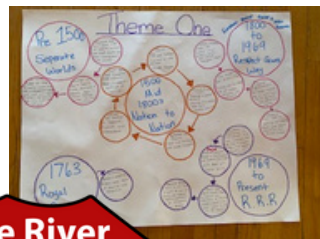
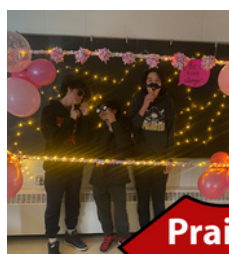
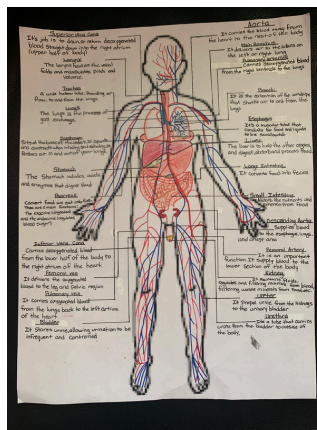
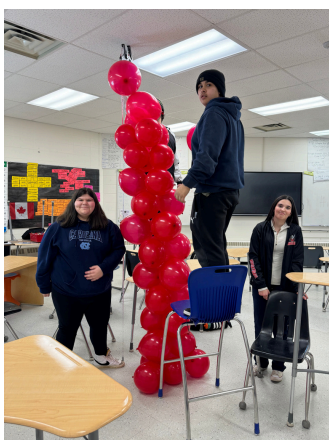


# PRAIRIE RIVER JUNIOR HIGH SCHOOL 2024-27 EDUCATION PLAN (YEAR 1)



## 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

This document is all about aspirations. More importantly this document is a road map that we will use to reach the goals within this plan. Prairie River Junior High has a long history of strong extracurricular and sports programming. Our students have met with much success at all levels of competition. This is laudable, but it is not enough. Quite simply, we need to bring this level of engagement to all areas of programming, through a determined focus on our literacy, numeracy, and school culture development.

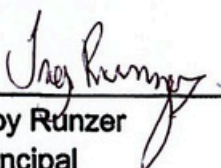
The 2023/24 school year saw significant changes to practice within our core classes. We formalized our assessment practices to ensure that all students had the benefit of standardized practice. This meant that we started our assessments at the very beginning of the Division window for each assessment. As well, we ensured that students who missed initial writings could write assessments at their next available opportunity. We also standardized assessment procedures including setting the time of day assessments were written, and increasing the time allowed to write assessments. Why are assessments so important? Results from student assessments inform teachers what material students have mastered, and what materials teachers need to reteach. Assessments tell teachers what their next step of instruction needs to be for individual students.


Educators (teachers and educational assistants) embarked on parallel professional development on the "Science of Reading." Reading strategies were embedded in all core classes to ensure student growth in reading competency, including (in particular) fluency, vocabulary and comprehension. During PD Days, staff learned a great deal about more effective reading instruction, and the strategies that we started in the 2023/24 school year will be expanded for the entirety of 2024/25 school year.

Another area requiring significant improvement is in the area of school culture. This year we took significant steps to make Prairie River more inclusive and inviting to families. We continued our shift from traditional Parent/Teacher Interviews (PTI's), to more informal "Family Nights," with hot meals, activities and student performances. We will expand this initiative during the 2024/25 school year, as well as bringing a renewed focus on our 3A's (Academic, Artistic, Athletic) and 3R's (Responsible, Respectful, Reliable) Character Education Program. Our goal is for our students and staff to become a larger part of the larger community, contributing to the improvement of our school, community, and our partner communities.

