



## **Prairie River Junior High School**

### **Education Plan 2023-24**

#### **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 exceptional effort.

#### **Vision**

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



**Principal**

Troy Runzer

**Vice Principal**

Melissa Isaac

**About Us**

Prairie River Junior High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It serves a population of approximately 230 students in Grades 7-9. 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.

In addition to academic programming, PRJHS boasts an exceptionally strong student athletics program including basketball, golf, volleyball, track and field, badminton, cross country running and archery. We continue to maintain a tradition of excellence for student achievement at various levels of competition. The school further offers a full arts program including fine arts, performing arts, and industrial arts as well as a variety of option courses.

**About the Plan**

This plan was developed in coordination with staff, current students and incoming students. This plan will be used to evaluate and assess the needs of the school and how we can meet the needs of our school community.

**Successes**

## Professional Development:

- Teacher Professional Development (PD) on Collaborative Response Model, and Restorative Practices

## Technology:

- Viewboards/Smartboards in all classes
- Document cameras and web cams used by teachers regularly
- 1:1 devices
- Students use technology daily

## Student supports:

- HPSD Wellness Coach
- HPSD Divisional consultants
- Outside service providers  
Speech Language Pathologists (SLP)  
Occupational Therapists (OT)
- English Language Instruction (Ukraine Refugees)
- HOSTS (Help Our Students to Succeed) is our Mental Health capacity building project that provides universal support for students/classroom presentations
- Literacy support programming
- Numeracy support programming
- Educational assistants in classes working with students
- Learning Supports Teacher

## Indigenous Education Coach:

PD for staff

Professional Learning Communities (PLC) support from our Indigenous Education

## Coaches (IEC):

Integration of Indigenous learnings into classes

Sharing of culture for students and staff

## Supports for:

- Building relationships with families
- Indigenous Peoples Day
- Metis Week
- National Indigenous History month
- Orange Shirt Day
- Missing and Murdered Indigenous Women and Girls (MMIWG)
- Pink Shirt Day
- National Indigenous Veterans Day

**Relationships:**

- Move away from traditional Parent/Teacher Interview (PTI) model, toward “Family Nights” – resulting in a significant increase in family engagement (from an average of 25 parents/guardians attending (PTI’s), to well over 100 attending Family Nights.
- Restorative Practices
- Collaborative Response Model (CRM)
- Collaborative Team Meetings(CTM)
- Small class sizes
- Character Education Program based on “Respect, Reliable, Responsible(3R’s):

**Staff:**

- PD on Collaborative Response and Restorative Practices
- Commitment to PRJH monthly Collaborative Team Meetings (CTM) – full staff.
- 2023 Assurance Survey – 88% of families either agreed (65%), or strongly agreed (23%) that teachers care about their child.

**Nutrition Program**

- Breakfast offered daily approximately 30% student’s access breakfast daily
- Healthy morning snack provided to students
- Healthy lunch available to students-Mrs. Hyde provided full-time cook services and has provided delicious and nutritious meals at PRJH. More students are staying at the school to buy lunch.

**Learning Commons**

- Indigo Literacy Grant awarded \$20000/3 years. \$6000 spent on new reading material yearly
- Continued spending with the literacy grant to ensure all student interests and genres are being met.
- February Book Fair held during Family Night.

**Variety of courses offered**

- Band
- Enrichment
- High school courses for grade 9 students (Job Safety – HCS3000 or AGR3000 – 1 credit each)
- Options, including swimming and shinny hockey offerings
- Alberta Motor Association (AMA) learners prep course
- Environmental Leadership

### Athletics

- A return to regular programming – students participated in inter-school competition in volleyball, basketball, badminton and track and field.
- Prairie River hosted home tournaments in each of the major sports: volleyball, basketball, badminton, and track and field.

### Physical Spaces in the building that have been created

- Wellness Office/HOSTS Office
- IEC office
- Workshop/Projects Room
- Levelled Literacy Intervention (LLI) room

### Music Program

- Participation in Divisional Band Collaboration, including taking part in the Sun Peaks Music Festival in B.C. (earning Silver)
- Several performances by Junior and Senior Band during school assemblies.
- Junior Band took part in adjudicated Grande Prairie Music Festival (earning Gold).
- Junior Band Edmonton Trip to watch Edmonton Youth Symphony.

