL INCREASE TO THESE RESULTS (HLAT AND RCAT)

RCAT/HLAT RESULTS/GOALS

GRADE 8

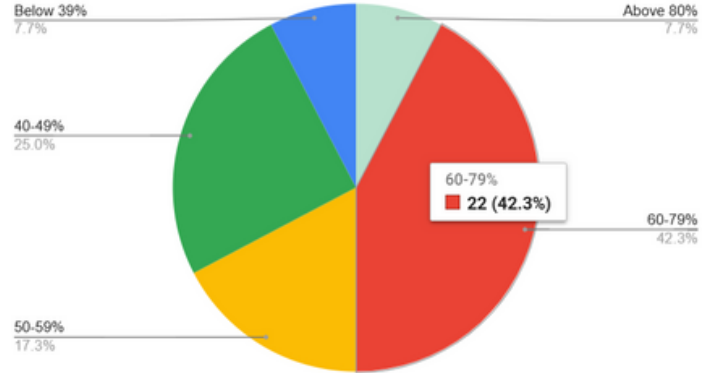
GRADE 8 FALL
2024

RCAT Fall - Grade 8



GRADE 8 SPRING
2025

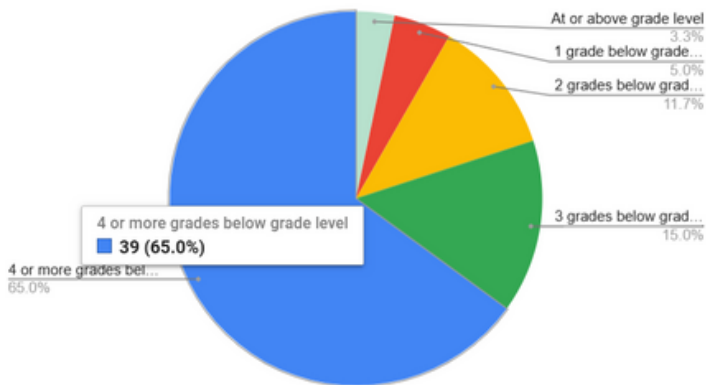
RCAT Spring - Grade 8



GRADE 8 STUDENTS MADE SIGNIFICANT GAINS BETWEEN FALL AND SPRING RCAT WRITINGS. STUDENTS ACHIEVING OVER 80% MORE THAN DOUBLED (3.1% - 7.7%). AS WELL, THE PERCENTAGE OF STUDENTS ACHIEVING BELOW 39% DROPPED FROM 46.2%, TO 7.7%.

