

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



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

As we enter the final year of our Educational Plan, I am proud of the growth, resilience and accomplishments of our students, staff and school community. At High Prairie Elementary, we remain deeply committed to providing a caring, respectful and safe learning environment where every student feels valued, supported and able to succeed.

We have continued to strengthen our school culture by prioritizing student leadership and whole group activities. Our staff and wellness team remain dedicated to supporting the social and emotional development of all students through relationship building and developmentally appropriate learning opportunities that encourage positive coping skills and resiliency. We will continue to provide supports for students and families to ensure that all learners have the chance to thrive.

As always, High Prairie Elementary's focus is to strengthen literacy and numeracy outcomes for all students. Through high quality instruction, targeted interventions and ongoing assessment practices, we are committed to meeting the diverse learning needs within our classrooms. Our literacy and numeracy pilot projects have supported learners and help create engaging learning experiences that build confidence and skills.

Strong partnerships between school, home and community continue to play an essential role in student success. We are grateful for the ongoing support and involvement of our families and community partners, who help make High Prairie Elementary the amazing school that it is. We will continue to foster open communication and provide meaningful opportunities for families to engage in our school community and decision making processes.

I am know that our students at High Prairie Elementary will continue to succeed academically and emotionally. together, through collaboration, compassion, and shared commitment, we will continue to build a school community where all children achieve success academically, socially and emotionally. Thank you for your continued support, encouragement and partnership. We look forward to another successful year together.

