

Peace River High School 2024-2029



Education Plan



YEAR
TWO

A Message from our Principal

Wade Johnson B.A., B.Ed., M.Ed..



I am excited to present the second year of the 2024-2029 Education Plan. Peace River High School's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

As a school community, we aspire to support all students as they transition to the next phase of their lives. Peace River High School offers a wide variety of challenging, enjoyable, and successful curricular opportunities. Our goal, as a staff, is to provide all students with the opportunity to excel in academics, athletics, and various Career Technology Study opportunities so they may become positive, contributing members of our school and community. Peace River High School has a dynamic, hardworking staff who are committed to make sure the needs of all our students are met. I believe PRHS is an amazing place for students from diverse backgrounds to grow educationally, get involved, and have a meaningful high school experience. In many cases, a student's high school experience sets the stage for successes later in life and provides a lifetime of positive memories. We are very grateful for every family and student that walks through our doors and we strive to make their learning experience as positive and uplifting as possible. We look forward to working with our students, families, and guardians to make each and every year better than the last!

Foundation Statements

OUR MOTTO:

P
R
H
S

Proud
Respectful
Honourable
Successful



OUR VISION:

Preparing individual
citizens for tomorrow

OUR MISSION:

Peace River High
School, experience
success!

Principles & Beliefs

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

Quick Facts



GRADES 9-12



256
STUDENTS



30
STAFF

Our Priorities

1

**Literacy
Development**

2

**Numeracy
Development**

3

**Inclusionary
Culture**

Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

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

Numeracy Development

Goal Two ► All Students are numerate

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

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data		X	
Reading Comprehension Assessment Tool (RCAT) Data		X	
Writing Assessment Tool (WAT) Data			X
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12		X	
Most Current PAT Results		X	
Five-year PAT Results Trend Data		X	
Most Current Diploma Exam Results		X	
Five-year Diploma Exam Results Trend Data		X	

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.
- Gaps between progress made by “mild/moderate” students on their ELA learning goals and progress made in ELA by all other students.

School Strategies

Goals One: Literacy Development

1. Peace River High School Administration will continue to support teachers in fostering high quality teaching to improve literacy knowledge and skills.
2. Peace River High School Administration will facilitate/provide professional development for school staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. Peace River High School Administration will work with school-based staff to develop professional development plans that align with the division's literacy goals.
4. As part of the division's Literacy Assessment Framework (LAF), Peace River High School Administration will provide support to school staff to administer the RCAT to Grades 9-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the division's Literacy Assessment Framework (LAF), Peace River High School Administration will provide support to school staff to administer the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).
6. As part of the division's LAF, Peace River High School Administration will provide support to school staff to administer the division's Writing Assessment Tool (WAT) for Grade 9 students by the end of September (Fall Assessment) and by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
7. Peace River High School Administration will establish and facilitate Collaborative Planning time for teachers to work together to develop common course outlines and assessments.
8. Peace River High School Administration will support teachers working with other teachers in the school division to develop common assessments of core learner outcomes in English Language Arts across grade levels.
9. Peace River High School Administration will work with teachers to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy and numeracy skills.
10. Peace River High School Administration will support school staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data		X	
Math Intervention/Programming Instrument (MIPI) Data			X
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12		X	
Most Current PAT Results		X	
Five-year PAT Results Trend Data		X	
Most Current Diploma Exam Results		X	
Five-year Diploma Exam Results Trend Data		X	

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.
- Gaps between progress made by “mild/moderate” students on their math learning goals and progress made in math by all students.

School Strategies

Goal Two: Numeracy Development

1. Peace River High School Administration will continue to support teachers in fostering high quality teaching to improve numeracy knowledge and skills.
2. Peace River High School Administration will facilitate/provide professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. Peace River High School Administration will work with school staff to develop professional development plans that align with the division's numeracy goals.
4. As part of the division's Numeracy Assessment Framework (NAF), Peace River High School Administration will provide support to school staff to administer the MIPI to Grades 9-10 students in the first three weeks of the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the division's NAF, Peace River High School Administration will provide support to school staff to administer the NCAT in Grade 9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the division's NAF, Peace River High School Administration will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grade 9 mathematics.
7. Peace River High School Administration will establish and facilitate Collaborative Planning time for teachers to work together to develop common course outlines and assessments.
8. Peace River High School Administration will support teachers working with other teachers in the school division to develop common assessments of core learner outcomes in Mathematics across grade levels.
9. Peace River High School Administration will work with school staff to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.
10. Peace River High School Administration will support school staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories, and languages into the classroom and school.

Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participate in DIPs

Data regarding High School Completion Rates

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual BSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

1. Peace River High School Administration will support school staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. Peace River High School Administration will continue to support staff in providing a broad range of learner-centered programming and supports that best meet learning needs.
3. Peace River High School Administration will work with school staff to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
4. Peace River High School Administration will continue to support the Virtual Education Program for students in Grades 10 through 12.
5. Peace River High School Administration will promote and support opportunities to improve health and wellness among students and staff.
6. Peace River High School Administration will continue to foster community partnerships to support school staff in effectively responding to student health and wellness needs.
7. Peace River High School Administration will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
8. Peace River High School Administration will continue to support school staff in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
9. Peace River High School Administration will promote the Division's anti-racism policy.
10. Peace River High School Administration will facilitate professional learning for school staff on inclusionary education practices

School Budget Considerations

For the 2025-2026 School Year



General \$65,000

1. General supplies for day to day operations - including Industrial Arts, Foods, Cosmetology and other CTS courses
2. Breakfast and lunch supplies for our students
3. Classroom supplies to further support our core classes.

Literacy and Numeracy Development \$15,000

1. Classroom supplies
2. Resources to support classroom instruction
3. Professional Development

Inclusionary Culture \$15,000

1. Support for resources for students requiring specialized equipment, rocking chairs for classrooms and alternative seating
2. Acquire resources to support students in their classroom
3. Professional Development



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