



**Prairie River Junior High School**

**2020-23**

**Three-Year Education Plan**

**and**

**2019-20**

**Annual Education Results Report**



### **About Us**

Prairie River Junior High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake. We provide educational opportunities to the communities of High Prairie, Joussard, Driftpile, Sucker Creek, Kinuso, East Prairie, Peavine, and Grouard.

## Principal's Message

Prairie River Junior High is the only stand alone junior High in High Prairie School Division. Our focus is solely on this age group and how best to support them. Our students come from different communities, with different backgrounds and needs.

Our staff also come from a diverse background. Many staff have travelled and taught overseas, bringing with them the experience of different cultures and the respect of those cultures. Some staff are from the area which benefits our students because staff grew up here and they know what the area is like with the struggles and successes.

Our student enrollment currently sits at 42 grade 7 students, 50 grade 8 students and 43 grade 9 students.

<b>Residence/Status Data</b>				
Residence	First Nation	Metis	N/A	Totals
Atikameg	1			1
Driftpile	12			12
Enilda	6		2	8
Grouard	4	1		5
High Prairie	29	22	51	102
Joussard	0		2	2
McLennan	1			1
Sucker Creek	4			4
Total	57	23	55	135

We have a teaching staff of 13 and 10 Educational assistants, 1 library technician. 2 Secretaries, 3 evening custodial staff, 1 daytime cleaning technician and 3 in house counsellors (2 HOSTS, 1 Wellness Coach) complete the staff.

Within the first 2 months of school, our Learning Commons circulated over 1000 items. 25% of those were fiction novels and 32% were graphic novels. 25 students used SORA and 33 ebooks were checked out.

PRJH proudly offers students a free breakfast every morning. There is a hot egg wrap once a week. Other selections are muffins, parfait, cereal and fruit. The majority of students will get breakfast daily.

PRJH also offers students a morning nutrition snack. This is provided between periods 2 & 3 and is dropped off into the classrooms. Students wearing masks and gloves (or staff) will distribute the food to everyone who wants one.

Student lunches are provided through the canteen. There are sandwiches, fruit, yogurt, water, juice boxes for purchase. If students are unavailable to purchase or have forgotten their lunch, a student lunch is provided free of charge. In September, we provided 20 student lunches and in October, we have provided 73 student lunches.

## School Highlights

- School Focus: 3A-3R - Academics, Arts, Athletics/Respect, Responsible, Reliable
- Student and Staff Recognition Awards – Prairie River celebrates the achievements of the staff and students and recognizes them publicly
- Student Leadership – Students are given an opportunity to volunteer and be a part of student government. This group of students is guided by teachers and takes pride in promoting active citizenship within the school and special presentations to promote a positive atmosphere. PRJH also offers a grade 8/9 leadership option.
- School Council – PRJH has an active and committed School Council which offers advice and direction to the school administrators, liaises with members of the community, promotes school events, and offers advice in school planning.
- National Indigenous Peoples Day/Orange Shirt Day - Students participate in both of these events to celebrate and recognize the important contributions that our First Nations, Metis and Inuit cultures have made to our local, provincial and national community.
- Ethical Citizenship – Students fundraise and commit their time for a variety of causes locally, nationally and internationally. These events include Operation Christmas Child, the Terry Fox Run, and collection for our local food bank, and other worthwhile causes as they arise.
- Athletics – The school has an active athletics program, where students can choose to participate in a variety of extra-curricular activities including: volleyball, golf, cross country running, basketball, curling, badminton, archery and track & field. These teams are a source of pride throughout the school and community.
- Option Courses – Beyond the core curriculum subjects that are offered at the school, students have the option to participate in a wide range of courses that include: art, music, drama, food studies, industrial arts, photography,
- HOSTS/Wellness Coaches provide emotional supports that offer a broad spectrum of services related to mental health, nutrition, counselling and wellness.
- Band and Art – Prairie River is developing a strong artistic background where students are introduced to a variety of art mediums and musical instruments.

