

E.W. PRATT HIGH SCHOOL 2024-27 EDUCATION PLAN (YEAR 3)



Mission

E.W. Pratt High School strives to prepare students who will:

- Honour and respect First Nations, Metis and Inuit culture and traditions
- Demonstrate leadership in civic, social and environmental concerns
- Engage in 21st century learning
- Balance academic, athletic and creative endeavours
- Progress in a positive and focused school environment
- Develop and have respect for self and others
- Advocate for their diverse learning needs
- Demonstrate a commitment to lifelong learning
- Develop career awareness to make informed decisions
- Demonstrate social and emotional awareness and competence

Vision

E.W. Pratt High School provides a caring educational climate which challenges and inspires students towards fulfilling their personal aspirations in becoming responsible and productive members of society.

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MESSAGE FROM THE PRINCIPAL

This 3-Year Education Plan for E.W. Pratt High School reflects our commitment to providing a high-quality, inclusive educational experience that prepares students for success in post-secondary education, careers, and life. Our goal is to foster an environment where students are engaged, inspired, and empowered to develop their individual strengths, passions, and responsible citizenship, while experiencing the joy of teaching and learning. Through this holistic approach, we support students in building the academic, social, emotional, and interpersonal skills needed to thrive in an ever-changing world.

Over the past year, we have continued to strengthen both academic and extracurricular programming to meet the diverse needs of our learners. A strong focus on literacy and numeracy across all subject areas has supported students in developing essential skills in communication, critical thinking, and problem-solving. Initiatives such as the Portage program and micro-credential courses have also expanded opportunities for students to gain hands-on, industry-relevant skills that prepare them for future pathways.

We are also committed to advancing Truth and Reconciliation by embedding Indigenous perspectives into learning and school life, and by strengthening relationships with Indigenous communities. This year has seen increased participation of Indigenous stakeholders in school events, supporting a more inclusive school culture grounded in respect, understanding, and shared learning.

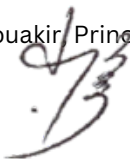
Student success is further supported through a dedicated team of teachers, educational assistants, Wellness Coach, Career Coaches, Indigenous Education Coach, and school psychologists, who work collaboratively to meet the academic and personal needs of all learners. This integrated support system continues to strengthen student well-being, resilience, and achievement.

We are proud of our students' accomplishments beyond the classroom. Our Chargers won Divisionals and placed first out of 27 schools at Zones for the second consecutive year. Students also earned the HSPD Hand Games trophy and engaged in a wide range of athletic and extracurricular opportunities that promote leadership, teamwork, and school spirit. We also celebrate our graduating class of 75 students, who have demonstrated perseverance, growth, and readiness for their next steps.

As outlined in this 3-Year Education Plan, we will continue building on these successes while focusing on key areas for growth, including improving consistent achievement in literacy and numeracy, strengthening assessment practices, fostering student citizenship and character development, and deepening inclusive supports for all learners. Central to this work is creating a school culture where students demonstrate responsibility, respect, empathy, and active participation within the school and broader community. We will also continue fostering strong partnerships with parents and caregivers, recognizing their vital role in supporting student learning, citizenship development, and well-being. Through ongoing communication, engagement, and collaboration with families, these priorities will guide our efforts, strengthen student success, and ensure continuous improvement across our school community.

In closing, I extend sincere thanks to the School Board, School Council, High Prairie School Division leadership, staff, parents, guardians, and Indigenous partners for their ongoing support and collaboration. Together, we will continue to build on our strengths, advance the goals of this plan, and foster the joy of teaching and learning while ensuring success for all students at E.W. Pratt High School.

