

PRAIRIE RIVER JUNIOR HIGH SCHOOL 2024-27 EDUCATION PLAN (YEAR 3)



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
(2025/26 - Year 3)

Students and staff at Prairie River have made significant progress in programming and achievement over the past 3 years. Through the lens of Board priorities, we will continue to evolve and adapt a number of practices throughout our school community:

Partnerships

- In "Year One" of our Education Plan, we had 3 parent responses to the Alberta Education Assurance Survey. In "Year Two," we had 14 responses, and the latest survey results include feedback from 19 parents!
- We continue to host heavily attended "Family Nights," a blended (informal, full meal/scheduled interviews) form of Parent/Teacher Interviews. We went from a low of approximately 30 attendees at "pre-Family Night" events, all the way to 250 people who took part in our most recent Block Party.
- We communicate heavily via Facebook, Raider Newsletters, and individual email communications with parents on a wide variety of topics, issues, and activities.
- A significant amount of communication (letters, phone calls, emails, etc) occurred in an effort to connect with parents/guardians regarding the critical importance of regular attendance. This resulted in improvements for many students, particularly later in the year.

Learning Environments

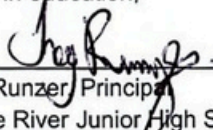
- Direct instruction and coaching to enhance *Executive Functioning Skills* for all students; classroom staff do visual (viewboard) Morning Announcements, wall calendars and white board reminders to cue students on general organization, daily routines, assignment deadlines, and upcoming programming.
- Morning greetings as students arrive in the morning. Staff are spread throughout the school (hallways, classrooms and foyer) to ensure that all students start the day with warm words and a smile. Staff are encouraged to advise school administration of any concerning contacts.
- Wellness Worker, HOSTs and school administration take part in Monday morning *Student Supports Meetings* to discuss students who are receiving (or may need to receive) supports.
- School administration and Educational Assistants have taken training in SIVA ("Supporting Individuals Through Valued Attachments"). Plans are to extend this program to teachers where possible.

Learning Excellence

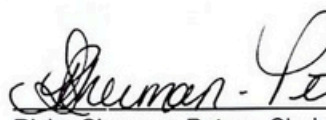
- Full implementation of the **Reading Comprehension Assessment Tool (RCAT)**, and the **Eik Island Catholic Math Assessment (EICS)** in the Fall, and again in the Spring of each school year gives us measurable data to determine program effectiveness and student growth.
- The evolution of our Blended Classroom programming (Knowledge and Employability programming for Numeracy) has shown some very promising results. Student confidence in their ability to "do Math" has grown significantly, and the success enjoyed by an increasing number of students is a very positive trend. The plan for 2026/2027, is to add Literacy programming to the Blended Classroom. Students will then benefit from a full range of specialized literacy and numeracy programming, as they move between the blended classroom and their core classrooms throughout the day.