### Challenges

- Student/community conflict that originates outside of the school building and school hours (often online).
- Continued academic learning gaps. Resiliency – students feeling that they can't excel anyway, so why try.
- While there are academic learning gaps, there are also opportunities for ongoing academic growth.
- Online bullying
- Mental well being of staff and students

### Literacy data

- Ontario Comprehensive Assessment (OCA) data shows students are struggling with organization, metacognition and determining importance when reading material (fall 2020)

### Numeracy data

- Math Intervention/Programming Instrument (MIPI) data grade 7 students are struggling in outcomes patterns and relationships and numbers average (fall 2020)
- MIPI grade 8 struggle with numbers outcomes and shape and space outcome (fall 2020)
- MIPI grade 9 struggle with stats and probability and shape and space outcomes (fall 2020)

**Bullying**

- Student survey data (Spring 2023) – 44% of students either agree (32%) or strongly agree (12%) **that they feel safe at school.**” (38% neither agree nor disagree). This is a net decrease of 4% from 2022 survey results. (Concern)
- Assurance Measures Fall 2022 - measure welcoming, caring, respectful and safe learning environments at 85.4%, Alberta measure 88.8%.

Certification of staff: Comprehensive Threat Assessment Guidelines (CSTAG), First Aid.

Teacher PD opportunities: Collaborative Response, Restorative Practices, Land-based learning (staff sweat lodge)

**Results of the Successes/Challenges**

The addition of an enrichment block for each student embedded into their schedule. Teachers and EA's work on literacy and numeracy activities.

Enhanced opportunity for Grade 9 students to work with Career Counsellors, explore careers, and to delve deeply into high school programming and course selection.

Students are improving in computer literacy.

Music program offered to all students as an Option choice course. Align High School and grade 8-9 together for the band. Junior and Senior Bands performed at several Assemblies, as well as one Family Night.

Embedded time for teacher professional learning communities (PLC's) to meet to work on common assessments/prioritize outcomes by subject.

Monthly CRM meetings (full staff) to discuss students by grade, track attendance, academic (literacy and numeracy), social emotional growth/concerns, etc.