# **Staff List**

Name	Position
Paula Taylor	Principal
Kienan Wilson	Assistant Principal Social Studies/ AHL
Claire Smith	Administrative Assistant
Val Richardson	Administrative Assistant
Lindsay Strebchuk	Learning Support Teacher
Karissa Jackman	Language Arts, Options
Kelly Carlson	Math, Options
Michael Gouge	Music, Guitar
Brad Corless	Social, AHL
Keith Davidson	Science , French
Neil Pereira	Science, & AHL
Ashley Smith	Language Arts, Social Studies
Jaime Erasmus Perley	LA, Options
Kyla Rae	Math, Health
Kim Elliott	Math, Social, Health, Options
Nathan Schroeder	PE, Health, Options
Keaton Morton	Industrial Arts
Trudi Kluin	Educational Assistant
Diana Bissell	Educational Assistant
Kristyllynn Barton	Educational Assistant
Jamie Shaw	Educational Assistant
Randi Gauchier	Educational Assistant
Vannah Anderson	Educational Assistant
Angie Halverson	Educational Assistant
Frankie Hyde	Educational Assistant
Gorden Freeman	Educational Assistant
Tanya Prpich	Educational Assistant
Jennifer Villebrun	Library Technician
Trent Lizee	Wellness Coach
Shawna Keay	HOSTS
Brandi Papineau	HOSTS
Wahid Kahn	Cleaning Technician
Thierry Pichay	Janitor
Chris Nava	Janitor

## May 2020 Accountability Pillar Overall Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	88.2	87.3	87.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.3	83.4	88.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	88.3	86.9	89.8	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	4.7	1.1	0.4	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	53.6	55.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	4.8	6.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.9	68.8	78.6	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	82.2	65.1	74.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	88.6	77.8	83.7	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.1	76.4	85.0	81.5	81.0	80.9	Very High	Maintained	Excellent

## OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Prairie River Jr. High Sch.							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	50	66.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	50	6.6	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	48.1	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	0.0	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	47	40.9	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	47	5.9	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	50.0	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	4.2	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	45	65.4	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	45	9.1	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	63.2	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	5.8	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	50	51.6	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	50	5.9	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	27.4	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	4.2	n/a	n/a	1,453	14.0

### Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	69.5	3.4	68.6	13.7	71.4	6.1	59.2	0.0	n/a	n/a	n/a	n/a
	Authority	67.0	5.4	67.6	8.5	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a
K&E English Language Arts 9	School	38.5	0.0	*	*	50.0	0.0	46.2	0.0	n/a	n/a	n/a	n/a
	Authority	43.8	0.0	62.5	0.0	32.1	0.0	47.6	4.8	n/a	n/a	n/a	n/a
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	53.3	6.7	80.0	0.0	93.8	0.0	81.8	0.0	n/a	n/a	n/a	n/a
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a
Mathematics 9	School	48.0	4.0	45.8	8.3	43.4	9.4	33.3	0.0	n/a	n/a	n/a	n/a
	Authority	52.1	6.8	59.6	13.1	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a
K&E Mathematics 9	School	31.8	0.0	55.6	0.0	25.0	8.3	69.6	4.3	n/a	n/a	n/a	n/a
	Authority	37.0	0.0	57.1	4.8	29.6	7.4	55.6	2.8	n/a	n/a	n/a	n/a
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a
Science 9	School	51.9	5.6	58.3	6.3	68.8	8.3	69.2	12.8	n/a	n/a	n/a	n/a
	Authority	57.8	7.5	63.0	8.2	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a
K&E Science 9	School	61.1	5.6	66.7	0.0	53.3	0.0	69.6	17.4	n/a	n/a	n/a	n/a
	Authority	55.0	5.0	50.0	5.0	53.3	0.0	59.4	12.5	n/a	n/a	n/a	n/a
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a