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

Yours in education,

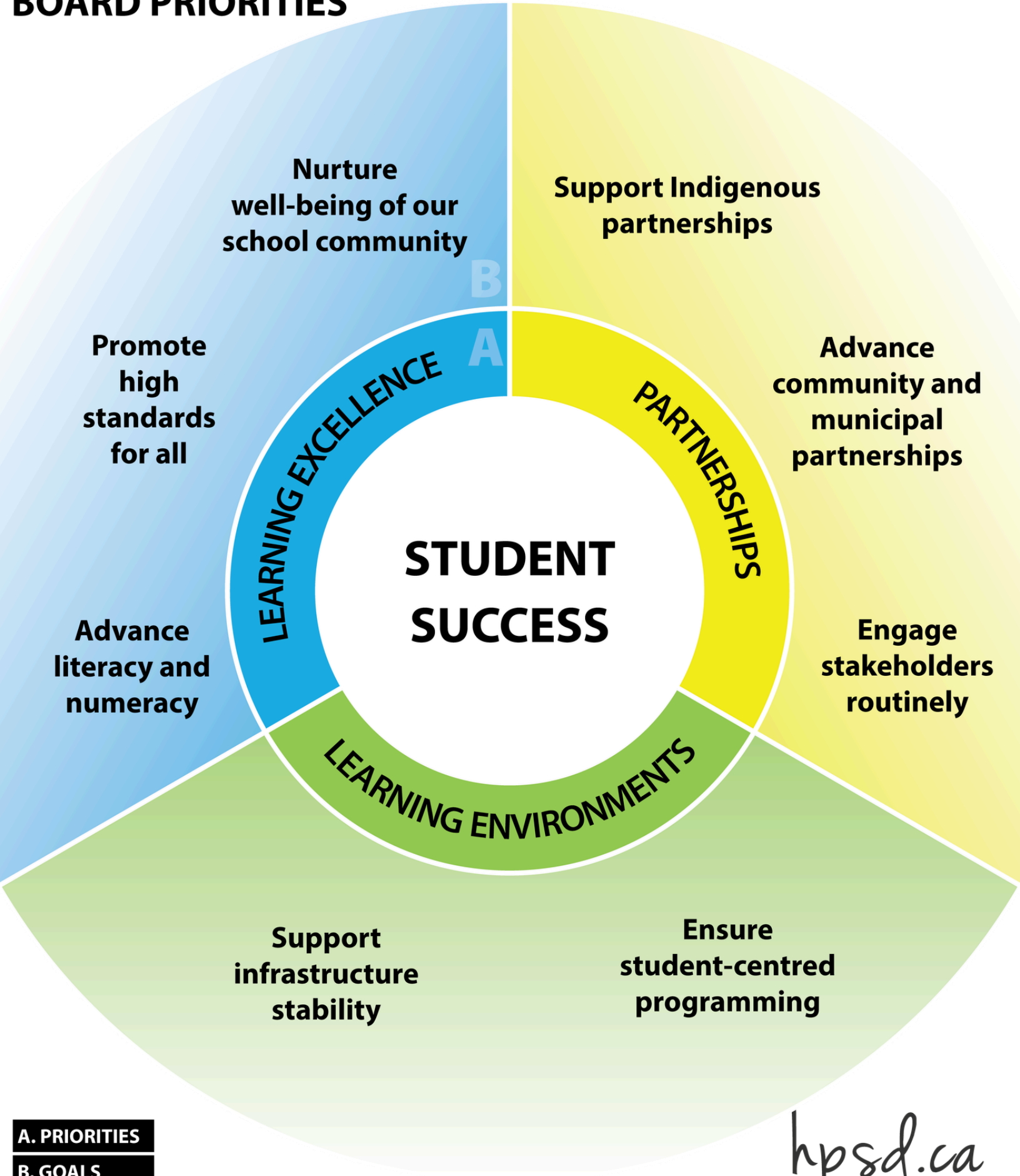


Troy Runzer, Principal
Prairie River Junior High School



Richa Sherman-Peters, Chair
Prairie River School Council

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. GOALS

hpsd.ca

Effective September 2026

BOARD PRIORITY ONE: LEARNING EXCELLENCE

- **NURTURE WELL-BEING OF OUR SCHOOL COMMUNITY**
- **ADVANCE LITERACY AND NUMERACY**
- **PROMOTE HIGH STANDARDS FOR ALL**

• **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.

NUMERACY

- **THIS IS YEAR TWO OF OUR FULL IMPLEMENTATION OF OUR BLENDED CLASSROOM (NUMERACY THE PAST TWO YEAR, BOTH NUMERACY AND LITERACY IN THE COMING YEAR)**
- **OUR GRADE 9 MODIFIED MATH PROGRAM (KNOWLEDGE AND EMPLOYABILITY) HAS ALLOWED THOSE STUDENTS WITH SIGNIFICANT GAPS IN LEARNING TO RECEIVE TARGETED SUPPORT. THE EXPECTATION IS THAT THE VAST MAJORITY OF STUDENTS WILL JOIN THE MATH 10-3 STREAM AT E.W, PRATT.**
- **ADDITIONAL EDUCATIONAL ASSISTANT SUPPORTS IN BOTH THE BLENDED AND FULL CLASSROOMS ALLOW BOTH MODIFIED AND “AT GRADE LEVEL” PROGRAMMING TO THRIVE.**

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.**

Numeracy Metrics

- **We administer the Elk Island Catholic Schools Math Assessment in the Fall, and again in the spring of each school year to determine individual student growth.**

BOARD PRIORITY ONE: LEARNING EXCELLENCE

- THIS ALBERTA EDUCATION OVERALL SUMMARY OF ASSURANCE SURVEY MEASURES INDICATES “VERY HIGH LEVELS” OF BOTH “STUDENT LEARNING ENGAGEMENT,” AS WELL “ACCESS TO SUPPORTS AND SERVICES” FOR PRAIRIE RIVER STUDENTS. (GOALS # 1, 2, & 3)

Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 1607 Prairie River Junior High School

Assurance Domain	Measure	Prairie River Jr. High Sch.			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	89.4	80.4	81.6	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	81.8	71.6	71.9	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	29.8	16.5	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	1.2	1.8	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	82.1	82.5	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.7	80.3	77.1	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	90.3	82.7	85.6	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	91.1	75.6	78.2	80.0	79.5	79.1	Very High	Improved	Excellent

- IMPROVEMENT TO SCHOOL PAT RESULTS AS AN INDICATOR OF GROWTH IN THE CRITICAL LITERACY AND NUMERACY AREAS. WHILE STILL UNACCEPTABLY LOW, WE HAVE “IMPROVED SIGNIFICANTLY.”(GOAL #2)

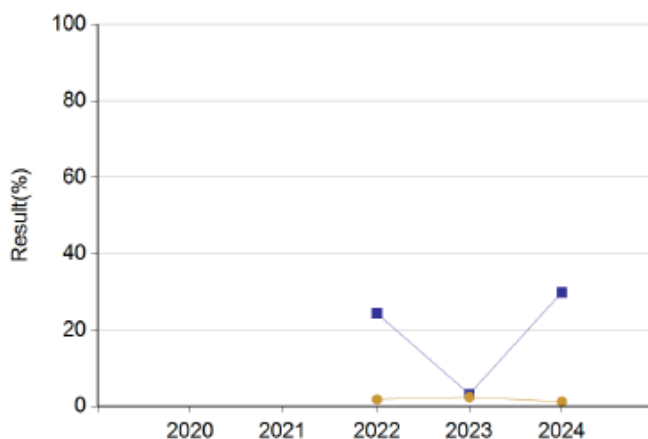
Grade 9 PAT Results By Number Enrolled Measure History

School: 1607 Prairie River Junior High School

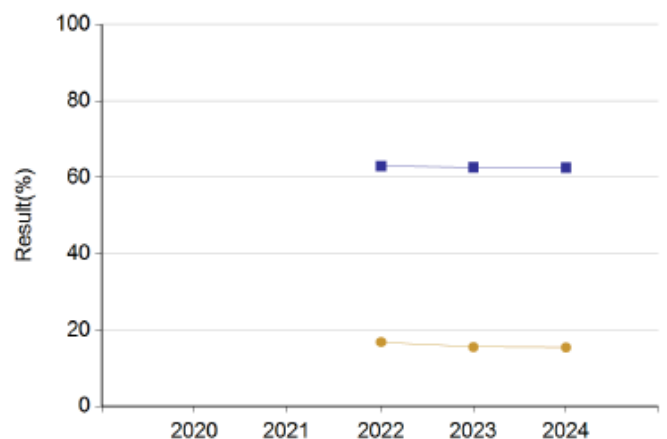
Province: Alberta

	Prairie River Jr. High Sch.					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	69	62	62	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	24.3	3.2	29.8	Very Low	Improved Significantly	Acceptable	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	1.8	2.4	1.2	Very Low	Maintained	Concern	n/a	n/a	16.8	15.5	15.4

Prairie River Jr. High Sch.



Alberta



■ Acceptable Standard % ● Standard of Excellence %

■ Acceptable Standard % ● Standard of Excellence %

BOARD PRIORITY ONE (CONTINUED)

GOAL #3: PROMOTE HIGH STANDARDS FOR ALL. CONTINUING PROFESSIONAL DEVELOPMENT FOR STAFF:

- THE PERCENTAGE OF TEACHERS REPORTING THAT IN THE PAST 3-5 YEARS THE PROFESSIONAL DEVELOPMENT AND IN-SERVICING RECEIVED FROM THE SCHOOL AUTHORITY HAS BEEN FOCUSED, SYSTEMATIC AND CONTRIBUTED SIGNIFICANTLY TO THEIR ONGOING PROFESSIONAL GROWTH