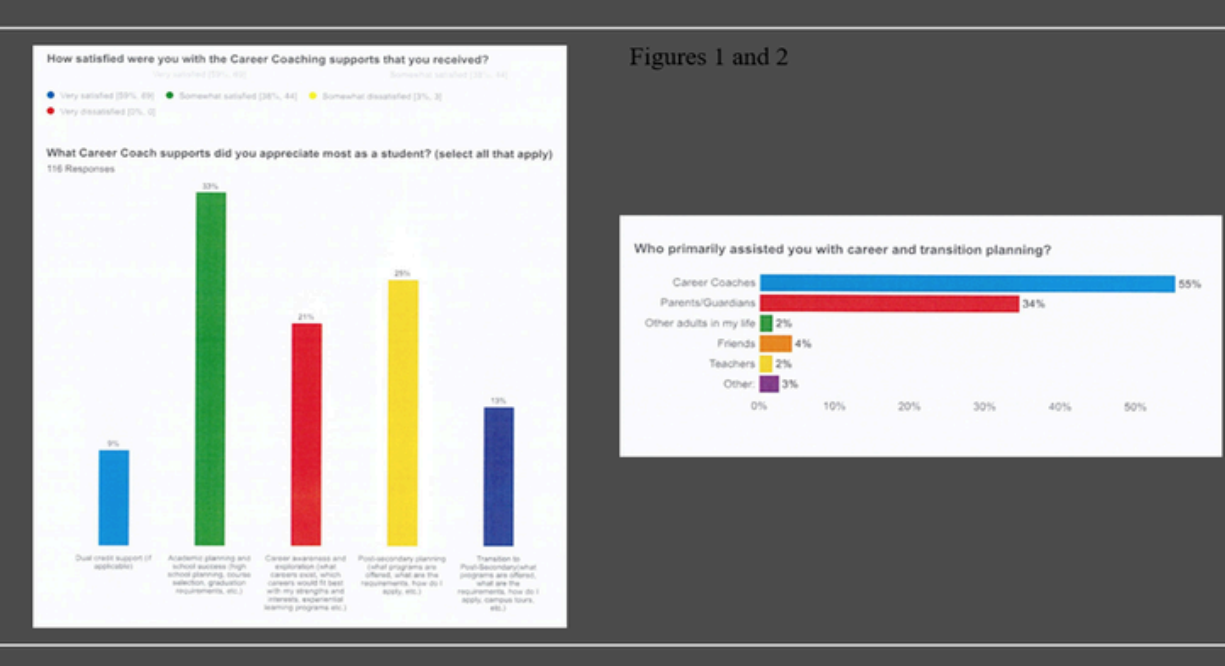
Hassan Bouakir, Principal



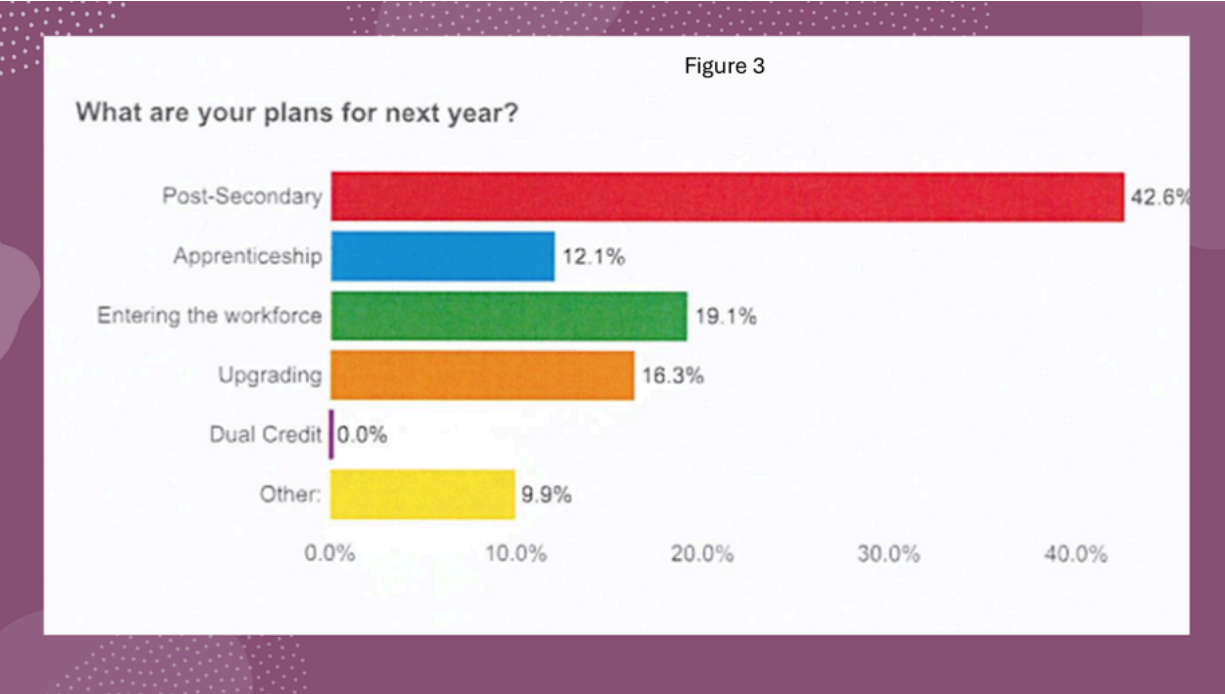
Dona Gray, School Council Chair

EW PRATT SCHOOL SUCCESSES

- The establishment of sustainable structures and processes to support consistent, effective school operations and improved student outcomes.
- 62.22% increase in student participation in graduation ceremonies (2024–2026).
- 188.9% increase in Alberta Education Assurance (AEA) - Grade 10 parent Survey (2024–2026).
- Successful implementation of the Agriculture class and Always Growing integration program (2025–2026).
- Establishment of the Youth Reconciliation Council (2025–2026).
- Introduction of Portage and micro-credential programs (2024–2026).
- Launch of the “Principal’s Honour Roll” student awards program (2024–2026).
- Increased student participation in dual credit courses (2024–2026).
- Launch of the School Leadership Recognition for Staff Excellence program (2025–2026).
- Launch of a student-led school newspaper (2025–2026).
- Introduction of the “Chargers of the Week” program (2025–2026) to recognize and promote positive character, leadership, and student citizenship.
- Implementation of the “Learning in Action” school-home communication initiative (2025–2026).
- Achievement and growth of the Hand Games Team (2025–2026).
- Improvement in overall school achievement in Literacy and Numeracy (2024–2026).
- Strengthened school culture and increased staff engagement through social initiatives (2024–2026).
- Standardization of the cap and gown tradition within graduation ceremonies (2024–2026).
- Increased participation of Indigenous stakeholders in school events (2025–2026).
- Expanded integration of Indigenous perspectives and curriculum (2025–2026).
- Reinstatement of the Honours Trip program (2025–2026).
- Reinstatement of International Trips (2025–2026).
- Establishment of an annual high school Career Showcase Night (2024–2026).
- Launch of a high school Parent College Information Night for Grades 10–12 (2024–2026).
- Successful implementation of a school-wide Salad Bar program (2024–2026).
- Introduction and ongoing success of the Weekly School Letter (2024–2026).
- Significant reduction in diploma exam discrepancies (2024–2025).
