

HIGH PRAIRIE ELEMENTARY SCHOOL 2024-27 EDUCATION PLAN (YEAR 2)



Mission

Leaders learning together.

Vision

High Prairie Elementary School is a place of hope where caring and respect lead to learning and success.

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MESSAGE FROM THE PRINCIPAL

I am excited to share with you our comprehensive Education Plan. This plan is rooted in our commitment to creating a holistic educational experience that prioritizes quality learning environments, strong academic foundations and robust stakeholder partnerships. Our collective efforts over the next three years will ensure that every student not only achieves academic success but also feels valued and supported within our school community.

One of our primary goals is to ensure that High Prairie Elementary provides a welcoming, caring, respectful and safe environment for all students. We will continue to support a positive school culture that supports the socio-emotional development of our students. Our wellness team will support mental health awareness and positive coping strategies at developmentally appropriate levels for all students. We will continue to strengthen our support services team and supports for students in need.

We are committed to academic improvement, particularly in the areas of numeracy and literacy, which are foundational to our student's future success. Our strategies to enhance quality learning include a new pilot project in literacy and numeracy, differentiated instruction, integration of technology to enrich the learning experience and fostering a love of lifelong learning. Regular assessments and targeted interventions will help us monitor progress and provide necessary supports for each student.

We recognize that meaningful family and community involvement is essential to our students' success. We will continue to enhance our efforts to create strong partnerships with families and the wider community. We will continue to offer a variety of opportunities for family and community involvement. Open and transparent communication will be a cornerstone of our approach, ensuring that all voices are heard and valued in our decision-making processes.

I am confident that with the dedication and collaboration of our families, staff and community partners, we will achieve great things in the coming years. Together we will build a school community that supports every student's academic, social and emotional growth. I am excited about the future of High Prairie Elementary and the positive impact we will make together. Thank you for your continued support and partnership, we encourage our families to join our School Council and look forward to the next year with optimism and determination to achieve great things.

