

# PRMS School Improvement Plan

Achieving Success Together Sagayt Galksa Ax'axłgit Atteindre le succès ensemble

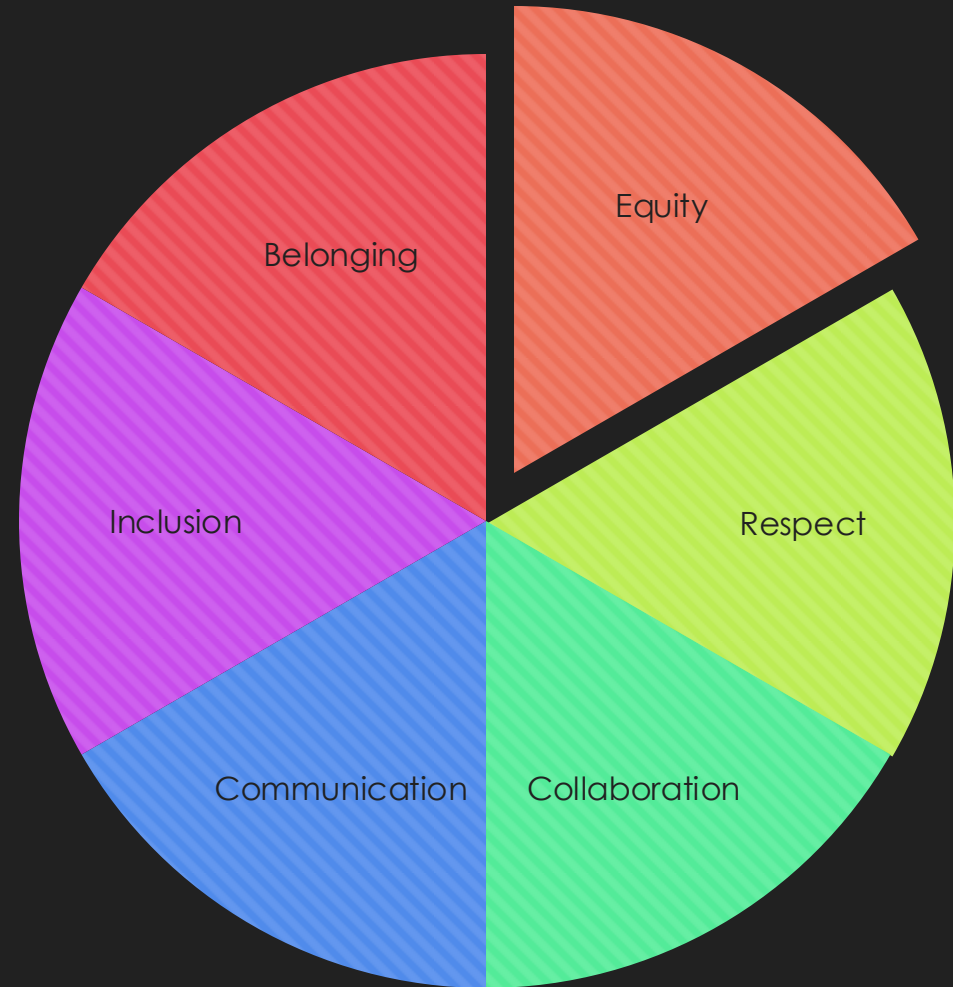


# PRMS in the City of Prince Rupert

We are a diverse multicultural community located on traditional territory of the Ts'msyen and Sm'algyax speaking peoples. Currently, our school enrollment is 372 students and 64% are of Indigenous ancestry. Our community is rich in Indigenous culture and is connected to the neighbouring nations of the Gitksan, Nisga'a, Haisla, Heiltsuk, Tahltan, Haida, and Wet'suwet'en peoples. We are a port city that is a part of the temperate rainforest causing large amounts of rain and beautiful green scenery.