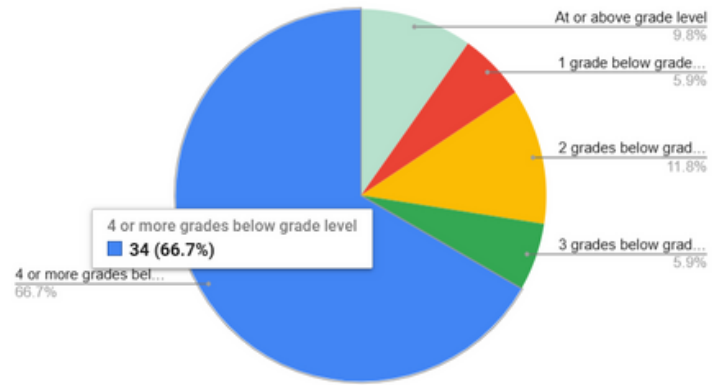
GRADE 8 FALL
2024

HLAT Fall - Grade 8



GRADE 8 SPRING
2025

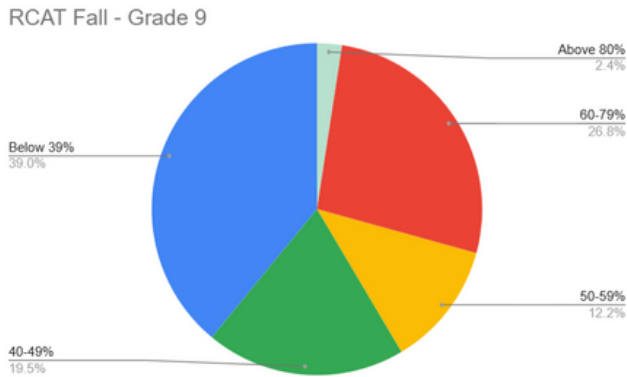
HLAT Spring - Grade 8



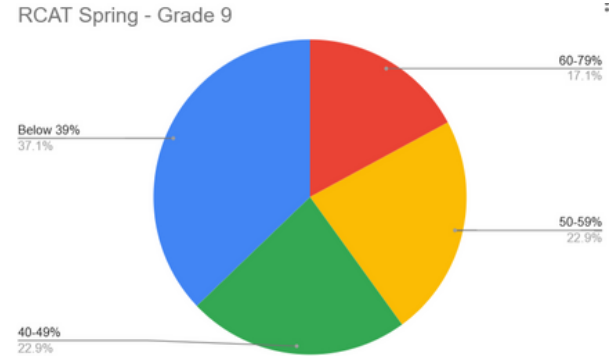
OVERALL IMPROVEMENT WAS NOTED AT EACH OF THE PERFORMANCE LEVELS. IN PARTICULAR, STUDENTS "AT OR ABOVE GRADE LEVEL" IMPROVED FROM 3.3%, TO 9.8%. AS WELL, STUDENTS WHO WERE "3 YEARS BELOW GRADE LEVEL DROPPED FROM 15.0%, TO 5.9%.

RCAT/HLAT RESULTS/GOALS GRADE 9

GRADE 9 FALL
2024

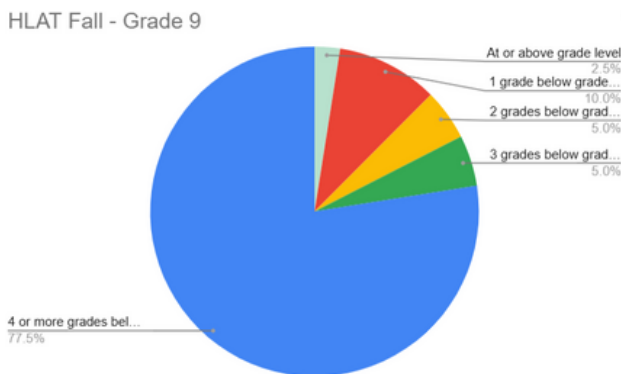


GRADE 9 SPRING
2025

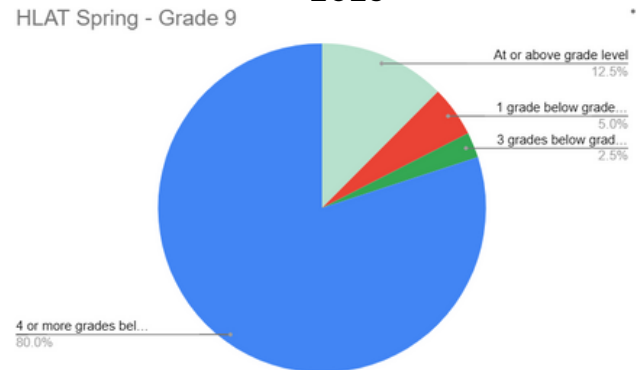


THE GRADE 9 RCAT WRITING RESULTS WERE FLAT, WITH ATTENDANCE BEING A MAJOR CONTRIBUTOR TO RESULTS INTEGRITY (50 STUDENTS ENROLLED, BUT ONLY 41 WRITING IN THE FALL, AND 35 WRITING TO THIS POINT IN THE SPRING). WE WILL CONTINUE TO ADMINISTER RCAT SCREEN UNTIL THE END OF THE YEAR AND TO ENSURE AS MANY STUDENTS AS POSSIBLE COMPLETE THIS SCREEN. IN ADDITION, WE WILL BE EXAMINING PROGRAMMING TO BETTER UNDERSTAND WHAT NEEDS TO BE DONE TO IMPROVE RESULTS.

GRADE 9 FALL
2024



GRADE 9 SPRING
2025



RESULTS FOR OUR STUDENTS WRITING AT LOWER LEVELS REMAINED LARGELY FLAT. THERE WAS A 10% INCREASE TO THE NUMBERS OF STUDENTS WRITING “AT OR ABOVE GRADE LEVEL,” A SIGNIFICANT IMPROVEMENT. AGAIN, IT IS FELT THAT THIS GROUP OF STUDENTS STRUGGLES WITH ATTENDANCE, AND THOSE WHO ATTEND REGULARLY MAKE SIGNIFICANT IMPROVEMENT.

AS WITH ALL OTHER GRADES, OUR GOAL FOR GROWTH IS 5% IMPROVEMENT IN ALL CATEGORIES.