Social Studies 9	School	34.9	4.8	55.8	11.5	55.1	4.1	44.0	2.0	n/a	n/a	n/a	n/a
	Authority	42.1	3.8	54.2	12.0	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a
K&E Social Studies 9	School	0.0	0.0	*	*	21.4	0.0	33.3	8.3	n/a	n/a	n/a	n/a
	Authority	0.0	0.0	50.0	0.0	25.0	3.6	33.3	9.5	n/a	n/a	n/a	n/a
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a

### Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	0.0	0.0	1.1	4.7	3.1	5.0	5.5	6.2	6.3	3.2	3.0	2.3	2.6	2.7
Returning Rate	n/a	n/a	n/a	n/a	†	25.3	6.3	25.0	25.0	13.5	18.2	18.9	19.9	22.7	18.2

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.6	75.3	81.6	65.1	82.2	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	83.6	96.4	95.4	66.7	91.4	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	70.0	68.6	73.5	58.2	86.4	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	61.3	60.8	75.8	70.5	68.8	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

### Assessment

As the data indicates Prairie River Junior High has maintained a minimal dropout.

This is in large part to the interventions that are in place in supporting students here at the school. The increased communication between staff and the rest of the educational community helps us reach students and hook them to developing a pride in their education and school. Our extracurricular programming in athletics and arts also opens many doors of opportunity to hook our students. When students experience emotional, attendance or academic difficulties the school works hard with the assistance of HOSTS Success and Wellness coaches, at communicating with the affected families to provide a universal support system for the students. With the wide use of communication techniques such as PRJH Webpage, Facebook, phone calls, letters e-mails and face to face meetings the school has found ways to promote the importance of education, the need for students to attend school on a regular basis and complete classroom assignments to create a feeling of achievement within the student population.

We continue to incorporate the three r's-respect, responsibility, reliability in our Character Education Program and have an active Student Leadership group. Students are encouraged to participate in school activities and groups. Through their participation they become leaders and set a positive example to the school community around them. Continuing to promote the development of leaders within the school, ethical citizens, and active participation in the world around them will hopefully assist these stats to rise Teachers actively promoted an engaging learning environment where students modeled an entrepreneurial spirit while learning to be ethical citizens.

**PRJH will 'generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.' Support will be provided and evidence will include:**

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities
- Teachers develop/gather exemplars to share to show quality work, allowing students to see possible future success

- Teachers will be involved in the HPSD Collaboration Teams.
- Ed. Assistants that aid in the completion of work and achievement amongst students
- Teachers follow the HPSD Handbook of Fair Assessment and Reporting Practices.

### **Literacy**

**PRJH will assess using the F&P and the OCA benchmarks according to divisionally set schedule.**

**PRJH will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals. Support will be provided and evidence will include:**

- 7-9 literacy rich environments
- Read alouds & think alouds are modelled 7-9 across all subject areas
- Teachers conferencing with students about their reading and writing
- 7-9 students participating in guided and shared reading and writing opportunities
- Explicit instruction of comprehension strategies & content area strategies
- A variety supports and interventions for reading and writing are available to students
- Instruction and supports are informed by student data and staff collaboration
- Literacy interventions are articulated on the school's pyramid of intervention
- Teachers will promote cross-curricular projects to engage students in a collaborative environment throughout the school.
- Teachers will work in PLC groupings to develop quality lessons to establish a consistent best practice model for bell to bell learning

### **Numeracy**

**PRJH will administer the Math Intervention/Programming Instrument (MIPI) to students in Grades 2 to 10 and demonstrate the use of data to inform instruction.**

**PRJH will identify and assess the numeracy interventions they are currently using.**

**PRJH will ensure that all staff and students understand that numeracy is foundational to all learning. Support will be provided and evidence will include:**

- Math Intervention/Programming Instrument (MIPI) is administered in all grades 2-10
- Data is organized and transcribed for analysis by teachers to inform instruction
- Numeracy interventions are articulated on the school's pyramid of interventions
- Students engage with quantitative or spatial information in all curricula
- Students will engage in numeracy-rich discussions and activities in all subject areas
- Teachers will promote cross-curricular projects to engage students in a collaborative environment throughout the school.
- Teachers will work in Professional Learning Communities (PLC) groupings to develop quality lessons to establish a consistent best practice model for bell to bell learning
- Students will be given opportunity for numeracy support through the Community Classroom.