- Improved student supervision and engagement, with reduced unsupervised gathering in hallways and bathrooms (2024–2026).
- Establishment of a Task Force Team to support and intervene with at-risk students (2024–2026).
- Significant reduction in student cell phone usage during instructional time (2024–2026).
- Increased student participation in athletics, including divisional and provincial achievements (2024–2026).
- Demonstrated growth in staff resilience and professional capacity.
- Continued expansion of the school lunch program, with increased student involvement.
- Ongoing growth in the popularity and reach of the breakfast program.
- Expansion of extracurricular activities, resulting in higher levels of student engagement.
- Increased access to and enrollment in optional programs, including Foods, Drama, Band, Finance, Business, Entrepreneurship, Agricultural Leadership, and Outdoor Education.
- Strengthened arts programming, with student work regularly featured in local media and external showcases, including the Alberta Legion Provincial Poster Contest and exhibitions such as Worth Gallery in Toronto.
- Increased partnerships and participation with local industry, including Tolko, Forestry Day, Northern Lights College Trades Camp, and Northwestern Polytechnic Trades and Technology Camp.
- Increased student participation and completion rates in the Green Certificate and Work Experience programs.
- Continued success of “Squeeze Day” as a valued school tradition among staff and students.
- Increased teacher participation in diploma exam marking.
- Growth in student enrollment and completion of the Registered Apprenticeship Program (RAP).
- Expanded role and impact of Career Coaches in supporting student success and program completion.
- Increased appropriate placement and success of students in the KAE program, with growing demand from families.
- Creation of a centralized Guidance Centre through the renovation of the Career Coaches space, improving student access to academic and career supports.
- Enhancement of the library learning commons, including an expanded and more inviting quiet space to support student engagement and self-regulation.
- Increased student interest in and acceptance to post-secondary education programs.