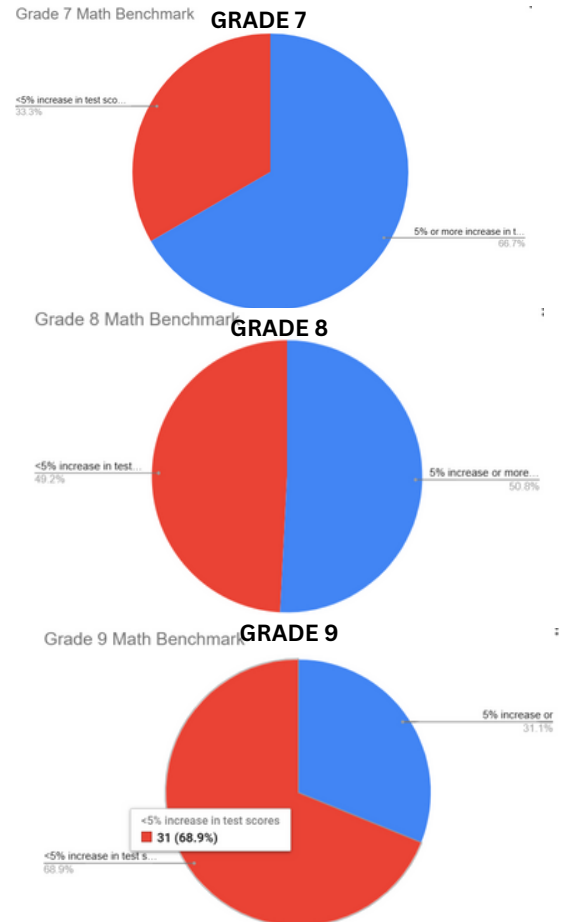
BOARD OUTCOME: QUALITY LEARNING - NUMERACY

SCHOOL OUTCOME: ALL EDUCATORS (TEACHERS AND EDUCATIONAL ASSISTANTS) BECOME THOROUGHLY KNOWLEDGEABLE AND SKILLED IN THE DELIVERY AND SUPPORT OF OUR DIVISION NUMERACY PLAN. CROSS-CURRICULAR PLANNING, DELIBERATE AND DIRECT INSTRUCTION WILL TAKE PLACE IN ALL CLASSES TO ENSURE THAT STUDENTS UNDERSTAND THE SIGNIFICANCE OF MATH IN ALL FACETS OF DAILY LIFE.

STRATEGIES

- Our Division Numeracy Plan will become part of planning in all subject areas. Cross-curricular lessons and activities will be implemented throughout all units of study.
- Enrichment and “Fix and Finish” blocks will focus on gaps in learning, or on unfinished work that students require additional support with.
- Our Blended Classroom brings students into a highly structured support environment, specifically for the instruction of Math.
- “Homework Room” is an embedded support for any students requiring support to complete small assignments (offered every second day). Staffed by a teacher and and EA, many students used this time effectively to help improve understanding.
- Significant Math PD took place as we rolled out the Pam HARRIS , “Math is Figureoutable” program. Students began to approach Math from a “Problem String” perspective (focused on reasoning and mental math)

MATH BENCHMARKS RESULTS 2024-25



Performance Measures/Targets

- Transitioning to Elk Island Catholic Math Assessment in 2025/2026.
- Math Benchmark Assessment.

Achievement Data, 2024/25 Targets:

- Our Math Benchmark goal was for every student to achieve 5% growth for this assessment. We ranged from a low of 31.1% of Grade 9 students reaching this goal, to 50.8% of Grade 8 students, to 66.7 of Grade 7 students reaching this goal. Frequent school attenders consistently met the 5% and greater improvement to their results. Many of these students surpassed the Fall assessment by 10% or greater.

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

School Outcome: We will continue to build strong relationships between home and school through a variety of strategies:

STRATEGIES

- Continue our practice of presenting “Family Night” in place of traditional Parent/Teacher Interviews (PTI’s)
- Raise the profile of our School Council and Prairie River Travel Association during all school events.
- Having a “parent/guardian outreach” table at all school events where families can provide feedback on school operations, as well as complete School Division and Alberta Education surveys.
- Improve outreach into our partner communities (Settlements and First Nations) through the sharing of Elders and Knowledge-Holders throughout the year.
- Continue regular and frequent use of the Division’s “Communicate” system to keep parents and guardians apprised of upcoming events, permission forms being sent home, or important school announcements.