**Professional Development Plan for 2023/24**

Restorative Practices

Highest Level of Achievement (HLAT) Assessment

Understanding data and goal setting

Assessment and reporting practices

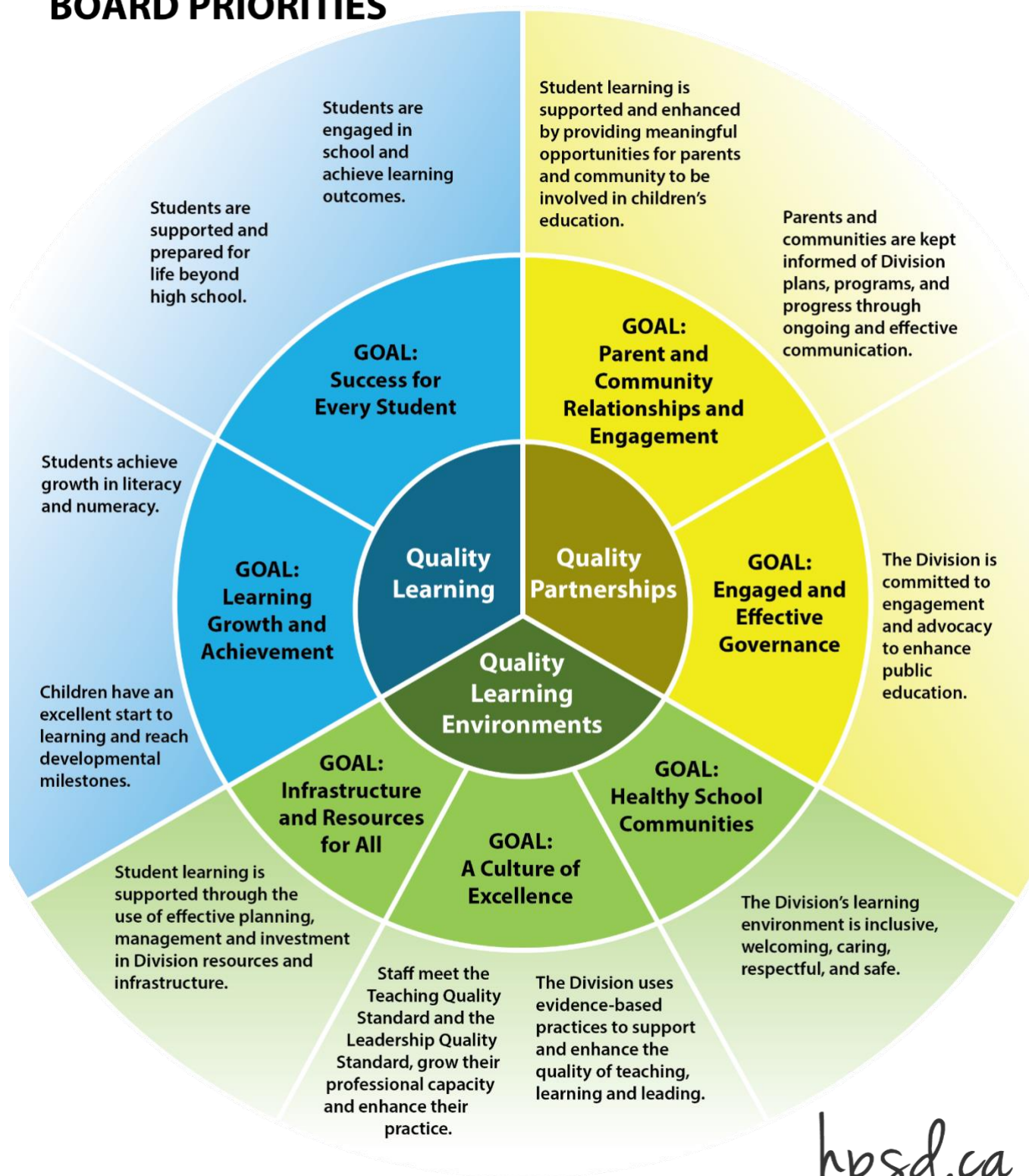
Mental health

Land-based learning

PD 2022-2023

- Revise school mission and vision statements with student input, school council/community input and staff input.
- Learning Support Teacher (LST) works with feeder schools to gather detailed information on incoming grade 6 students so they feel welcome to a new environment and staff are ready to support students academically and through social emotional support.
- Collaborative visits to feeder schools to build relationships with students and staff. Our Wellness Worker, Learning Support Teacher, and both administrators took part.

# HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2023



## School Goals

### 1. **Goal: To increase community engagement and parent partnerships with the school.**

Aligns with Division priority Quality Partnerships,

Goal: – Parent and Community Relationships and Engagement,

Outcome: Parents and communities are kept informed of Division plans, programs and progress through ongoing and effective communication and student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in children's education

#### Strategies

- Satisfaction with Program Access - according to the 2022 Assurance survey, there were not enough parents who responded to related questions to provide a sense of growth or decline in this area. Our sense is that parents would always benefit from more information, presented in as many different ways and times as possible. We did have a very successful Course Selection Night for Grade 9's this year, in collaboration with E.W. Pratt staff (40 families attended). We are planning to use these special events to gather feedback from our school communities through the use of division survey software to aggregate all data in one survey and then use this information for future planning.
- Working closely with our highly engaged Prairie River School Council, and the Parent Travel Association to increase parent/guardian involvement at school events, including at these council meetings. Our council is given a space at our school events to increase awareness of the work they do as an advisory body for the school.
- 3 staff were trained in restorative practices in May 2022. 1 staff attended the 3 day training in June 2022. This will be a PD focus for the staff during the 2022-2023 year
- A move away from traditional Parent Teacher Interviews (PTI's), toward Community Family Nights. This is a more informal approach that was highly successful in bringing families into the school, who otherwise would not feel comfortable attending. "We do the cooking," is a slogan that we have adopted to invite families into our school. We also offer mini-workshops on our reporting platform (Edsembli) so that families can check student progress at any time. As well, we had storytelling, talent presentations (student performers), Restorative Practices sessions, etc.
- Work in collaboration with the other High Prairie schools to engage families
- Work with the Community Education Directors to form a bank of resources that each community has to offer their members/school
- Work with HPSD Indigenous Education Coaches to help with community goal setting
- Work with HPSD Career Coaches on goal setting
- Working with our Indigenous Education Coach (IEC) on protocols and culture education for staff during PD days
- Took part in Alberta School Council Association programming to explore ways of increasing parent engagement and participation.
- Student Leadership was provided as an Option this year – students were a critical part of visualizing, and then organizing special events throughout the year.

Performance Measures

- There is much data missing from Assurance Survey results regarding Parental Involvement and School Improvement. We will monitor this closely in the coming years, and make efforts to obtain parent feedback by other means (Nov, 2022). Again, any measures that have less than 6 respondents does not get reported.
- Noted a significant increase in the number of people (students/families) attending Family nights – traditionally 25-30 people attend traditional Parent/Teacher interviews (PTI's). Family Nights saw numbers well in excess of 100 people.
- Increase community engagement input in survey completions. This is obviously an area for growth. The most obvious change that we can make is to design a tool that we can use during Family Nights, to collect feedback from parents/guardians
- Our goal is to continue increasing parent hits on our websites/social media. We currently have 2491 regular viewers on our Facebook site.

**2. Goal: student success in and beyond school.**

Aligns: with Division priority Quality Learning

Goal: Success for Every student

Outcome: Students are engaged in school and achieve learning outcomes and students are supported and prepared for life beyond high school.