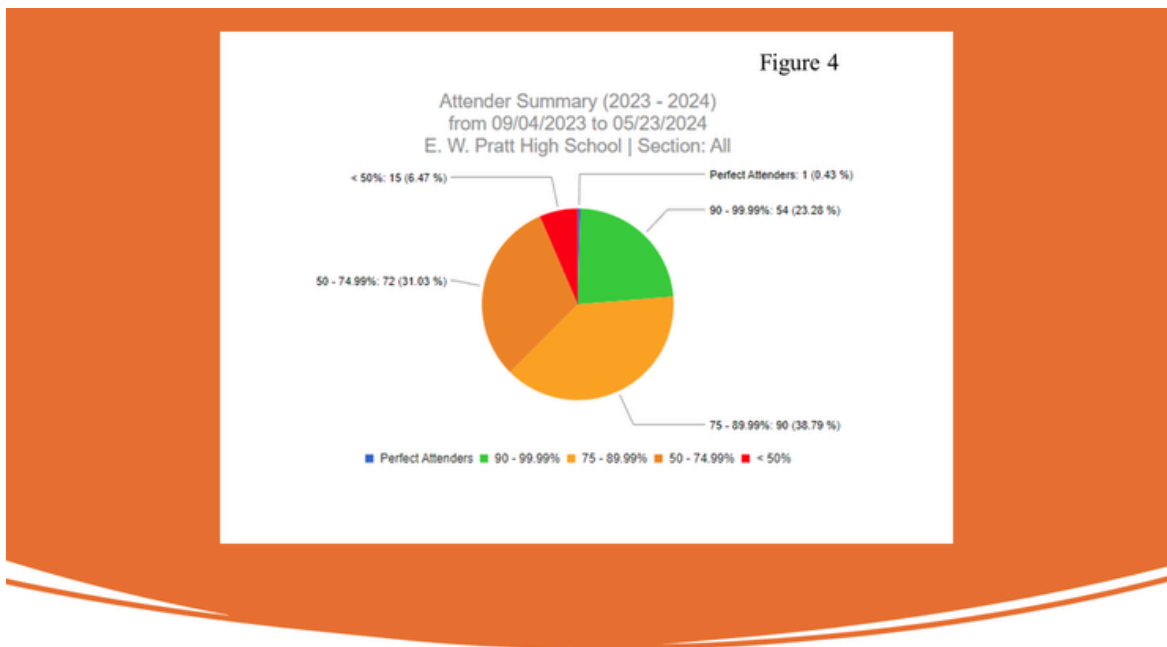


Figures 1 and 2

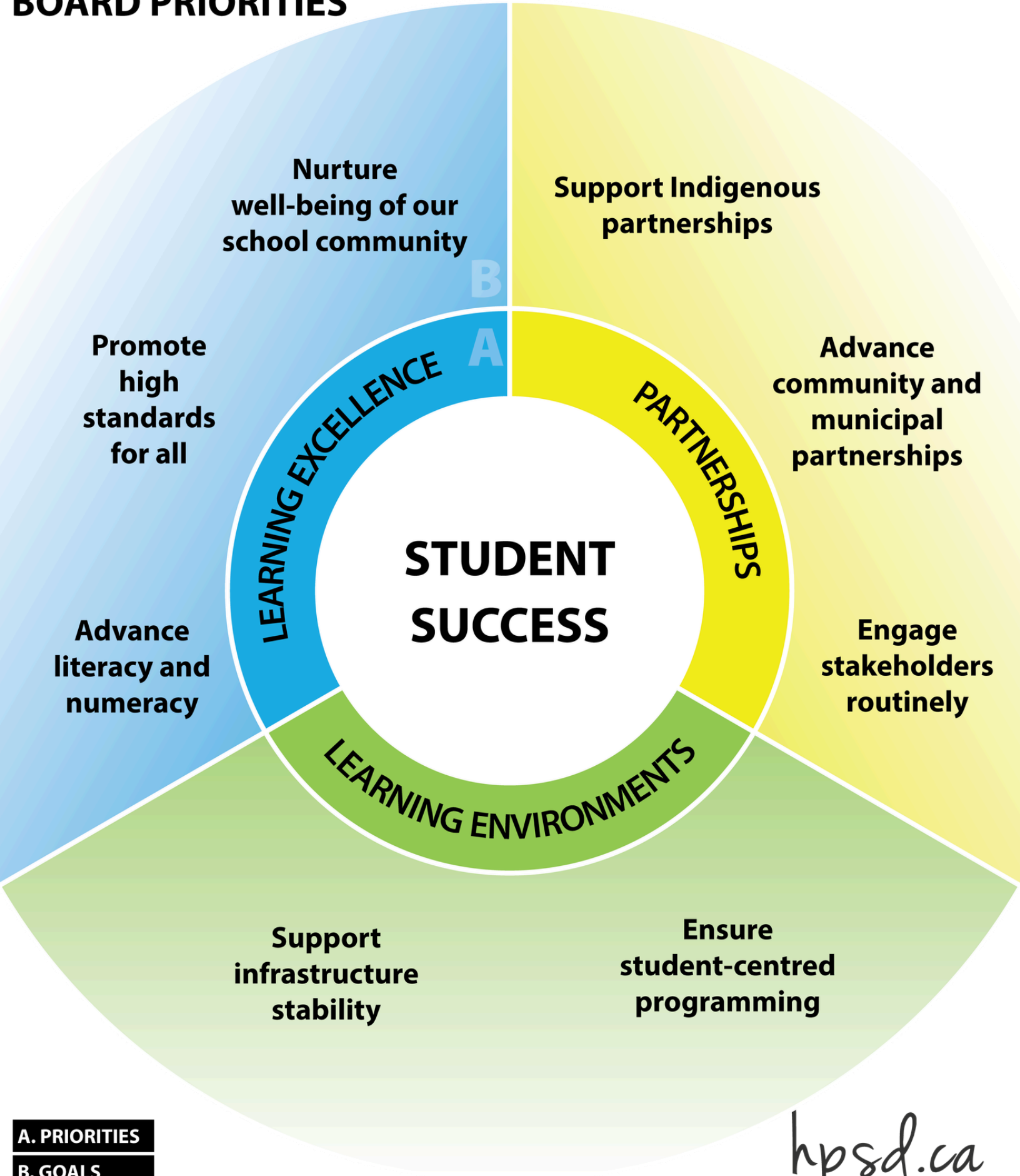


EW PRATT SCHOOL CHALLENGES

- Strengthening assessment practices through continued implementation of, and alignment with, the division's assessment handbook to better inform instruction, monitor student progress, support student growth, and encourage student ownership of learning remains an area of focus moving forward.
- Deepening inclusive supports for all learners to ensure equitable access to learning opportunities, foster belonging, and support student success continues to be a priority for the school.
- Continued improvement in literacy and numeracy outcomes, while promoting responsible student citizenship, engagement, and collaboration, remains a key priority for the school.
- Teachers continue to work with students to ensure that cell phone use during class supports learning, reflects responsible digital citizenship, and does not detract from instruction.
- Enhancing parental involvement and meaningful engagement in support of student learning, well-being, and citizenship development remains a priority area for continued improvement.
- Staff continue working collaboratively with parents and students to increase attendance rates and reinforce the importance of consistent attendance. See Figure 4, which shows the school's current attendance rate.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. GOALS

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BOARD OUTCOME: QUALITY LEARNING - LITERACY

SCHOOL OUTCOME: IMPROVED STUDENTS' GROWTH AND ACHIEVEMENT IN LITERACY