D.6 In-Service Jurisdiction Needs

Measure History

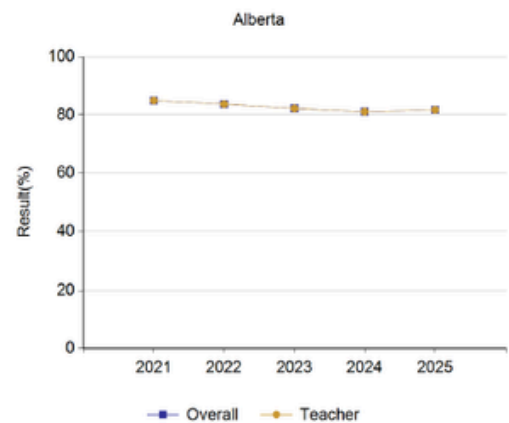
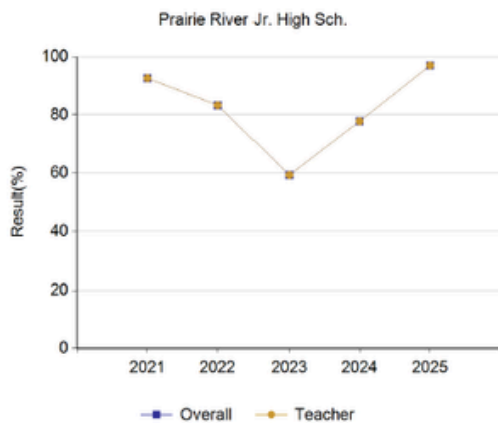
School: 1607 Prairie River Junior High School

Province: Alberta



The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Prairie River Jr. High Sch.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	92.6	12	83.3	9	59.3	12	77.8	11	97.0	Very High	Improved	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	9	92.6	12	83.3	9	59.3	12	77.8	11	97.0	Very High	Improved	Excellent	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

GOAL #1: NURTURE WELL-BEING OF OUR SCHOOL COMMUNITY

- CREATION OF SPECIALIZED LEARNING SETTINGS

Learning Supports

H.1 Access to Supports and Services - Measure History

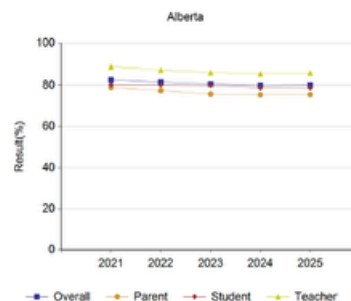
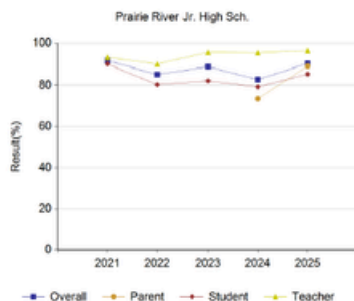
School: 1607 Prairie River Junior High School

Province: Alberta



The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Prairie River Jr. High Sch.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	40	91.0	65	85.1	46	88.8	87	82.7	73	90.3	Very High	Maintained	Excellent	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	5	*	n/a	n/a	3	*	14	73.5	19	89.1	Very High	Improved	Excellent	30,926	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	31	90.0	53	80.3	37	82.1	60	79.2	43	85.3	High	Maintained	Good	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	9	93.2	12	90.0	9	95.6	13	95.4	11	96.4	Very High	Maintained	Excellent	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0



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BOARD PRIORITY TWO: LEARNING ENVIRONMENTS

- SUPPORTING INFRASTRUCTURE STABILITY
- ENSURE STUDENT-CENTRED PROGRAMMING

SUPPORTING INFRASTRUCTURE STABILITY

- ALTHOUGH “SUPPORTING INFRASTRUCTURE STABILITY” LOOKS VERY DIFFERENT FROM THE SCHOOL VS SCHOOL DIVISION PERSPECTIVE, SCHOOLS HAVE A SIGNIFICANT AMOUNT OF FINANCIAL SUPPORTS TO ASSIST WITH THE ACQUISITION AND MAINTENANCE OF CHROMEBOOKS, 3-D PRINTERS, DOCUMENT CAMERAS, AND VIEWBOARDS.

