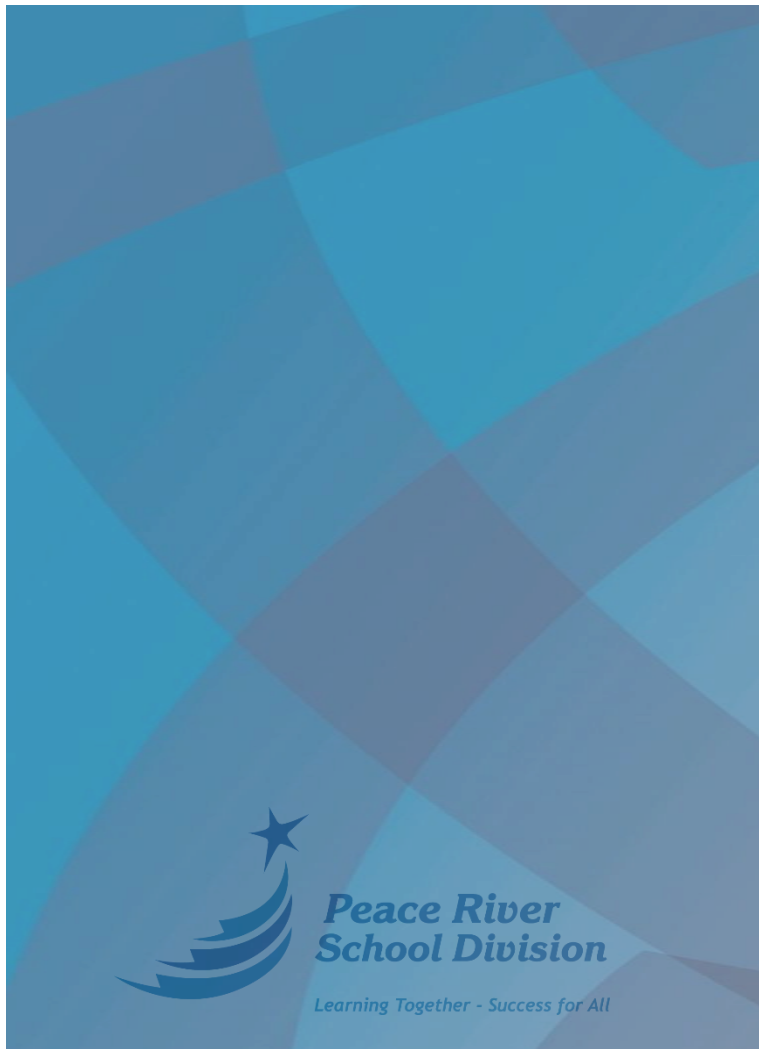




Peace River High School
2021-2024
Education Plan



School vision: Peace River High School, experience the success!

School mission: Preparing individual citizens for tomorrow

School values: Proud, Respectful, Honourable and Successful



PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development/achievement
2. Numeracy development/achievement
3. Inclusionary and responsive culture

GOAL ONE - All students are literate.

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate.

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Performance measures for Goals One and Two - Literacy and Numeracy:

1. (PRSD) The percentage of Grades 1-8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
2. (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 4 to 12 Reading Comprehension Assessment Tool (RCAT);
3. (PRSD) The percentage of Grades 1-9 students writing at or above grade level as per achievement on the division's writing assessment tool;
4. (PRSD) The percentage of Grades 2-10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 1-9 Math Intervention/Programming Instrument (MIPI);
5. (PRSD) The percentage of Grades 1-9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);
6. (PRSD) The percentage of students "meeting" or "meeting with mastery" the English Language Arts and Mathematics learner outcomes as per report card data by grade level;
7. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on Grade 6 and Grade 9 English Language Arts PATs and Mathematics PATs;
8. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on English Language Arts Diploma Exams and Mathematics Diploma Exams.