TO IMPROVE EW PRATT STUDENTS' ABILITY TO ACHIEVE ACADEMIC EXCELLENCE IN LITERACY AND IMPROVE DIPLOMA RESULTS. ENSURE STUDENTS' LITERACY LEARNING IS RELEVANT AND APPLICABLE TO THEIR DAILY LIVES.

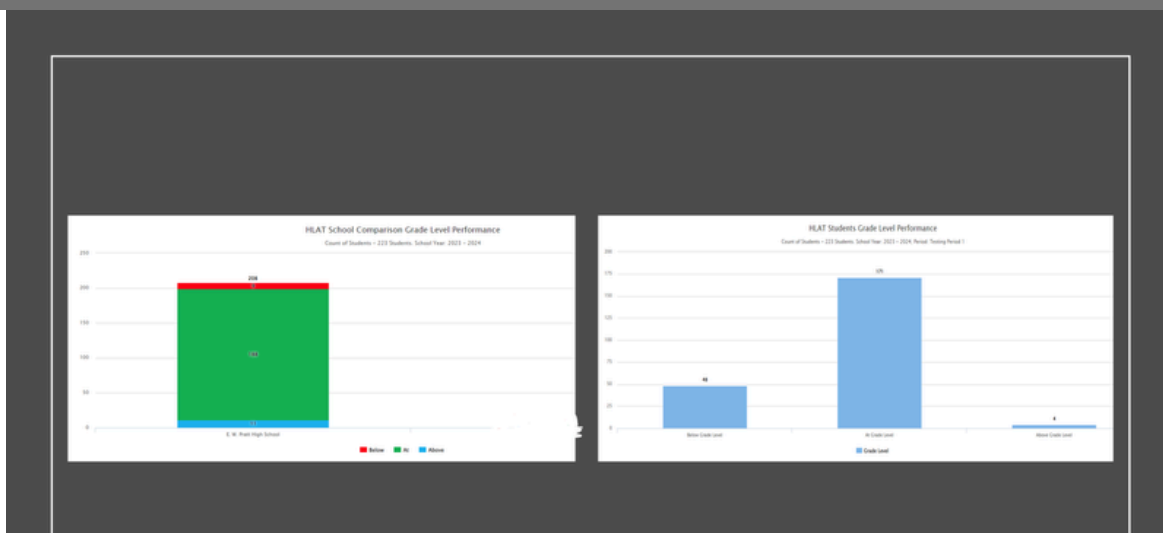
EWP aims to increase its focus on literacy and assessment for all grades 10-12 students. In keeping with the divisional plans for literacy, EWP will focus on working with the school's literacy plan. Part of EW Pratt's mandate, as stipulated by the HPSD, is a renewed focus on literacy, intending to improve the overall performance of all students in provincial assessments, coursework, and diploma examinations. The school's literacy plan feeds off the HPSD literacy plan to ensure consistent alignment with the division and Alberta Education. EW Pratt has the capability and potential to produce students who perform in these areas at the provincial level in literacy. The school will focus on attracting and attaining the best-qualified ELA experts and providing the best professional training to sustain staff longevity.

STRATEGIES

- Provide professional development in the best practices in literacy
- Provide continuous coaching and training for literacy teachers
- Utilize HLAT Interventions
- Development of benchmark assessment for literacy
- Implement the school's literacy plan as a school-wide initiative to boost literacy performance.
- Consistent assessment practices among literacy teachers
- Collaborate with other High schools
- Focus on developing effective learning and writing habits in literacy
- Increase students' interest in writing and comprehension.
- Provide more collaboration time among literacy teachers within high school and those at junior high.
- Integrating the use of Vretta for literacy diploma examinations