ENSURE STUDENT -CENTRED PROGRAMMING

- WE BELIEVE THAT EVERY SCHOOL IN OUR DIVISION HAS A RESPONSIBILITY TO CONTRIBUTE TO AN INCREASE IN HIGH SCHOOL COMPLETION RATES. (THIS IS MORE THAN “JUST A HIGH SCHOOL ISSUE”).
- ALL STAFF ARE PROVIDED PROFESSIONAL LEARNING OPPORTUNITIES THAT FOCUS ON SUPPORTING COACHING FOR THE DEVELOPMENT OF EXECUTIVE FUNCTIONING SKILLS FOR ALL OF OUR STUDENTS. PERSONAL ORGANIZATION AND GOAL SETTING ARE FOUNDATIONAL TO SUPPORT HIGH SCHOOL PREPARATION.
- ALBERTA EDUCATION-APPROVED HIGH SCHOOL COURSEWORK BEGINS IN GR. 9 (HCS3000, CAREER INTERNSHIP). STUDENTS CAN BEGIN EARNING HIGH SCHOOL CREDIT BEFORE THEY STEP FOOT INTO E.W. PRATT!
- PRS STUDENTS HAVE OPPORTUNITIES TO WORK WITH “CAREERS NEXT GENERATION,” AS WELL AS “SKILLS CANADA,” TWO ORGANIZATIONS THAT WORK TO BRING HANDS ON CAREER PLANNING EXPERIENCES TO STUDENTS.
- 27 GR. 7-9 STUDENTS ATTENDED SKILLS CANADA PROVINCIALS IN EDMONTON IN MAY 2026. THEY TOOK PART IN A WIDE VARIETY OF “TRY A TRADE” ACTIVITIES THAT GAVE STUDENTS AN OPPORTUNITY TO WORK WITH JOURNEYMEN AND JOURNEYWOMEN. **TWO PRS STUDENTS COMPETED IN THE JUNIOR HIGH CULINARY ARTS COMETITION (ONE STUDENT WINNING THE SILVER MEDAL!).**

“Supporting Infrastructure Stability: Performance Measures/Targets

- Feedback from staff and students regarding availability of servicable technology. Well-functioning devices are essential to daily use, as well as for use during Alberta Education Provincial Achievement Tests (PATs) in the Spring.

Student-Centred Programming Data:

- We continue to monitor and reflect upon data as provided within our annual Alberta Education Assurance Measures Results.

BOARD PRIORITY TWO: LEARNING ENVIRONMENTS

GOAL #2: ENSURE STUDENT-CENTRED PROGRAMMING



A.8 Work Preparation

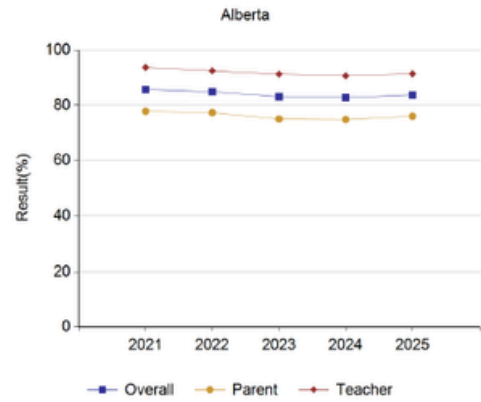
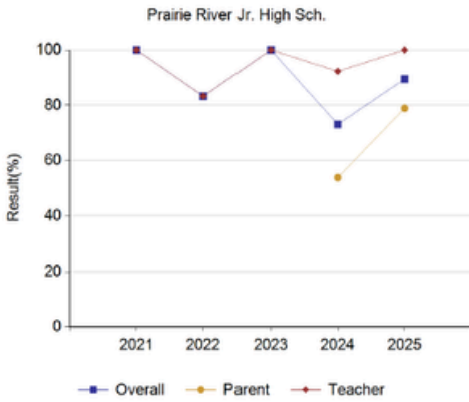
Measure History

School: 1607 Prairie River Junior High School

Province: Alberta

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.

	Prairie River Jr. High Sch.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	100.0	12	83.3	8	100.0	26	73.1	30	89.5	Very High	Maintained	Excellent	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,005	83.7
Parent	5	*	n/a	n/a	3	*	13	53.8	19	78.9	Very High	Improved	Excellent	28,802	77.8	29,553	77.3	29,074	75.0	30,731	74.8	31,770	76.0
Teacher	9	100.0	12	83.3	8	100.0	13	92.3	11	100.0	Very High	Maintained	Excellent	29,247	93.7	29,935	92.5	31,031	91.3	30,678	90.7	32,135	91.4



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BOARD PRIORITY THREE: PARTNERSHIPS

- Support Indigenous Partnerships
- Advance Community and Municipal Partnerships
- Engage Stakeholders Routinely

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 PRIORITY THREE: PARTNERSHIPS

• GOAL #1: SUPPORT INDIGENOUS PARTNERSHIPS



THANKS TO PRS INDIGENOUS EDUCATION COACH, KOKOM CONNIE, WE HAVE HAD A STEADY PRESENCE OF ELDERS AND KNOWLEDGE HOLDERS WHO HAVE WORKED WITH STUDENTS AND STAFF ON A WIDE VARIETY OF LAND-BASED LEARNING EXPERIENCES. THIS IS THE VERY PINNACLE OF “HANDS ON LEARNING.”