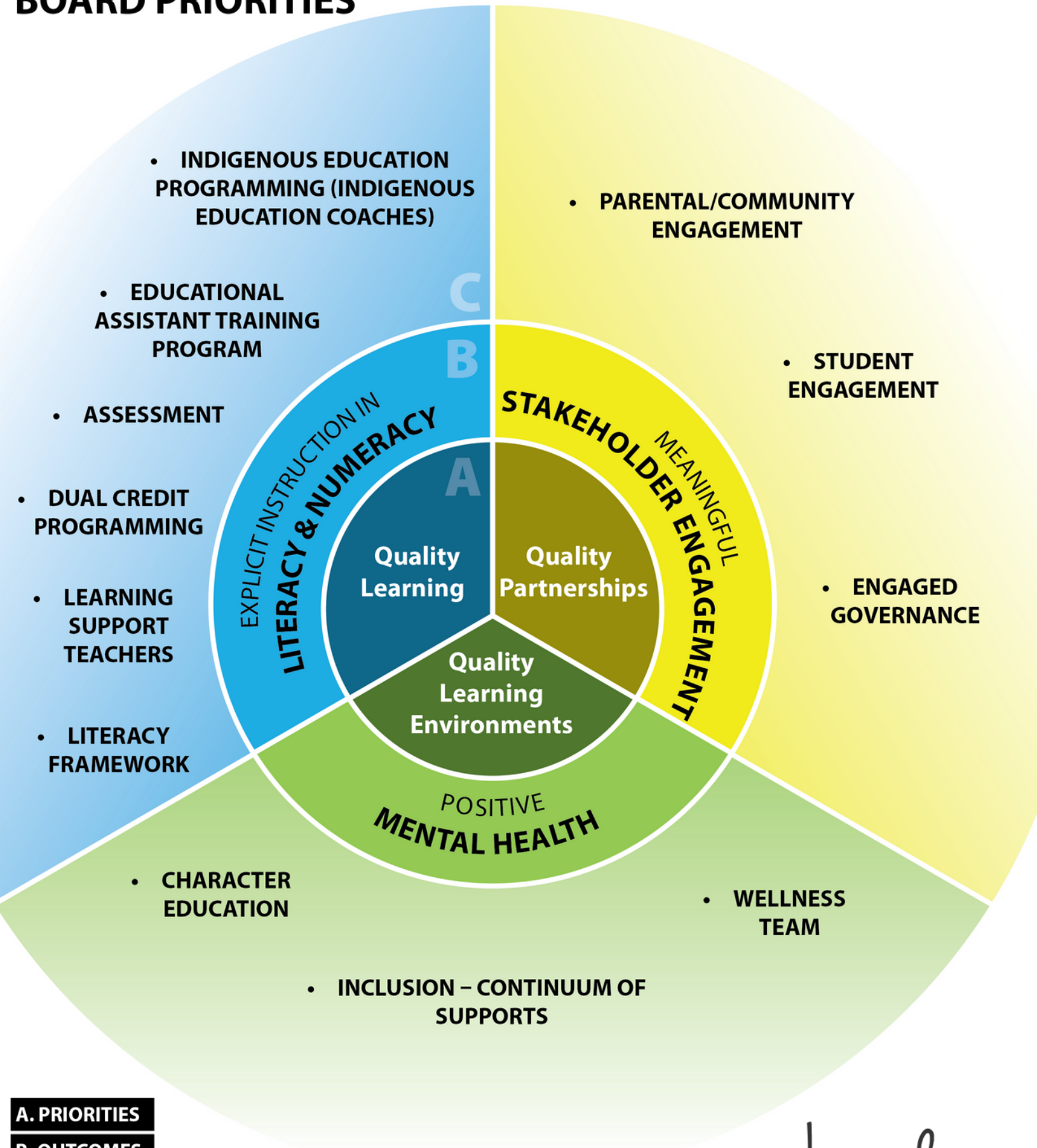


Lyndsay Fleming, Principal



Cheyenne Sims, School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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BOARD OUTCOME: QUALITY LEARNING - LITERACY

SCHOOL OUTCOME: STUDENTS ACHIEVE GROWTH IN ALL COMPONENTS OF LITERACY

STRATEGIES

To ensure quality learning outcomes in literacy for K-6 students, High Prairie Elementary will focus on comprehensive, evidence-based strategies. Staff will use the Divisional Literacy Framework as a guide post to create a robust framework to ensure all students achieve significant growth in literacy, laying a strong foundation for their future academic success.

High Prairie Elementary will ensure that all staff and students understand that literacy is foundational to all learning. Evidence will include;

- Continued implementation of Plaid Phonics Pilot Project for grades K-6.
- Implementation of Adrienne Gear Writing Pilot Project for grades K-6
- Collaborative planning and data analysis with teachers from all Plaid Phonics Pilot Project schools.
- Participation in divisional professional development around data driven conversations regarding student results to guide teaching.
- Bi-monthly collaborative planning time to support the development of new programs, new curriculum implementation and relevant teaching strategies.
- Explicit use of Structured Word Inquiry to support phonological awareness, phonemic awareness and vocabulary development.
- Creation of a school wide “Drop Everything and Read” where students will work on fluency and comprehension by reading independently, in small groups or with an educator.
- Creation of a congregated setting for literacy instruction for students in grades 4-6 which will focus on interventions for students on Individualized Student Plans.
- Continued use of literacy assessments in writing and reading comprehension to inform teaching strategies.
- Incorporating literacy activities in other subjects while designing units around themes that integrate reading, writing, listening and speaking.
- Fostering literacy-rich environments by creating classroom libraries and reading areas throughout the school.
- Supporting literacy at home by providing free books to families at events and encouraging use of the school library.