PERFORMANCE MEASURES

INCREASE THE AVERAGE SCORE ON DIPLOMA EXAM ELA 30-1/30-2 FROM 79.45/ 75% TO 85% OVERALL.
TRACK AND DECREASE THE DISCREPANCY IN DIPLOMA RESULTS
INCREASE IN STUDENTS' SCORES IN LITERACY ON HLAT ASSESSMENTS
TO TRACK AND INCREASE IN TIMETABLE SLOTS FOR LITERACY
INCREASE IN LITERACY COMPETENCIES IN GRADES 10-12



BOARD OUTCOME: QUALITY LEARNING - NUMERACY

SCHOOL OUTCOME: IMPROVED STUDENTS' GROWTH AND ACHIEVEMENT IN NUMERACY TO IMPROVE EW PRATT STUDENTS' ABILITY TO ACHIEVE ACADEMIC EXCELLENCE IN NUMERACY AND IMPROVE DIPLOMA RESULTS. ENSURE THAT STUDENTS' LEARNING IN NUMERACY IS RELEVANT AND APPLICABLE TO THEIR DAILY LIVES.

Part of EW Pratt's mandate, as stipulated by the HPSD, is a renewed focus on numeracy which intends to improve the overall performance of all students in provincial assessments, interventions, and diploma examinations. The school's numeracy plan feeds off the HPSD numeracy plan to ensure consistent alignment with the division and Alberta Education. EW Pratt has the capability and potential to produce students who perform in these areas at the provincial level in numeracy. The school will focus on attracting and retaining the best-qualified math experts and providing the best professional training to sustain staff longevity. The school will be using the Elk Island Math Assessment as it moves away from the MIPI.

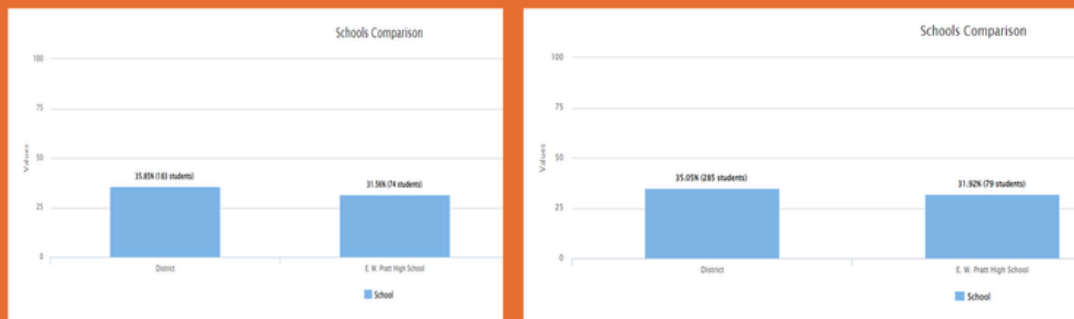
STRATEGIES

- Provide professional development in the best practices in numeracy.
- Provide continuous coaching and training for numeracy teachers
- Implement and Utilize Numeracy Interventions
- Development of benchmark assessment for numeracy
- More time is spent strengthening the conceptual and concrete concepts in Math.
- Develop a school-wide initiative to boost performance in numeracy
- Collaborate with other high schools within HSPD
- Focus on developing effective learning habits in numeracy
- Provide a strength-based learning approach to teaching and learning numeracy
- Increase students' interest in learning Math - have a math night or math competition.
- Teaching Math and application of math in the real world
- Integrating the use of technology and games in the classroom (Virtual manipulatives)
- More collaboration time among math teachers within high school and with those at junior high.

PERFORMANCE MEASURES

INCREASE THE DIPLOMA EXAMS PERFORMANCE SCORES IN MATH 30-1/30-2
TO TRACK AND DECREASE THE DISCREPANCY IN DIPLOMA RESULTS
INCREASE IN TIMETABLE SLOTS FOR NUMERACY
TO BUILD CAPACITY IN THE NUMBER OF TEACHERS MARKING DIPLOMA MATH EXAM
INCREASE IN NUMERACY COMPETENCIES IN GRADES 10-12
TO TRACK STUDENTS PERFORMANCE WITH ELK ISLAND ASSESSMENT

EW Pratt MIPI 2022-2023 and 2023- 2024 Results when Compared with the District



BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: IMPROVE INVOLVEMENT OF EW PRATT PARENTS AND COMMUNITY PARTNERS. TO ACTIVELY ENGAGE AND INCREASE PARENTS' INVOLVEMENT IN EW PRATT IN LEARNER'S ACADEMIC AND EMOTIONAL SUCCESS.

EW Pratt is known within the High Prairie School community for its warm, respectful, and caring environment where everyone feels welcome. Parents feel at peace knowing that their children will be safe and provided with a quality education that prepares them to be global ambassadors for the extended community, province, Canada, and the wider world by extension. Parents play an integral part in the school's overall functioning in coaching and facilitating sporting activities and fundraising events. Parents play an integral role in the school's council society and parent fundraising society. As a result, this initiative was identified as important for the continual success of the school division and EW Pratt.