### **Character Education**

#### **Character Education:**

**PRJH will develop and implement a character education plan that reinforces and builds on HPSD Core Values, leading students to be socially responsible and to succeed locally and globally. Support will be provided and evidence will include:**

- The three R's (respect, responsibility, reliability) and the three A's (arts, academics, athletics) are regularly reviewed and revisited and drive how we engage students, families, and staff
- Values are infused throughout the school by use of focused language & actions through CRM, professional development and staff meeting discussions.
- Core values are infused into classroom lessons, discussions, and visible (anchor charts, student and staff actions and interactions)
- Students, parents and staff understand expectations, processes and language
- Character education empowers students by clarifying the discrepancy between the core values and behavior/actions and allows them to self-correct/self-regulate

- Staff will promote the three R's and three A's on a regular basis within their class and while on supervision or on any school sponsored event.
- The three R's and the three A's will be a focus at the Raider Awards every month
- Be proactive and provide attendance, academic and social interventions prior to recommended attendance actions.
- Students identified with irregular attendance will be spoken to by Administration. As well, phone calls home, meetings, and letter/e-mails will be sent to follow up on any issues that are deemed problematic or outstanding by the administration in regards to academic performance and attendance. This process will be supported by dedicated time for Academic and Attendance tracking by the staff.
- Staff will continue to make referrals to the Helping Our Students to Succeed (HOSTS) team and or the school's Wellness Coach for students who are experiencing problems with peer relations, home life, or school in general. Administration will continue to meet with the HOSTS team and Wellness Coach to monitor the progress of these students
- With the support of the division Career Coach and Wellness Coaches grade 9's will be offered career counselling through the program MyBluePrint, an interactive, online career planning tool that assists students in planning their career.
- PRJH will continue to liaise with other community agencies regarding students who appear at risk for dropping out. This includes, but is not limited to: Education Coordinators with Driftpile, Sucker Creek, Grouard and East Prairie, Family and Children Services for Ward 8 and 10 and Alberta Mental Health
- Administration will continue to make referrals to the Attendance Board to help find solutions and strategies to address irregular attendance.

## OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.5	90.8	91.8	86.9	88.3	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	90.9	98.5	94.9	89.6	95.2	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	90.0	92.9	89.7	83.3	87.0	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	78.5	81.0	90.8	87.7	82.7	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

Prairie River Junior High offers a variety of courses that supports all types of learners. The teachers at Prairie River Junior High cater their teaching to the individual learning styles of each student. As a school, we also offer a variety of options to let students expand their educational background, some of these courses include Industrial Arts, Home Economics, Art, Photography. Recently Prairie River Junior High had turned its focus to the Fine Arts, supporting the development of a band program, choir, increased art classes, drama productions.

Athletics at Prairie River is another source of pride for the school as we have large numbers of students participating in our extra-curricular sports programs. These teams succeed at high levels and have a positive impact on the school culture and image. All students have their PE class three times in the 5 day rotation.

Academics in Prairie River is the main focus and teachers are using their PD from CAP, PLC and CRM meetings while applying best practices to their lesson development. Students through the support of guardians and staff are encouraged to sample from a wide selection of classes and encouraged to think about future applications of each class. Through career coaches, and wellness coaches conversations about future application will be encouraged.

### Leadership Development

Staff have the opportunity to develop leadership skills by presenting to staff during PD on an area of expertise or their passion. To date we have had sessions on technology, assessment and student wellness in particular transgender students. PRJH acting administrator is chosen from staff as an individual who has aspirations of school admin. Within staff meetings, all staff are encouraged to voice their concerns or bring up for discussion an issue that will impact our students.