PERFORMANCE MEASURES

- EYE Assessment - 60% of students achieve developmentally appropriate targets
 - In Spring 2024, 93% of students achieved developmentally appropriate targets
- CC3 - 65% of students achieve Not at Risk level.
 - In January 2025, 54% of students achieved not at risk.
- LeNS - 70% of students achieve Not at Risk level.
 - In January 2025, 67% of grade 1-2 students achieved not at risk.
 - In January 2025, 31% of kindergarten students achieved not at risk.
- HLAT - 50% of students achieve proficient at grade level in the different writing skills.
 - In Spring 2025, 29% of students achieved grade level. and 3% of students achieved above grade level.
- RCAT - 50% of students achieve proficient at grade level in the different Reading skills.
 - In Fall 2024, 10% of students met grade level expectations and 42% were approaching grade level.
- Grade 6 PAT Language Arts - 71% of students achieve acceptable level and 12% of students achieve excellence level.
 - PAT data is unavailable for the last several years due to regional fires and cancellation from Alberta Education.

BOARD OUTCOME: QUALITY LEARNING - NUMERACY

SCHOOL OUTCOME: STUDENTS ACHIEVE GROWTH IN ALL COMPONENTS OF NUMERACY

STRATEGIES

To achieve quality learning outcomes in numeracy, High Prairie Elementary will focus on comprehensive, evidence-based strategies that ensure students achieve growth in all components of numeracy. These components include reasoning and problem solving, mathematical connections and representations, shared learning, intentional questioning, building fluence and student understanding. Assessments will be completed to support instruction that meets the diverse needs of students by providing different pathways to understand and engage with mathematical concepts.

High Prairie Elementary will ensure that all staff and students understand that literacy is foundational to all learning. Evidence will include;

- Continued implementation of Math Up Pilot Project for grades K-6.
- Collaborative planning and data analysis with teachers from all Math Up Pilot Project schools.
- Participation in divisional professional development around data driven conversations regarding student results to guide teaching.
- Bi-monthly collaborative planning time to support the development of new programs, new curriculum implementation and relevant teaching strategies.
- Creation of a congregated setting for numeracy instruction for students in grades 4-6 which will focus on interventions for students on Individualized Student Plans.
- Use of number talks and open questions as a way to encourage students to discuss and explore different mental math strategies to solve problems in an environment where students feel safe to share their thought processes.
- Regular practice with basic math facts to build fluency and automaticity, this will be done through a variety of modes including practice, games and activities.
- Incorporating examples and problems that reflect the cultural and linguistic diversity of our student population.

PERFORMANCE MEASURES

- EYE Assessment - 60% of students achieve developmentally appropriate targets
 - In Spring 2024, 93% of students achieved developmentally appropriate targets
- EICS - 35% of grade 4-6 students achieve grade level.
 - In Fall 2024, 38% of students in grade 4-6 were at grade level.
- PNSA - 60% of students in grades K-3 achieve not at risk.
 - In January 2025, 59% of grade 1-3 students achieved not at risk.
 - In January 2025, 45% of kindergarten students achieved not at risk.
- Grade 6 PAT Math - 50% of students achieve acceptable level and 7% of students achieve excellence level.
 - PAT data is unavailable for the last several years due to regional fires and cancellation by Alberta Education.

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: PROVIDING MEANINGFUL OPPORTUNITIES FOR FAMILIES TO BE INVOLVED

STRATEGIES

High Prairie Elementary focuses on creating a welcoming and inclusive environment that encourages active participation from families. We aim to implement strategies that provide meaningful opportunities for families to be involved in our school and their child's educational journey. We foster a supportive and engaged community presence that enhances student learning and development.