• GOAL #2: ADVANCE COMMUNITY AND MUNICIPAL PARTNERSHIPS



**ABOVE AND TOP CENTER:
NLC TRADES EXPLORATION
DAY; TEACHERS AND
EMERGENCY SERVICES VS
STUDENTS, DODGEBALL
CLASSIC**



**ABOVE AND BOTTOM CENTER:
VERTICAL FARM PROCESSING;
COMMUNITY CLEANUP**

BOARD PRIORITY #3: PARTNERSHIPS (CONTINUED)

- **ENGAGE STAKEHOLDERS ROUTINELY**
- INCREASE IN PERCENTAGE OF TEACHERS AND PARENTS SATISFIED WITH PARENTAL INVOLVEMENT IN DECISIONS ABOUT THEIR CHILD’S EDUCATION.**

Governance

C.1 Parental Involvement - Measure History

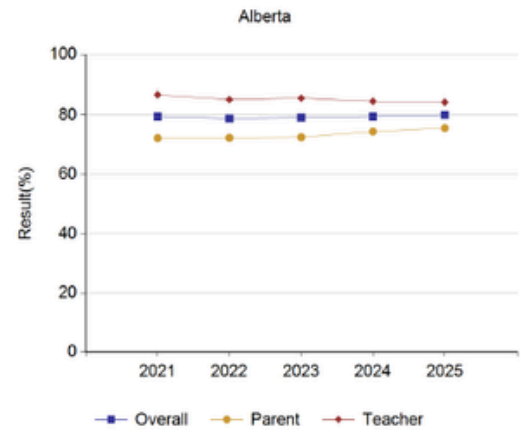
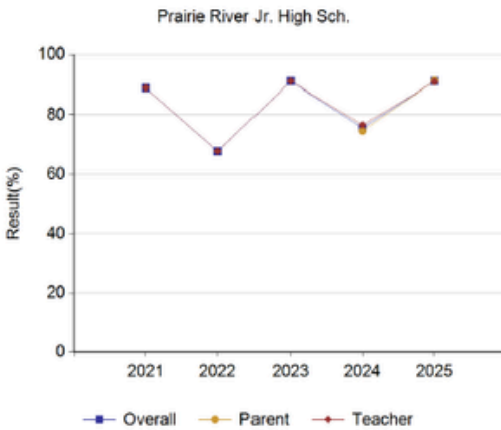
School: 1607 Prairie River Junior High School

Province: Alberta



Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

	Prairie River Jr. High Sch.										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	9	88.9	12	67.8	9	91.1	27	75.6	30	91.1	Very High	Improved	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	5	*	n/a	n/a	3	*	14	74.6	19	91.2	Very High	Improved	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	9	88.9	12	67.8	9	91.1	13	76.6	11	90.9	High	Maintained	Good	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3



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AS OUR ALBERTA EDUCATION RESULTS REVIEW INDICATE, PRAIRIE RIVER HAS MADE SOME PROGRESS IN THIS AREA. FOR THE PAST TWO YEARS WE HAVE EXPERIENCED A SIGNIFICANT IMPROVEMENT IN OUR HOME/SCHOOL RELATIONSHIPS. MORE AND MORE PARENTS ARE COMFORTABLE PARTNERING WITH US THROUGH THE VARIOUS STAGES (THE GOOD, AND EVEN THE CHALLENGING) IN THE LIFE OF A MIDDLE SCHOOL STUDENT.

THIS CONCLUDES THE REPORT FOR YEAR THREE OF OUR THREE YEAR EDUCATION PLAN. WE LOOK FORWARD TO WORKING WITH OUR BOARD AND CENTRAL OFFICE AS WE EMBARK ON THE NEXT CHAPTER OF PLANNING AT PRAIRIE RIVER JUNIOR HIGH SCHOOL.