### Professional Development

Through our PD schedule Prairie River staff will continue to develop PLC's that promote best teaching practices, address best assessment practices, routines and procedures and a safe and caring environment. With this school year, PRS staff will continue to work on Collaborative Response Model that promotes students success and how we can better support them. With the continued practice of relationship building and best teaching practices, Prairie River has seen a steady increase of quality curriculum development leading to a focus on accomplishment.

### Supervision and Evaluation

Staff are regularly supervised in their roles here at PRS. First and second year teachers will be formally evaluated a minimum of two times throughout the school year. There will also be numerous observations for all teachers.

PRS support staff are evaluated on a three year rotation or if they are new to our school. This process involves collecting information from teachers and from the staff member as well.

# **OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY**

## **Safe and Caring – Measure Details**

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.6	87.8	88.4	87.3	88.2	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	90.9	98.2	96.9	87.5	98.6	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	86.0	89.9	88.4	87.0	88.9	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	74.0	75.5	80.0	87.3	77.3	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

## **Program of Studies – Measure Details**

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.5	87.3	94.8	83.4	86.3	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	94.3	93.1	100.0	95.3	93.8	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	92.5	87.4	88.6	64.0	81.7	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	75.6	81.5	95.7	90.8	83.6	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

## **Work Preparation – Measure Details**

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.5	73.6	93.3	68.8	90.9	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	90.9	90.0	100.0	87.5	92.9	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	90.0	57.1	86.7	50.0	88.9	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

## **Lifelong Learning – Measure Details**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.0	83.2	86.7	60.6	78.0	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	90.9	93.3	100.0	60.0	89.3	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	63.2	73.1	73.3	61.1	66.7	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

## **Inclusion – Pyramid of Intervention**

As the data indicates students feel safe and supported at Prairie River Junior High. Students can find support through a variety of different services such as; Wellness Coaches, HOSTS, Success Coaches and school staff. Prairie River staff promotes a safe and caring environment for all. Students are encouraged to actively voice concerns to staff at Prairie River. Student concerns are then addressed as a whole by staff in a timely manner. The school community agrees that the school is making appropriate changes that have helped the school improve the way that we provide education to our students. With the help of School Council, and the staff changes being made we are being seen in a positive light that will allow for a more supportive environment for our students to expand their education. The promotion of the school through a variety of media allows us to share the successes of the students at Prairie River

**PRJH will each define and implement their list of universal strategies.**

- These strategies will fuel the discussions in CRM planning and to aid in the planning and programming of students
- These supports will be tiered into 4 levels

**PRJH will develop, refine and publish their pyramid of interventions. Support will be provided and evidence will include:**

- PRJH will identify and publish a pyramid of intervention that articulates universal, targeted and intensive supports available
- PRJH will articulate the process by which teachers collaborate to implement strategies from the pyramid of intervention
- PRJH will display their pyramid of intervention in a designated area where staff have easy access.
- PRJH will use their POI to facilitate CRM discussions and to plan/review IPs and student success.