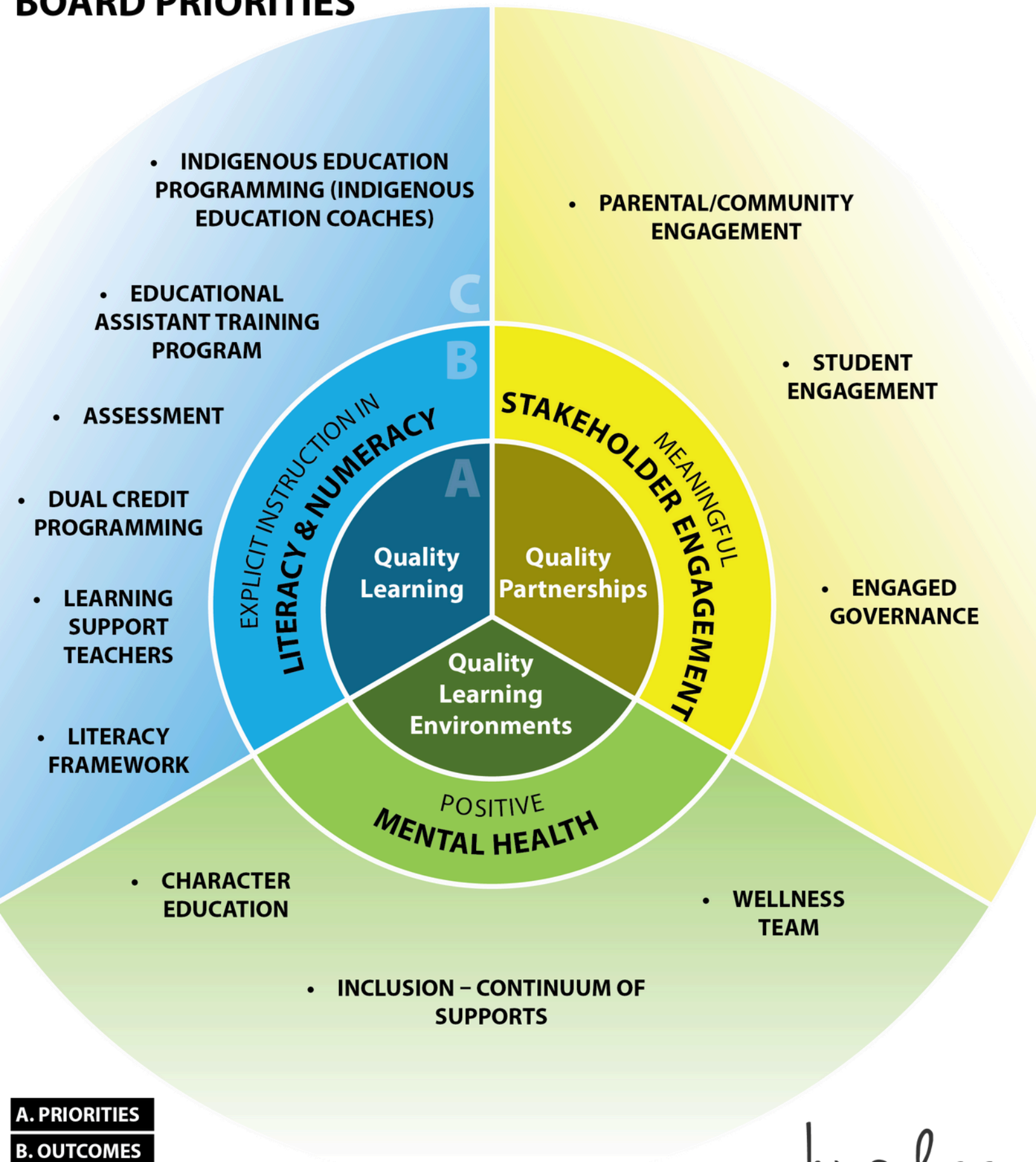
More than anything, we want to find effective ways of partnering with parents and guardians to support students during a challenging stage of their lives. Junior high can be a wonderful time where students discover more of who they are, and what is possible to achieve in life. It can also be a time when students struggle with peer pressure and conflict. Along with parents and guardians, we want to teach students strategies for overcoming challenges and difficulties in their daily lives. These are likely the most important lessons in life, and we look forward to being a small part of who our wonderful students will become.

Yours in education,

  
Troy Runzer  
Principal  
Prairie River Junior High School

  
Calleen Warren  
Chair  
Prairie River School Council

# HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



**A. PRIORITIES**  
**B. OUTCOMES**  
**C. STRATEGIES**

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# 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 the Betty Wiebe Writing Program for expository and narrative writing (within Language Arts 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

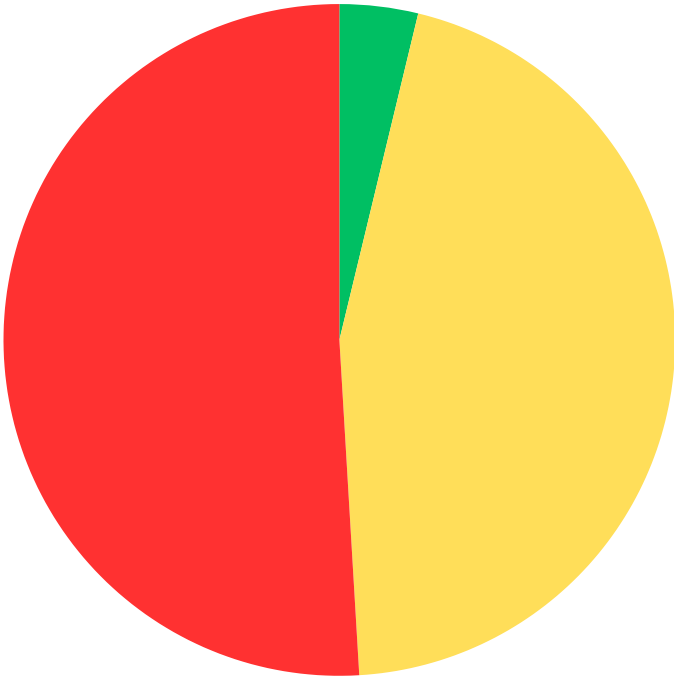
Student reading competency will be measured using a variety of assessment tools:

- RCAT (Reading Comprehension Assessment Tool) - administered in Fall and Spring each year. RCAT is used to measure comprehension, and helps guide classroom instruction.
- **2023/24 results showed that 65% of Prairie River students read at grade level (35% did not read at grade level). Our target for 2024/25 is that we will increase by 5%, the number of students reading at grade level.**
- 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).
- **Target: We will increase by 5%, the number of students who experience “one year’s growth” in their DIBELS results over the course of the school year.**
- HLAT (Highest Level of Achievement Test) - used to measure growth in student writing from year to year.
- **Target: We will increase by 3%, the number of students who will experience “one year’s growth” in their HLAT results, based on Fall and Spring writing results.**