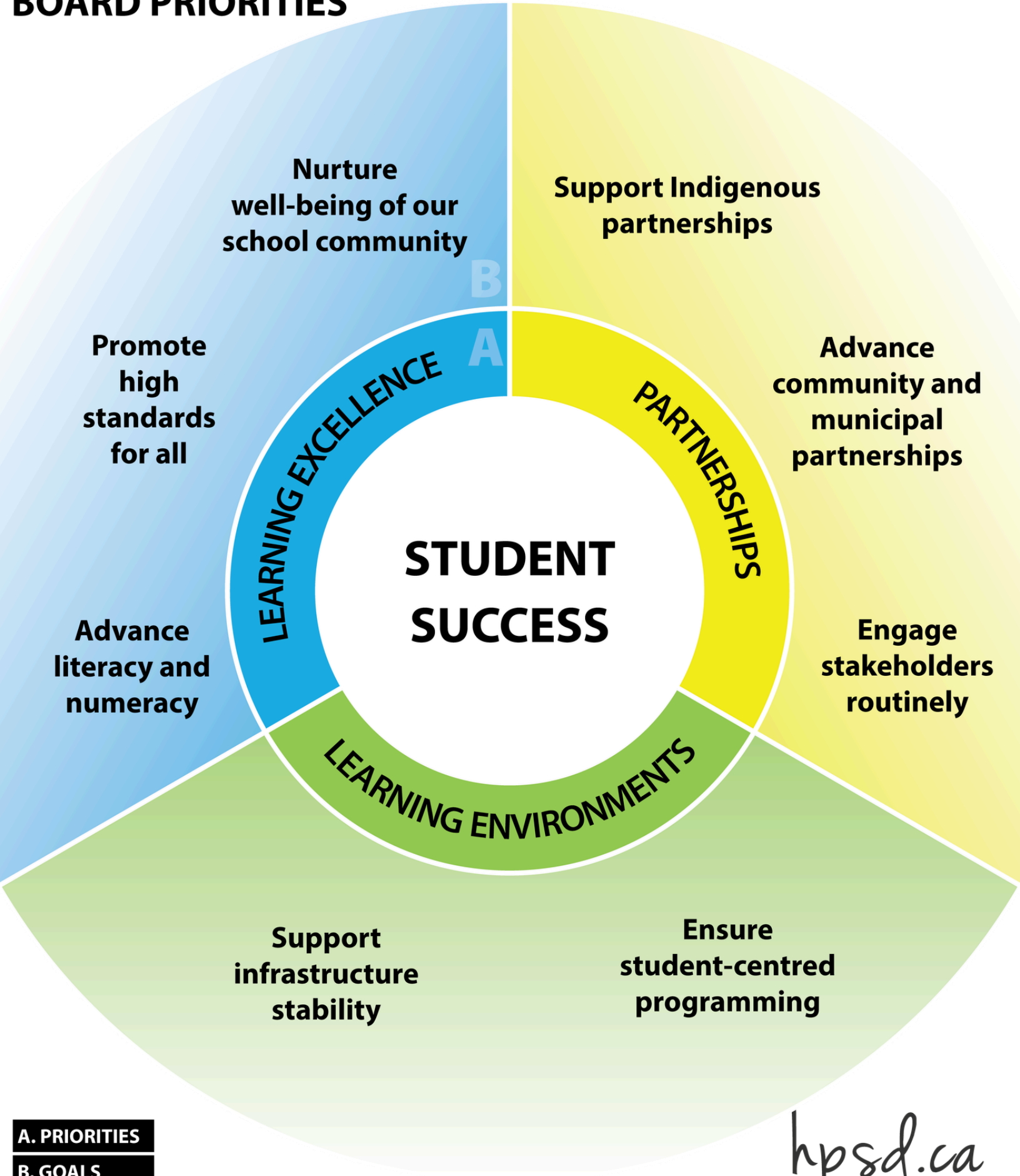


Lyndsay Fleming, Principal



Cheyenne Sims, School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. GOALS

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Effective September 2026

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.
- Continued implementation of Adrienne Gear Writing Pilot Project for grades K-6
- Implementation of Adrienne Gear Reading 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.
- 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 School Wide Reading Challenge.
- Creation of a congregated setting for literacy instruction for students in grades 3/4 and 5/6 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 2025, 92% of students achieved developmentally appropriate targets
- CC3 - 65% of students achieve Not at Risk level.
 - In January of 2026, 43% of grade 1 students achieved not at risk.
 - In January 2026, 60% of grade 2 -3 students achieved not at risk.
- LeNS - 70% of students achieve Not at Risk level.
 - In January 2026, 51% of grade 1-2 students achieved not at risk.
 - In January 2026, 42% 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 2025, 9% of students met grade level expectations and 35% were approaching grade level.
- Grade 6 PAT Language Arts - 71% of students achieve acceptable level and 12% of students achieve excellence level.
 - In 2025 59.4% of students achieved acceptable level and 3.1% achieved excellence level.

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;

- Implementation of Jump Math in grades K-2 and Dynamic Math in grades 3-6 pilot project.
- Collaborative planning and data analysis with teachers from all 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 3/4 and 5/6 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, 92% of students achieved developmentally appropriate targets
- EICS - 35% of grade 4-6 students achieve grade level.
 - In Fall 2025, 17% of students in grade 4-6 were at grade level and 6% were approaching grade level.
- PNSA - 60% of students in grades K-3 achieve not at risk.
 - In January 2025, 66% of grade 1-3 students achieved not at risk.
 - In January 2026, 55% of kindergarten students achieved not at risk.
- Grade 6 PAT Math - 50% of students achieve acceptable level and 7% of students achieve excellence level.
 - In 2025, 46.9% of students achieved acceptable level and 6.3% achieved excellence level.

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 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 2025, 60.6% 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 2025-26 school year School Council averaged 7 parents during meetings.
 - Increase parent participation in AERR survey to 20%
 - In 2026 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 its 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 2025, 79% of students agreed with this statement.
- Most staff at school care about all students increased to 70% strongly agree and agree.
 - In 2025, 78% of student agreed with this statement.
- There are adults at this school I could talk with if I had a problem increased to 70% strongly agree and agree.
 - In 2025, 77% of students agreed with this statement.

Parent responses to the following:

- Learning environments are welcoming, caring, respectful and safe is maintained.
 - In 2025, 70.7% 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 2025, 73.1% of parents agreed with this statement.