RESULTS/TARGETS

- GIVEN OUR PRIOR ABSENCE OF PARENT DATA, WE ARE STARTING ANEW WITH RESULTS IN THE ALBERTA EDUCATION ASSURANCE CATEGORY, “HAS THE QUALITY OF EDUCATION THAT YOUR CHILD EXPERIENCED AT SCHOOL IMPROVED, STAYED THE SAME, OR DECLINED IN THE PAST THREE YEARS.?”
 - 65% OF PARENTS INDICATED THAT THEY FELT THAT THE QUALITY OF EDUCATION HAD EITHER IMPROVED (36%) OR STAYED THE SAME (29%). 21% OF PARENTS FELT THAT THE QUALITY OF EDUCATION HAD DECLINED (14% DID NOT KNOW)
 - THROUGH IMPROVEMENTS TO PROGRAMMING AND ENHANCED EFFORTS TO PROVIDE MORE PROGRAMMING INFORMATION TO PARENTS, OUR GOAL FOR THIS CATEGORY FOR THE 2025/2026 SCHOOL YEAR IS TO HAVE AT LEAST 75% OF PARENTS INDICATE THAT “THE QUALITY OF EDUCATION HAS IMPROVED OR STAYED THE SAME.”

PERFORMANCE MEASURES/TARGETS

- **Alberta Education Assurance Survey. Prior to the 2023/24 Assurance Survey, Prairie River has had three years of suppressed data due to low sample size (fewer than 6 parents responding).**
- **After establishing and implementing a parent engagement strategy, we have had two consecutive years of reportable parent survey results. 2023/2024 saw 14 parents respond to the Assurance Survey. 2024/2025 parent responses totaled 19. Our goal for this category in the 2025/2026 school year is to have at least half of all Grade 7 parents respond to the survey.**

BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: STUDENTS WILL REPORT IMPROVEMENTS TO OUR SCHOOL CULTURE AND ENVIRONMENT. THIS INCLUDES AN ENHANCED SENSE OF BELONGING, SAFETY, PHYSICAL AND MENTAL HEALTH, AS WELL AS OPPORTUNITIES TO BECOME MORE INVOLVED IN SCHOOL AND COMMUNITY LIFE IN MORE MEANINGFUL WAYS.

Strategies (School Culture/Safety/Belonging)

- A renewed focus on our 3As (Academics, Arts, and Athletics) and 3R's (Responsible, Respectful and Resilient) character education program. Students will be encouraged to engage in school and community projects in meaningful ways.
- There was a significant improvement between the 2023 and 2024 student response (agree or strongly agree) in the Assurance Measure, "Other Students Treat Me Well" (2023 - 65% VS 2024 - 79%, a 14% increase)
- We embarked on a "House-based" program that created mixed-grade student groups that came together in fun and creative ways to help reach school goals in the areas of literacy, numeracy and school culture.
- Creation of a "blended classroom" that supported students who have gaps in learning, and require extra supports, beyond the student's regular classroom
- Expanding and formalizing outreach programs that encourages community service

Strategies (Wellness/Mental Health)

- Adopting a school-wide "trauma-informed" perspective helped support students significantly as we managed some complicated staffing issues in our Wellness Worker ranks. We experienced turnover for both of our Wellness workers, at the same time that we welcomed a brand new HOSTs worker. We also utilized Central Office support, and contracted services to better address issues and challenges that our students experienced in their lives.
- Our 23/24 school goal was to decrease office referrals by 5%. Over the course of the year, this metric became impossible to analyze due to the use of a complex blend of Restorative Practices versus conventional discipline. In the future we will utilize "Safe and Caring measures within the Assurance Survey to gauge progress in this area.
- Renewed focus on Restorative Practices, that will support students as they learn strategies that will help resolve conflict and overcome challenges.
- We used some form of Restorative Practice in over 30 different instances. (Student/Teacher, Peer to Peer) with highly successful results.

PERFORMANCE MEASURES/TARGETS

- Alberta Education Assurance Survey
- 2024 Alberta Education Assurance Survey results indicate that 71 % of students strongly agree or agree that "My teachers care about me," a 6% increase over 2023 results (65%). Our target for this category for 2025/2026 is to surpass 75%.

HPSD Student Survey was not administered this year.

- Monthly Newsletter Parent/Guardian Responses. Family feedback during Block Party events.