

# BUFFALO HEAD PRAIRIE SCHOOL

## 2025-26 SCHOOL ASSURANCE PLAN

**Principal:** Mr. Chris Fehr

**Assistant Principal:** Mrs. Shannon Peters

**Trustee:** Mr. John Zacharias



## *Our Children. Our Students. Our Future: Moving the Dial on Every Child*

Priority	Essential Principle Focus for Improvement <i>Highlight one/two Essentials for improvement for each Priority</i>	School Goal <i>Reframe the Division Goal into a School Goal that highlight school focus</i>	Results <i>(current reality)</i>	Target Data <i>(desired reality)</i>	Implementation Plan <i>Consider research and best- practice in the short and long term</i>	Short Report <i>(completed as data becomes available)</i>
<b>Connectivity</b>  FVSD will foster connectivity and well-being amongst community, students, parents, and staff	Ensure all stakeholders in the school community feel cared about and supported as part of a welcoming school community.	Buffalo Head Prairie School personnel will provide opportunities for positive connections and belonging among students, parents, and staff, with an additional focus on the greater community.	Students in general indicate that they are connected and have positive peer relationships at their school. This is our goal, in correlation with a feeling of positive well-being.	1.Students will indicate that they have positive student and adult connections as defined by the connectivity survey.	1.Family Breakfast and Ice Cream Social in coordination with the AGM September. 2.School Community potluck- Spring 2026. 3.Student leadership demonstrated through classroom leadership projects. 4. Staff connection events and FVSD connection events scheduled into BHPS PD connectivity plan. 5. Utilization of Connection team to address identified student needs.	99% of students in the spring of 2025 indicated that they had at least one good friend (4-9) or there are kids at school they play with (1-3). Our goal will be to make this 100% of students having a connected peer relationship.  Student connectivity results are highly positive in all areas. Concerns will be addressed at monthly collaborative response team meetings.

<p>Literacy</p> <p>All students will improve literacy skills</p>	<p>Ensure explicit, systematic, and sequential teaching of best practice reading and writing strategies in K-9 classrooms.</p>	<p>All students will improve their literacy skills by utilizing Science of Reading strategies in K-3, common reading comprehension strategies in 4-9, and writing instruction using the Empowering Writers Program in K-9.</p>	<p>Positive growth has been shown in all areas of TT testing. An area to focus on for continued school growth is comprehension (TOSREC) in grades 1-9.</p>	<p><u>Grades 1-9</u></p> <p>1. Move the dial on every student with the goal of increasing the mean standard score of students on the TOSREC by 5 points from spring implementation in 2024-25 to spring implementation in 2025-26.</p> <p>2. Increase the school-wide student comprehension results by 4% as tested by the TOSREC screener.</p>	<p>1.Utilization of literacy coach to explicitly support school administration to improve school-wide literacy results on FVSD literacy screeners.</p> <p>2. Oral Language focus and assessment in ECS classrooms.</p> <p>3.K-3 utilization of The Phonics Companion in coordination with UFLI to develop best practice daily classroom reading instruction.</p> <p>4. Upper elementary utilization of the Toe by Toe multisensory reading program to support struggling readers.</p> <p>5. Required implementation of grade 7-9 best practice ELA strategies determined through mandatory participation in the FVSD secondary literacy cohort.</p> <p>6. Empowering Writers encouraged for all staff. Required for all teachers in their first two years of teaching and those not demonstrating</p>	<p>Comparison: Percentage of students average or above spring screening:</p> <p>TOSREC: 2024- 56.8% 2025- 60.3%</p>
--	--	--	--	---	---	---

					continuous growth on FVSD literacy screeners.	
<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>1. Employ systematic and explicit instruction focused on coherent progression of mathematical learning with an emphasis on mastery learning.</p> <p>2. Conduct regular screening and progress monitoring to drive instruction and interventions.</p> <p>3. Teach conceptual understanding, procedural fluency, and problem-solving skills concurrently.</p>	<p>All students will improve numeracy skills through skilled classroom instruction and intervention supports.</p>	<p>Exceptional growth has been seen in student numeracy results at Buffalo Head Prairie School in recent years.</p>	<p>1. Move the dial on every student by having increased WRAT-5 mean standard scores by 5 points from spring-to-spring testing.</p> <p>2. Increase PNSA and WRAT division level results by the following based on spring results from the prior year:</p> <ul style="list-style-type: none"> <li>- 90% or higher- maintain or increase by 1%</li> <li>-80-89%-increase by 2%</li> <li>-below 80%-increase by 3%</li> </ul>	<p>1. Utilization of numeracy coach to explicitly support school administration to improve school-wide numeracy results on FVSD literacy screeners.</p> <p>2. Identify students in need of intervention through FVSD testing. Provide strategic number sense intervention for students in three-week cycles for duration of school year or until graduation of program.</p> <p>3. Utilization of the FACT fluency project in grade 1-6 classrooms.</p> <p>4. Establishment of class wide 1.5 interventions when 20% of students are struggling in a concept area. Areas of focus may include:</p>	<p>Comparison: Percentage of students average or above after spring screening:</p> <p>WRAT 5:</p> <p>2024- 79.5%</p> <p>2025- 85.8%</p> <p>PNSA:</p> <p>2024- 87.6%</p> <p>2025- 95.3%</p>

					<p>K: counting, number lines, comparing numbers</p> <p>1: next number, comparing number, A/S fact fluency</p> <p>2: comparing number, number lines, A/S fact fluency</p> <p>3: number lines, equations, A/S fact fluency</p> <p>4: M/D/A/S fact fluency, fractions</p> <p>5: fractions, M/D/A/S fact fluency</p> <p>6: fractions, M/D fact fluency.</p>	
<p><b>Career Paths</b></p> <p>All students will <i>Explore, Develop, Grow, and Experience</i> chosen career paths</p>	<p>1. Career Awareness in K-6- Introduce students to a wide range of careers to encourage curiosity about different jobs.</p> <p>2. Career Exploration in grades 7-9. Provide opportunities for junior high students to research or interact with professionals to explore strengths, interests, and values as they relate to potential careers.</p>	<p>All BHPS students will engage in career-based learning to enhance understanding of future employment.</p>	<p>With the approaching completion of our new CTF shop and tools purchased, construction CTF will commence in the fall 2025. This space will also be utilized for mechanics.</p> <p>Utilizing the many talents of our school interventionists has granted our school the opportunity to target an extensive</p>	<p>K-6 awareness of careers and careers exploration.</p> <p>Junior high programming, through the new CTF platform, will be developed to support students in as many of the 12 pathways as possible.</p>	<p>K-9 Career spotlight presentation during monthly REACH assembly.</p> <p>Utilize books highlighting a range of careers for K-3 students.</p> <p>Teachers are encouraged to invite guest speakers into their classrooms for career presentations.</p> <p>In September 2025, grade 7-9 BHPS students will be</p>	<p>BHPS students had the opportunity to participate in:</p> <ul style="list-style-type: none"> <li>- grade level forestry presentations</li> <li>-career focus spotlight during school assemblies</li> <li>-junior high careers tour</li> <li>-junior high career classes</li> <li>-CTF programming</li> </ul>

			array of career pathways.		involved in Collegiate support programming and will be immersed in career pathway opportunities throughout the year to build personal aspirations.	
--	--	--	---------------------------	--	--	--

As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2024-25 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

As Principal of this school, I hereby submit our School Assurance Plan for the 2024-25 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

School Council Chair

Date

Principal

Date