



Peace River School Division

Learning Together - Success for All

2024-2029



Education Plan



1

YEAR
ONE





A Message from our Principal

Vikki Presakarchuk

I am excited to present the first year of the 2024-2029 Education Plan. Paul Rowe Junior Senior 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.

I am excited to share with you actions we will take to enhance learning, achievement, and building an inclusionary culture for our students. We will share specific strategies from our numeracy and literacy programming and how we foster an inclusive culture at Paul Rowe.



Vikki Presakarchuk

Paul Rowe Junior Senior High School

Foundation Statements

OUR MOTTO:

- S** Respect for Self
- O** Respect for Others
- L** Respect for Learning
- E** iRespect for Environment



OUR VISION:

To make learning a positive experience that inspires a lasting wonder and appreciation for life, learning, and thinking – responsible citizens. As a community of learners we will achieve this through teamwork and professionalism so that we can celebrate the successes of all.

OUR MISSION:

Catch the Energy...Release the Potential!

Principles & Beliefs

- **Success:** To encourage self reliant, objective thinkers who are prepared to advance their lives successfully to the best of their ability.
- **Respect:** To develop regard for a person's dignity by honoring their beliefs, values, properties, and rights.
- **Integrity:** To promote for all a sense of uncompromising adherence to doing what is right at all times.
- **Understanding:** To foster respect for individual and cultural differences.
- **Accountability:** To provide programs and instruction which will maximize students' potential for success with the expectation of high standards for all.

Quick Facts



150 +
STUDENTS



15 +
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
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grades 7-9, and Grades 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

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 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.
- Educators will consider Fountas and Pinnell data as information about student achievement in reading comprehension.
- Educators will use the data from the literacy based questions on the PRSD Student Assurance Survey.

School Strategies

Goals One: Literacy Development

1. Paul Rowe staff will continue to work with divisional leaders in developing skills to foster high quality teaching to improve literacy knowledge and skills.
2. Paul Rowe staff will engage in professional development in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. Paul Rowe staff will work with division staff to participate in professional development plans that align with the division's literacy goals.
4. As part of the division's LAF, Paul Rowe Admin will provide support to school-based staff to administer the RCAT to Grades 7-12 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), Paul Rowe Admin will provide support to school-based staff to administer the Fountas and Pinnell BAS I and II assessments to Grades 7-9 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, Paul Rowe Admin will provide support to school-based staff to administer the division's WAT for Grades 7-9 students by the end of September (Fall Assessment) and for Grades 7-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
7. Paul Rowe staff will establish a literacy team of teachers (and support staff) to collaborate for the enhancement of English Language Arts across grade levels.
8. Paul Rowe staff will work with families and the school community to respond to feedback provided by students and parents in regards to improving students' literacy and numeracy skills. For example, Assurance Surveys.
9. Paul Rowe Admin and Indigenous Education Leads will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.
10. Paul Rowe will continue to provide targeted multi-grade literacy instruction aimed at improving students' reading and writing skills and confidence.
11. Paul Rowe Admin will continue to support library and resource acquisition that contains material to engage all learners in reading, reading comprehension, and writing.

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			
Math Intervention/Programming Instrument (MIPI) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grades 7-9, and Grades 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated numeracy 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. Paul Rowe staff will continue to provide high quality teaching to improve numeracy knowledge and skills.
2. Paul Rowe staff will engage in professional development in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), and effective teaching practices.
3. Paul Rowe staff will consider the division's numeracy goals when developing professional growth plans.
4. As part of the division's Numeracy Assessment Framework (NAF), Paul Rowe staff will administer the EICS MA to Grade 7 and the MIPI to Grades 8-10 students in the first three weeks of the school year, the Grade 7 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the division's NAF, Paul Rowe staff will administer the NCAT in Grades 7-9 classrooms throughout the school year, and analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the division's NAF, Paul Rowe staff will implement the instruction and assessment schedule for Grades 7-9 mathematics.
7. Paul Rowe staff will collaborate with teachers across the division to develop common assessments of core learner outcomes in Mathematics across grade levels.
8. Paul Rowe staff will seek opportunities to naturally and authentically weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.
9. Paul Rowe staff will research and implement additional numeracy assessment tools to enhance data-driven decision making as a way to inform teaching practices that best support numeracy learning.
10. Paul Rowe will continue to provide targeted multi-grade numeracy instruction aimed at improving students' numeracy skills and confidence.

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 PBSPs and IPPs
- 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
- Collaborative Response Work

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
- Referrals to outside agencies
- Small group participation

School Strategies

Goal Three: Inclusionary Culture

1. Paul Rowe staff will support the deepening foundational knowledge about First Nations, Métis and Inuit by providing appropriate opportunities and connecting students with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all.
2. Paul Rowe staff will continue to provide a broad range of learner-centered programming supports, and opportunities that best meet learning needs. This includes our options, literacy, numeracy, extra and co-curricular programs.
3. Paul Rowe staff will work with families and the community to act on feedback and build relationships to improve inclusive education practices in schools.
4. Paul Rowe staff will continue to support the Virtual Education Program and other alternate learning opportunities for Grades 7 through 12.
5. Paul Rowe staff will promote and support opportunities to improve health and wellness among students and staff.
6. Paul Rowe staff will continue to foster community partnerships to support effective response to student and staff health and wellness needs.
7. Paul Rowe staff will continue to provide and promote equitable access to universal social-emotional programs and collaborative wrap-around services with community partners that support safe and caring schools.
8. Paul Rowe staff will continue to develop relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
9. Paul Rowe staff will promote the Division's anti-racism policy.
10. Paul Rowe staff will engage in professional learning of inclusionary education practices.
11. Paul Rowe staff will continue to recognize and celebrate cultural diversity.

School Budget Considerations

For the 2024-2025 School Year



Literacy and Numeracy Development

- Resources for Literacy and Numeracy Development
- Professional Development for Literacy and Numeracy Instruction and Assessment

Inclusionary Culture

- Resources to support and enhance Inclusionary Practice and Culture
- Professional Development to support and enhance Inclusionary Practice and Culture



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WWW.PAULROWEHIGH.CA



@PAUL ROWE JR./SR. HIGH SCHOOL



780-836-3397