High Prairie Elementary will ensure that all staff, students and families understand that positive and consistent engagement enhances student learning. Evidence will include;

- Holding family engagement nights throughout the school year such as; Open House, Christmas and Spring Concerts, Family BBQ, Winter Festival, Kindergarten Celebration, and Kindergarten Registration/Open House.
- Encouraging participation in School Council by offering both in-person and virtual options. Additionally we intend to determine time and location (potentially using an indoor play space) to support families participation when childcare is a concern.
- Supporting families in connecting with teachers for Parent/Teacher Conferences by holding these events on two nights one with earlier times and one that runs later in the evening for working parents. Teachers also offer phone and/or zoom meetings to support families with limited transportation to the school.
- Encourage families to volunteer for school events such as field trips, book fairs, swimming and skating. As well as volunteering in classrooms to support classroom activities or share their personal passions and interests.
- Providing updates on school activities and everyday learning through digital platforms such as Facebook and Instagram as well as through South Peace News.
- Acknowledging the holidays celebrated by families in our community in the school and on Social Media.
- Working with the Early Intervention Team at AHS to better support preschool aged children with significant needs.
- AHS, Children's Resource Council and High Prairie Elementary have created an annual Early Years Fair to support families in understanding child development and milestones and providing supports for families that are not meeting those developmental milestones.
- We work closely with the RCMP Liaison officer in school visits, participation in special days and class presentations.
- We work closely with the Fire Department and RCMP to run safety drills together to ensure procedures of all agencies run smoothly together.

PERFORMANCE MEASURES

Parental satisfaction with the following

- Decisions about their child's education.
 - In 2024, 68% of parents were satisfied with parental involvement in decisions about their child's education.
- Decisions at their child's school.
 - Input into decisions at their child's school is considered.
 - Participation in School Council will increase from 2% to 5%.
 - In the 2024-25 school year School Council averaged 8 parents during meetings.
 - Increase parent participation in AERR survey to 20%
 - In 2025 25% of parents participated in the survey

BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: PROVIDE A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT FOR ALL STUDENTS

STRATEGIES

High Prairie Elementary recognizes the importance of mental health and it's impact on overall well-being for students and staff. We have considered a comprehensive strategy that addresses mental, emotional and social well-being of students. This comprehensive approach will help build a foundation for lifelong mental health and well-being.

High Prairie Elementary will use the following strategies to create an environment that not only supports academic success but also fosters the mental and emotional well-being of every student:

- We worked with school council and school staff to create a character education focus for each month based off of the Seven Grandfather Teachings. Each month classes focus on learning about this trait and a student of the month that shows this trait strongly.
- Monthly assemblies are also based around each trait and completed by a different grade group each month.
- Staff will continue to participate in restorative justice training and implementing these practices into our discipline procedure while supporting the development of conflict resolution skills in students.
- Our support services team (wellness coach, SLP, OT, educational psychologist, counsellors, HOSTS, admin, LST) meets weekly to discuss students at risk and determine wrap around services to support their needs.
- Staff have developed several continuums of support (reading, writing, numeracy, socio-emotional) and will continue to create and hone existing continuums to support students needs.
- We will partner with local mental health organizations such as HOSTS and are participating in the ISSP grant program in partnership with the Calgary Police to provide additional resources and support services.
- Our Wellness Clubs program provides students with an opportunity to pursue their passions that may fall outside of the general curriculum. We encourage students to try new activities to develop their interests and learn about new potential strengths.
- Our House Colours program promotes social interaction across grade levels, teamwork and a sense of belonging.
- We have two spaces in our school designed to help student regulate and rejoin their peers when they are ready.
- We provide training and professional development on mental health first aid, trauma-informed practices and social emotional learning.

PERFORMANCE MEASURES

Student responses to the following:

- I feel that I belong at school increased to 70% strongly agree and agree.
 - In 2024, 34% of students strongly agreed with this statement and 30% of students agreed.
- Most staff at school care about all students increased to 70% strongly agree and agree.
 - In 2024, 38% of student strongly agreed with this statement and 35% of students agreed.
- There are adults at this school I could talk with if I had a problem increased to 70% strongly agree and agree.
 - In 2024, 45% of students strongly agreed with this statement and 35% agreed.

Parent responses to the following:

- Learning environments are welcoming, caring, respectful and safe is maintained.
 - In 2024, 85% of parents agreed with this statement, slightly lower than previous years, but maintained.
- Students have access to appropriate supports and services at school increases to 85%.
 - In 2024, 84% of parents agreed with this statement.