STRATEGIES

- Coach parents on the use of educational resources in Math and Literacy, how to check marks and interpret grades
- Have regular meetings with parents and community partners
- Increase communication between the school and parents
- Continue engagement through collaborative events with schools in High Prairie
- Provide more opportunities for parents to volunteer.
- Recognition night to honour parents/volunteers
- In-school food drive for the food bank
- Increase community opportunities for the students to participate in work with seniors/friendship centres.

PERFORMANCE MEASURES

INCREASE AND MAINTAIN PARENTAL INVOLVEMENT IN THE SCHOOL COMMUNITY ACTIVITIES BY 15%. SEE FIGURE BELOW. CURRENTLY WE ARE AT 72%

INCREASE IN STUDENTS' ENROLMENT AND 3 YEAR COMPLETION RATE FROM 40% TO 60%. SEE GRAPH BELOW. AN INCREASE IN THE NUMBER OF STUDENTS GRADUATING FROM 60 TO 90.

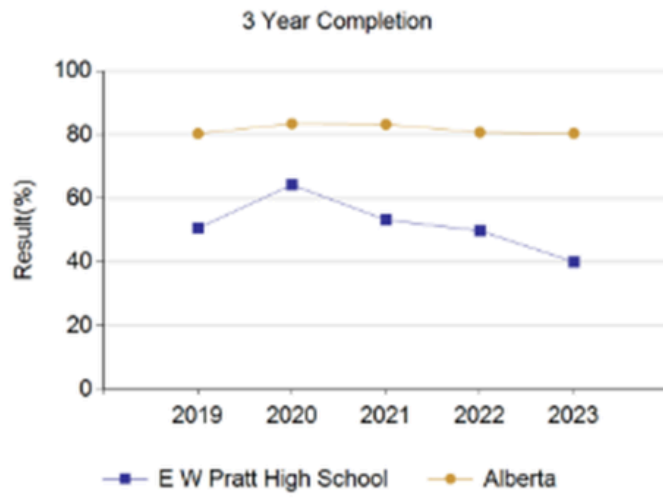
TO TRACK AND INCREASE THE NUMBER OF PARENT MENTORSHIP

INCREASE IN THE NUMBER OF PARENTS PARTICIPATING IN THE SCHOOL COUNCIL SOCIETY FROM 5 TO 10

TO TRACK AND INCREASE IN THE NUMBER OF PARENTS PARTICIPATING IN THE PARENT FUNDRAISING SOCIETY FROM 5 TO POSSIBLE 15

	N	%	N	%	N	%	N	%
Parent - All	26	76.9	8	52.5	6	70.0	4	*
Parent - Grade 4-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parent - Grade 7-9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parent - Grade 10-12	26	76.9	8	52.5	6	70.0	4	*

PERCENTAGE OF TEACHERS AND PARENTS SATISFIED WITH PARENTAL INVOLVEMENT IN DECISIONS ABOUT THEIR CHILD'S EDUCATION.



BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: TO SUPPORT STAFF AND STUDENTS' MENTAL HEALTH AND WELLNESS.

Emotional health and wellness are important for total development and function. Staff and students can be at their best when they are well physically and emotionally. Teaching and learning cannot happen effectively if EWP staff and students are in a place where they are burned out and have to deal with mental health issues. The school has an in-house wellness coach, an LST teacher, and access to a school psychologist who works with students. These will ensure that staff and students have the tools they need to function effectively daily. By building an awareness of mental health in the school, focusing on students' social, emotional, and physical well-being. By providing students with a healthy snack for breakfast. In addition, staff have access to wellness support through their health plan. Where teachers are provided with wellness tools, students have selected rooms within the school to pause during busy schedules and better self-regulate.

STRATEGIES

- Provide monthly training in mental health and wellness.
- Strong focus on staff and students' mental health by educating staff and students on strategies for dealing with their mental health.
- Scheduled Mental Health Week within the school community
- Implementation of a wellness committee for students and staff
- Increased focus on character education within the school
- Increased participation in school wellness events and nutrition program
- Continue to provide a welcoming, safe and caring school
- Use Collaborative Response Model (CRM) to build staff capacity
- Participate in Mental Health Awareness Week
- Regular wellness activities to keep students engaged paired with school council activities.

PERFORMANCE MEASURES

TO TRACK AND INCREASE THE NUMBER OF STUDENTS AND STAFF PARTICIPATING IN MENTAL HEALTH AND WELLNESS ACTIVITIES.

TO TRACK AND INCREASE THE NUMBER OF PHYSICAL ACTIVITIES IN THE SCHOOL PE AND USE OF THE WORKOUT ROOM.

TO TRACK AND INCREASE THE NUMBER OF STUDENTS AND STAFF FEELING SAFE IN SCHOOL TO 98% CURRENTLY WE ARE AT 72.6% FOR STUDENTS AND 96 % FOR STAFF. SEE FIGURE BELOW.