Strategies

- Create a student leadership group represented by all grades
- Offer grade 9 students high school prep course
- Use MY Blueprint to track student achievements and High School preparedness
- Offer option classes that lead into CTS program (eg. Snack Preparation, Sewing, AMA – Learner Prep, Industrial Arts (IA), robotics
- Work with students on developing skills needed for their future i.e. resilience, cooperation, commitment and respecting others.
- Increase student literacy and numeracy skills with teacher PD and increase of boost programs with EA support
- Increase technology awareness in students beyond Google
- Teacher PD to focus on planning engaging activities and assessment
- Offer basic life skills as a class for all students i.e. budgeting, house repairs etc.
- Increase student engagement in school by offering more courses of interest to students-student survey administered in spring 2023 for input on options
- Increase student attendance with more course offerings and school wide activities
- Use of Dossier to develop solid CRM framework that supports interventions
- Focus on mental health and well-being of students.

- Continue to host a grade 6 transition day in late May/early June to set students up for success in junior high.
- Host a Block Party in mid June – invite all partner communities and feeder school communities.

#### Performance Measures

- Accountability Pillar Survey-Work Preparation (3 year rolling average) indicates that 87% of Parents and Teachers believe that students are taught attitudes and behaviours that will make them successful at work, after they finish school.
- OCA and MIPI results will show a 25% increase in students passing the MIPI and a 30% increase in OCA results.
- Highest Level of Achievement Test (HLAT) assessment will be used to measure a student's growth in writing in the 2023-2024 school year. All students will demonstrate at least one year's growth at the Spring HLAT writing, from the previous year's Spring writing.
- PAT exam "acceptable" (for all courses) results will increase from 24.3% (Spring 2022) to 40% and excellence results will increase from 1.8% (Spring 2022) to 4.0% within 12 year of the exam being administered to students. (May 2023)
- (2022 Fall Assurance Survey) - "percentage of parents, teachers and students that indicated that their school improved or stayed the same" – Improved (33%), stayed the same (50%)
- 2022 Assurance Survey data indicates that 82.1% of students and 76 % of parents believe that receiving supports for at risk students are easy to access, and timely.

### 3. **Goal: To create a safe and caring school environment.**

Aligns: with Division priority Quality Learning Environments

Goal: Healthy School Communities

Outcome: The Division's learning environment is inclusive, welcoming, caring, respectful and safe.

#### Strategies

- Continue to develop capacity for students and staff to become more skilled in conflict resolution, through Restorative Practices.
- Focus on mental health and well being of students and staff
- Continue supporting students of diversity
- Create a student leadership group/student mentorship group
- Use of Wellness Coach in school to support individual students for tier 2 and 3 supports
- Use of Divisional consultant to support students for tier 3 & 4 supports
- Use of HOSTS to offer universal support to all students in classes for tier 1 supports
- Staff PD on mental health and wellbeing

- Use of Wellness coach for school wide wellness activities
- Continue to support Indigenous students through the teachings from the Indigenous Education Team regarding the infusion of Indigenous ways of knowing and doing in to the curriculum
- Continue to develop a student lounge
- Continue the use of Dossier to develop solid CRM framework that supports interventions
- Staff will greet all students daily by name (including at the front door, as students come enter school in the morning)
- Increase the clubs and activities offered to students

#### Performance Measures

- Accountability Pillar Survey-school improvement to increase from 83.9 (3 year rolling average), to 85% - again, the utilization of the rolling 3 year average is due to insufficient parent responses from the Fall 2022 responses.
- 2023 data from the Assurance Survey indicates that 80% of parents believe that their children are safe at school - agree (61%), or strongly agree (19%). Our goal is to improve in this area, by at least 5% in the coming year.
- (2023 Student Survey) 60% of students say bullying is common at school. This result is simply not acceptable. Our goal for the coming year is to re-double our efforts to further develop our character education program and restorative practices model. As well, we believe that many students responded to this question without the complete understanding that bullying is a “repeated and sustained” behaviour, not intermittent conflicts that arise throughout the day.
- (2023 Student Survey) indicates that 38% of students either agree (27%) or strongly agree (11%) that some staff say things that make students feel badly. Of course this is deeply concerning and we will explore this result during Collaborative Response Meetings, as well as seek further information and feedback from students.
- (2023 Student Survey) indicates that 22% of students feel that no one would miss them if they were absent from school. While still troubling, this result is a significant improvement to the 52% result in last year’s survey.
- (2023 Assurance Survey – 30 responses) indicates that 60% of parent are satisfied, and 3% are very satisfied with the Wellness Supports that their child can access. Our unsatisfied responses of 13% (and 23% “don’t know”) is cause for a review of our structure to determine which students are not being supported fully.
- (2023 Student Survey) indicates that only 5% of students feel that the Wellness Coach would miss them if they were absent from school. This is a clear indication that we need to support our Wellness Coach in more effective ways that allow him the necessary time and opportunity to build more school-wide relationships.