**First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)**

First Nation, Metis, Inuit student success

**PRJH will diminish the achievement gap.**

- Students continue to receive counselling for career, personal, academic, and attendance issues or concerns
- Be proactive and provide attendance, academic and social interventions prior to recommended attendance actions.
- Students identified with irregular attendance will be spoken to by Administration. As well, phone calls home, meetings, and letter/e-mails will be sent to follow up on any issues that are deemed problematic or outstanding by the administration in regards to academic performance and attendance. This process will be supported by dedicated time for academic and attendance tracking by the staff.
- Staff will continue to make referrals to the HOSTS team and or the school's Wellness Coach for students who are experiencing problems with peer relations, home life, or school in general. Administration will continue to meet with the HOSTS team, as well as Wellness and Success Coaches to monitor the progress of these students
- With the support of the division Career Coach and Wellness Coaches, grade 9's will be offered career counselling through the program MyBlueprint, an interactive, on-line career planning tool that assists students in planning their career.
- PRJH will continue to liaise with other community agencies regarding students who appear at risk for dropping out. This includes, but is not limited to: Education Coordinators with Driftpile, Sucker Creek, Grouard and East Prairie, Family and Children Services for Ward 8 and 10 and Alberta Mental Health
- Administration will continue to make referrals to the Attendance Board to help find solutions and strategies to address irregular attendance.
- Career counselling will continue to promote dual credit options by taking students to the dual credit fairs at the high school and helping students understand the benefits of staying in school to take advantage of this program
- Teachers develop/gather exemplars to share to show quality work, allowing students to see possible future success.
- Integrate FNMI curriculum into all subject areas to foster cultural pride and a sense of belonging.
- Administration and some staff doing community visits for Meet and Greet and also being available for Parent Teacher Interviews to at least one of our outlying feeder schools.

**PRJH will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.**

**Support will be provided and evidence will include:**

- Provide culturally relevant material when the opportunities present themselves, allowing for cultural celebration throughout the curriculum.
- Staff will be encouraged during planning time to analyze data and use these discussions to lead to better teaching practices for the entire student population.

- Try to include supporting communities in celebrations and including their background in lesson development and student engagement activities.
- Encourage supporting communities to provide positive role models that our students can relate to and provide these role models a venue for reaching out to the student body.
- Using growth mindset to emphasize students as lifelong learners.
- Working in collaboration with our Indigenous Education Coach and communities to strengthen and support the importance of education.
- Celebrating specific cultural occasions such as Orange Shirt Day and Indigenous Peoples Day to promote a sense of belonging
- Encourage the use of Elders as speakers and mentor to our students
- Every Indigenous student has connections with multiple caring adults (the concept that each student has more than one school based adult (teacher, EA, coach, admin) as a key support)
- Indigenous students demonstrate successful learning behaviors (asking questions, answering questions, asking for support, in the green zone in a classroom)
- A proportional representation of learners are evident in programs
  - Indigenous students have balanced representation in academic programs
  - Indigenous students participate in school teams, clubs, awards, and honors
- PRJH will demonstrate high expectations for Indigenous students and provide the supports needed for their success in school and in their future
- Indigenous language, culture, history and historical perspectives are infused in school culture and classroom learning
- Collaboration and communication with Indigenous communities .... engage families
- Instructional practices support traditional ways of knowing, learning, and doing
- Indigenous Education coach is in the schools and the classroom working with teachers and learners, providing resources, liaising with families and communities
- Resilience, growth mindset, overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes

### **Learning Technology Policy Framework**

**PRJH will “engage in yearlong professional learning and ongoing critical reflection” to improve technology integration.**

**(Alberta Education Teaching Quality Standard, 2018)**

**PRJH will develop and implement an LTPF Policy Direction 1: Student Centered Learning plan.**

**Support will be provided and evidence will include:**

- PRS students:
  - Access, share and create knowledge using a range of resources and media
  - Discover, develop and apply competencies across subject and discipline areas for learning work and life
  - Develop and apply digital citizenship and technological skills
  - Monitor their learning progress and inform decisions through data and evidence based reasoning
- PRS teachers
  - Innovatively and effectively use technology
  - Use technology and research to meet diverse needs in student-centered learning opportunities
  - Regular use of chrome books and the use of the google environment for all students

**(AB Education LTPF Framework, 2013)**

### **Learning Support Teachers**

**PRJH LST will have daily coaching conversations with staff, regarding Differentiated Instruction.**

- PRJH teachers will use a variety of instructional strategies in class for all learners
- All students will have an equal opportunity to participate in classes and extra-curricular
- PRJH teachers and LST will look at data and form best practice and ISP plans for individual students
- PRJH teachers and LST will support the Community Classroom program at EW Pratt

**Wellness Coaches**

Staff will continue to make referrals to the school's Wellness Coach for students who are experiencing problems with peer relations, home life, or school in general. Administration will continue to meet with the Wellness and other support personnel to monitor the progress of these students.