# RCAT RESULTS

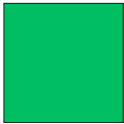
2022-23

4% 45% 51%

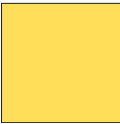


2023-24

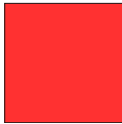
17% 39% 44%



GRADE LEVEL



REQUIRING  
INTERVENTION



REQUIRES  
INTENSIVE  
INTERVENTION

## RCAT GRADE LEVEL RESULTS 2023-24

65% 35%



AT GRADE LEVEL



BELOW GRADE LEVEL

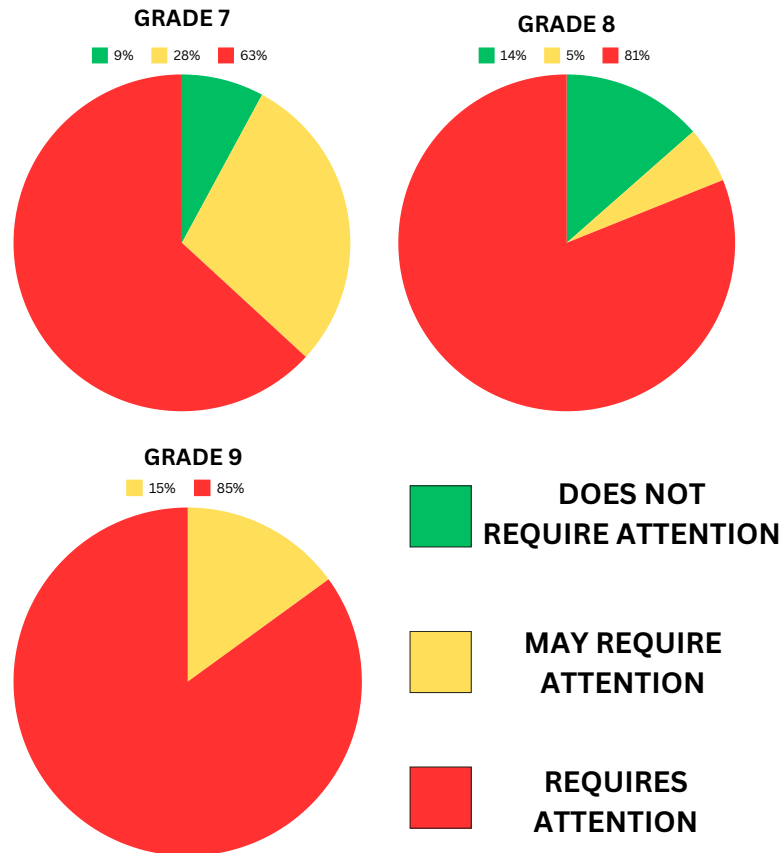
# BOARD OUTCOME: QUALITY LEARNING - NUMERACY

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 will bring 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.

## MIPI RESULTS 2023-24



## Performance Measures/Targets

- MIPI (Math Intervention Programming Instrument). This assessment helps teachers evaluate student understanding of Math concepts taught to date.
- Transitioning to Elk Island Catholic Math Assessment in subsequent years.
- Math Vocabulary Assessment.

## Achievement Data, 2023/24/Targets:

- Students requiring intervention, or who may require intervention will decrease by 5% in the coming year (MIPI)

# 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.

## 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 (small number of parent responses). Thanks to a significant increase in parent/guardian responses, we will be able to report survey data in the next school. Our goal is to improve all categories of parent response by 5% yearly.**

# 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 Reliable) character education program. Students will be encouraged to engage in school and community projects in meaningful ways.
- 1. Only 36% of students who responded to our Divisional survey stated that they agreed or strongly agreed with, "I feel that I belong at school."
- 2. 83% of students either agreed or strongly agreed that "an adult at this school wants me to do well."
- We are embarking on a "House-based" program that will create mixed-grade student groups that will come together to reach school goals in the areas of literacy, numeracy and school culture.
- Creation of a "blended classroom" that will support 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)**

- Increasing coordination between our school Wellness Worker and Prairie River HOSTs (Helping Our Students to Succeed). Adopting a school-wide "trauma -informed" perspective will better address issues and challenges that our students experience in their lives.
- **Our 23/24 school goal is to decrease office referrals by 5%.**
- Renewed focus on Restorative Practices, that will support students as they learn strategies that will help resolve conflict and overcome challenges.
- **Our 23/24 school goal is to increase the use of Restorative Practices by 10%**

## **PERFORMANCE MEASURES/TARGETS**

- Alberta Education Assurance Survey
- **2023 Alberta Education Assurance Survey results indicate that 65% of students strongly agree or agree that "My teachers care about me."**

## **HPSD Student Survey**

- Monthly Newsletter Parent/Guardian Responses.