TO TRACK AND IMPLEMENT SESSIONS ON HEALTHY RELATIONSHIPS

DECREASE IN THE NUMBER OF STUDENTS USING ACCOMMODATIONS DURING EXAMS

Percentage of teacher, parent and student agreement that: students and staff are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	E W Pratt High School							
	2020		2021		2022		2023	
	N	%	N	%	N	%	N	%
Overall	107	86.9	31	92.1	83	89.5	77	84.4
Parent	26	81.6	8	87.5	6	96.7	4	*
Student	65	83.0	7	91.4	61	79.3	67	72.7
Teacher	16	96.3	16	97.4	16	92.5	10	96.0

BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - FIRST NATIONS

SCHOOL OUTCOME: FIRST NATION METIS AND INUIT STUDENTS ARE SUCCESSFUL. ALL STUDENTS, TEACHERS, AND SCHOOL LEADERS LEARN ABOUT FIRST NATIONS, METIS, AND INUIT FOUNDATIONAL KNOWLEDGE, INCLUDING PERSPECTIVES, EXPERIENCES, TREATIES, AGREEMENTS, AND THE HISTORY AND LEGACY OF RESIDENTIAL SCHOOLS. TO ATTRACT AND MAINTAIN THE NUMBER OF FNMI STUDENTS.

Approximately 70% of EW Pratt students identify as of Indigenous background. We aim to ensure that all students receive a quality education, feel welcome, and are safe, irrespective of their background. In addition, we have adopted this initiative to foster a greater relationship among First Nations communities. Therefore, we focus on all students, teachers, and school leaders learning about First Nations, Metis, and Inuit foundational knowledge, including perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. The school's Indigenous coordinator works closely with elders and the school by providing various programs. The High Prairie Friendship has expressed an interest in working with the school by providing a teacher who would come in once per week to teach Cree. The school also has Cree Word of the Day, an initiative to revitalize the Cree language among indigenous people. The following programs have an Indigenous focus: Tipi making, Land-Based teaching, Hands Games, Indigenous cooking, and a time of reverence for murder and missing indigenous women (MMIW) during the school's squeeze day activity. EW Pratt is the hands-game champion for 2023-2024.

STRATEGIES

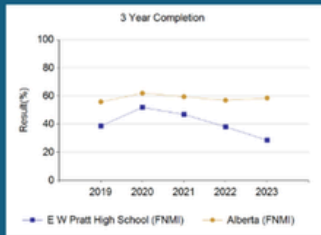
- Continuous professional training for all staff
- Participate in the annual Orange Shirt Day activities
- Collaborate with Elders from surrounding communities.
- Evidence of participation in National Indigenous Peoples Day
- Students and staff are knowledgeable about the treaties, history, and ways of knowing
- At least two PDs each year over the next three years
- Evidence of land-based teachings/courses.
- More focus on graduate students participating in the High Prairie Traditional Pow Pow graduation ceremony
- Land-based teaching for all students.

PERFORMANCE MEASURES

STUDENTS ARE PROVIDED WITH THE OPPORTUNITY TO LEARN ABOUT THE TREATIES, HISTORY, PERSPECTIVE, AND IMPACT OF RESIDENTIAL SCHOOLS.

**INCREASE ENROLLMENT AND COMPLETION RATE OF INDIGENOUS STUDENTS. THE 3 YEAR COMPLETION RATE FROM 28.6 % TO BE MORE IN LINE WITH THE PROVINCE 58.6. SEE FIGURE 12
DECREASE DROP OUT RATE OF INDIGENOUS STUDENTS BY 6% CURRENTLY THE RATE IS AT 11.0%.
FIGURE 13**

FIGURE 12



Detail for 3 Year Rate (All Students)

	Total Students	Credentialed Completer					Non-Credentialed Completer			Total Completers	Continuers	Leavers	Unadjusted Completion Rate	Estimated Attrition	Completion Rate
		High School Diploma	High School Equivalency Diploma	Certificate of Achievement	Post-Secondary Attendance	Apprenticeship	Academic Standing								
2019	50	17	0	0	0	1	0	1	19	27	4	38.0	0.9	38.7	
2020	47	21	0	2	1	0	0	0	24	19	4	51.1	0.8	51.9	
2021	45	21	0	0	0	0	0	0	21	19	5	46.7	0.3	46.9	
2022	45	16	0	1	0	0	0	0	17	24	4	37.8	0.3	38.1	
2023	53	13	0	0	0	0	0	2	15	30	8	28.3	0.6	28.6	

FIGURE 13

Detail for Annual Drop Out Rate

	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2019	147	11	7.5	0.9	6.9
2020	149	10	6.7	0.5	6.4
2021	146	16	11.0	0.9	10.4
2022	142	8	5.6	0.1	5.5
2023	138	16	11.6	0.9	11.0