School strategies for Goal One – Literacy:

1. School-based Professional Development days focussed on identifying needs and supports for individual learners through Collaborative Response Meetings.
2. Placement of students in classes for levels of support needed.
3. Having students write appropriate exams for their academic level.
4. Continued focus on increased effectiveness of Formative Assessment in all classes.
5. Scheduling of Success Block time to enable extra scheduled instruction and support time (Tier 2 and 3) for academic subjects.
6. Maintaining Inclusion Coach time to support programming for students with mild/moderate and complex needs.
7. Use of Edubest assessments in order to guide literacy instruction in classes.
8. Embedded time for subject specific collaborative planning meetings.
9. Tier 1 Literacy Supports including increasing volume and exposure to reading and building vocabulary and comprehension in all subject areas.
10. Access to technology to assist with literacy skills (Read and Write for Google, Audio Files, Audio Textbooks and tools such as Grammarly and online dictionary).
11. Using work Wednesdays with extra support to help students that are missing assignments.
12. Targeted literacy intervention programming.
13. Individualized literacy enrichment within ELA classes.



School strategies for Goal Two – Numeracy:

1. School-based Professional Development days focussed on identifying needs and supports for individual learners through Collaborative Response Meetings.
2. Placement of students in classes for levels of support needed.
3. Having students write appropriate exams for their academic level.
4. Continued focus on increased effectiveness of Formative Assessment in all classes.
5. Scheduling of Success Block time to enable extra scheduled instruction and support time (Tier 2 and 3) for academic subjects
6. Maintaining Inclusion Coach time to support programming for students with mild/moderate and complex needs.
7. Use of NCAT (Numeracy Common Assessment Tool) and MIPI (Math Intervention/Programming Instrument) results to facilitate instruction in Math and Science Courses.
8. Subject specific collaborative planning meeting.
9. Tier 1 classroom strategies including common math language, teaching with examples, time for formative practice in class and built-in cumulative review time.
10. Use of common scope and sequence developed through PRSD to provide consistency.
11. Using work Wednesdays with extra support to help students that are missing assignments.
12. Targeted numeracy intervention programming.

GOAL THREE – All students are successful through inclusionary practices in an engaging culture.

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

Outcome 3.2: Wellness and Student Engagement

Students' physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

Performance measures for Inclusionary Practices in a Responsive Culture:

1. (PRSD) The percentage of students receiving individualized programming services;
2. (PRSD) The percentage of students with special education needs who are being supported by appropriate documentation such as Individual Program Plans (IPP) and Behaviour Support Plans (BSPs);
3. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
4. (PRSD) The percentage of schools that implemented strategies to address the top five most important issues expressed by students in the 2021 Student Mental Health and Wellness Survey;
5. (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, careers, technology, and health and physical education;
6. (ABEd) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
7. (ABEd) The 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;

8. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
9. (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit students aged 14 to 18;
10. (ABEd) The 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 strategies for Goal Three: Inclusionary and Responsive Culture

1. Increased Inclusion Coach time to mild/moderate and individual needs of students.
2. Scheduling of Success Block time to enable extra scheduled instruction and support time (Tier 2 and 3) for academic subjects.
3. School-based Professional Development days focussed on identifying needs and supports for individual learners through Collaborative Response Meetings
4. Use of Differentiated Instructional Strategies and Professional Development for staff.
5. Through the Collaborative Response Model using the layered collaborative structure with CR Leadership, CR planning, Collaborative Team meetings, Student Support Meetings and Case Conference meetings.
6. Planning and scheduling for supplementary tutorials and support for students missing curricular objectives due to the COVID-19 school closures
7. Strategic use of Educational Assistants to support all students in classes.
8. Universal Tier 1 and 2 supports available for all students within the classroom.
9. Use of Formative Assessment Practices to inform instruction and provide valuable feedback.
10. Culture of Universal Acceptance created through classes, programs (GSA, Leadership, Interact), Athletics) and modeling of Inclusivity.



School Budget Considerations

General

1. Substitute costs for scheduled layered meetings.
2. Evergreening and replacement of Technology.
3. Professional Development for Collaborative Response (School using Jigsaw Learning).

Goal One: All students are literate

1. Grammarly program installation.
2. Increase in available books and resources. (textbooks and novels)
3. Purchase of Edubest program.

Goal Two: All students are numerate

1. Substitute costs for scheduled layered meetings.
2. Purchase of manipulatives for Differentiated Instruction.
3. Technology needs for students and staff (programs and devices).

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Substitute costs for scheduled layered meetings.
2. Extra Hours for Support staff to be included in Collaborative Response.
3. Maintain or increase Support Staff time to meet the support needs of students.