PRJH Wellness coach will be interactive with students throughout the day not only offering individual support but group support and through running intramurals at lunch in the gym.

**Career Coaches**

PRJH staff work with the HPSD career coaches with programs such as MyBlueprint. The career coaches work with the grade 9 teachers for transitioning of our students into Grade 10. In the past, they have provided opportunities for students to go to the local career fairs, visit business, learn about trades and have promoted the local College NLC to our students to increase the interest in trades. The coaches have also helped work with some Junior High boys getting them into Work Place Preparedness program and earning high school credits.

The career Coaches have in the past gotten our students interested and involved in the Skills Competition in Edmonton as well as working with PRJH staff when we hosted a Career Fair for our students.

**Educational Assistant/Learning Commons**

PRJH Learning Commons is a very busy place. We have students using the area all day long whether to check out a book, or work quietly on assignments. Our Learning Commons technician has undergone training through HPSD and came with knowledge of working in a library and a love of books.. We have had a makerspace set up and our 3-D printer is located in the area.

PRJH Educational Assistants provide programming for our student body to help support them in areas of need. Some are specialized in literacy interventions and are trained in levelled literacy intervention. Our EA's help in core subjects and work with students in the community classroom. The PRJH support staff complete HPSD online training and can attend 2 site based PD days. They are encouraged to find and attend any professional development throughout the school year as well as attend the Educational Assistant Convention held in March in Grande Prairie.

## OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.2	84.6	88.6	77.8	88.6	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	94.5	96.3	98.5	82.5	97.1	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	87.8	72.9	78.8	73.1	80.0	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.2	85.7	92.8	76.4	87.1	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	90.9	100.0	100.0	75.0	100.0	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	80.0	85.7	89.7	70.0	88.9	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	75.6	71.5	88.7	84.2	72.3	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

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### Parental Involvement

PRJH parents are encouraged to join our School Council, which meets monthly. We also regularly contact parents via messenger, phone calls, and emails to update them on their child's progress through the school year. In the past we have had parents attend school functions such as athletic games after school, our monthly award assemblies, meet the teacher, grade 6 orientation and Parent teacher interviews.

### Engaged Governance

PRJH Board of Trustee members are actively involved by attending and reporting at our School Council meetings every month. They tour the school yearly and support our school programs. In the past years, PRJH's schoolboard trustee presents the Board of Trustees award to the top students/grade in September at our academic awards evening.

### Safety Programs

PRJH staff take part in the online training through HourZero and Public School Works. This training is on a monthly basis. At the beginning of each school year, time is set aside for all staff to get their information up to date and to do all needed training for the beginning of the school year. Last year we invited HPSD safety Officer in for a PD session to walk us through drills and training and to answer our questions.

PRJH takes part in 6 fire drills through the school year. We also have students and staff learn practice lock down drills, shelter in place, hold and secure drills. These are done through the school year. PRJH staff have had training in standard first aid as well as mental health first aid.

## **CSTAG**

Comprehensive School Threat Assessment Guidelines (CSTAG) is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way. The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school. It is a flexible, efficient process that allows schools to quickly resolve threats that are not serious while taking protective action on more serious threats.

CSTAG is the only threat assessment model that is peer-reviewed and recognized as an evidence-based program by the National Registry of Evidence-Based Programs and Practices.

The HPSD Supervisor of Inclusion and Divisional Psychologist are trained CSTAG facilitators who provide training and guidance to schools.

PRJH Administration, Learning Support Teacher and Wellness coach have had training in threat assessments and have had to use it on occasion within the past year.

## **COVID-19 SCHOOL RE-ENTRY PLAN**

The link to our school re-entry plan can be found on our website at <https://prs.hpsd.ca/>