# Prince Rupert Middle School Focus







## The Winning Attributes to a Great Year at P.R.M.S!

**Safe** – be respectful to other people's space

*Did my actions make me unsafe?*

*Did my actions make others unsafe?*

**Trustworthy** – keep your promises/do what you say you will do

*Did I show respect for others?*

*Would my actions cause others to worry about me?*

**Organized** – always bring your supplies and keep your work up to date

*Was I prepared for class?*

*Did my being unprepared cause problems for others?*

**Responsible** – respect others; arrive to your classes on time

*Did I take responsibility for my actions?*

*Did my actions show proper respect for others?*

**Mindful** – have proper manners and apologize for your mistakes

*Did I think about my actions and how they affect others?*

*Did my actions upset others?*

## Storm Spirit Matrix

	HALLWAY	BATHROOM	CLASSROOM	OUTDOORS	GYM
SAFE	<ul style="list-style-type: none"> <li>- Walk in the hallways</li> <li>- Keep hands to yourself</li> <li>- Keep path open to others</li> </ul>	<ul style="list-style-type: none"> <li>- Have permission to leave room so others know where you are</li> </ul>	<ul style="list-style-type: none"> <li>- Have permission to leave room so others know where you are</li> <li>- Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Walk and keep an eye on traffic</li> <li>- Keep space between each other</li> <li>- Use equipment safely</li> <li>- Keep hands to yourself and feet on the ground</li> </ul>	<ul style="list-style-type: none"> <li>- Wear proper footwear</li> <li>- Keep body and equipment under control</li> <li>- Keep hands and feet to yourself</li> </ul>
TRUSTWORTHY	<ul style="list-style-type: none"> <li>- Be in class unless you have permission to leave it</li> <li>- Have a hallway pass with you</li> <li>- Be where you are supposed to</li> </ul>	<ul style="list-style-type: none"> <li>- Go and then return promptly</li> </ul>	<ul style="list-style-type: none"> <li>- Do work honestly</li> <li>- Follow through on words and actions</li> </ul>	<ul style="list-style-type: none"> <li>- Keep to correct areas</li> <li>- Stay on school property</li> </ul>	<ul style="list-style-type: none"> <li>- Good sportsmanship</li> <li>- Play honestly</li> </ul>
ORGANIZED	<ul style="list-style-type: none"> <li>- Walk on right hand side</li> <li>- Keep your supplies together and close at hand</li> </ul>	<ul style="list-style-type: none"> <li>- Have a hallway pass with you</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive on time</li> <li>- Bring all required materials to class each day</li> </ul>	<ul style="list-style-type: none"> <li>- Collect equipment and return it to proper spaces</li> </ul>	<ul style="list-style-type: none"> <li>- Have proper gym strip</li> <li>- Return equipment to proper spaces</li> </ul>
RESPONSIBLE	<ul style="list-style-type: none"> <li>- Respect others personal space</li> <li>- Follow directions immediately</li> </ul>	<ul style="list-style-type: none"> <li>- Keep space clean and without vandalism</li> </ul>	<ul style="list-style-type: none"> <li>- Respect personal space</li> <li>- Be prepared</li> <li>- Show effort</li> <li>- Have permission to leave your desk</li> </ul>	<ul style="list-style-type: none"> <li>- Return to class on time</li> <li>- Put garbage and recycling in proper bins</li> </ul>	<ul style="list-style-type: none"> <li>- Watch out for others using the space</li> <li>- Respect rules</li> </ul>
MINDFUL	<ul style="list-style-type: none"> <li>- Say sorry for mistakes</li> <li>- Show your best manners</li> </ul>	<ul style="list-style-type: none"> <li>- Wash hands before leaving</li> <li>- Flush toilet and turn off water taps</li> </ul>	<ul style="list-style-type: none"> <li>- Be respectful of differences</li> <li>- Speak politely</li> <li>- Avoid disruptive behaviours; chatting, calling out, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Use school voices and school language only</li> <li>- Look out for others</li> <li>- No spitting</li> </ul>	<ul style="list-style-type: none"> <li>- Respect personal space</li> <li>- Share</li> <li>- Give compliments</li> </ul>



# Unique & Positive Traits of PRMS

French Immersion - Developing  
School Garden & Composting

French Language Instruction

Sm'algyax Language  
Instruction

Locally used Indigenous  
curriculum and content.  
Indigenous content embedded  
in other subject areas

Exploratories – Sewing,  
Computers, ADST (coding, 3-D  
printing), Art, Foods (cooking),  
Guitar, Music, Band, Storm,  
Capstone

Local Attractions to Visit –  
Museum, Lester Centre, Earl  
Mah Aquatic Center (swimming  
pool), Civic Center (arena),  
Port Interpretive Center, Fish  
Hatchery, Golf Course, Racquet  
Center, Rushbrooke Trail and  
dock

Outdoor Education

Hockey and Basketball  
Academy

# More Unique & Positive Traits of PRMS

Sports Teams & Intramurals – Volleyball, Basketball, Track and Field, Hand Ball, Floor Hockey, Munro Cup, Kick Ball

Spirit Days – Favourite Celebrity, Twin Day, Wild West, Team Color Day, Anything But a Back Pack, PJ day, Pink Shirt, Green Shirt, Blue Shirt, etc.

House Groups – Red Tornado, Black Typhoon, Blue Monsoon, Purple Hurricane and Grey Lightning

School Clubs – Drumming, Skittles, Pokemon, Mine Craft, Knitting, Doodle Club, Art Club, Girls Group, Drama Club, Afterschool Activities, Homework Club, Leadership Team

School Activities & Events – Skating, Kayaking, Carnival, Sixer Mixer, Skiing, Swimming, Diana Lake, Butze Trail, Amazing Race, Wellness Day, Medieval Fair, Ancient Civilization, Teacher vs Student Games, Year End Celebration, MMIW, Indigenous Day, Orange Shirt

Clothing Walk – Donated clothing from the public for PRMS students

Band – Concert and Jazz

Leadership – Grade 8's planning school events, Spirit Days & going to Haida Gwaii



# We Believe

---

Each of us is a unique and creative individual of value to our school community

---

We have the right to learn and have fun

---

We have the responsibility to treat ourselves and others with respect

---

We need to take pride in our work, our accomplishments, our school building and our learning tools



# Seismic Upgrade





# Outdoor Education







# Skating





# Pink Shirt Day & Be the 'I' in Kind



# Spirit Days

## Favourite Celebrity, Wild Wild West & Twin Day





# Carnaval and Student vs Staff Hockey Game







# Drumming







# New Gr. 7 Exploratory - Guitar





# Band







# Volleyball





# Basketball





# Track and Field





# Student Teams vs Staff (Basketball & Volleyball)



# Student Effort and Achievement







MMIW







# Gardening and Composting





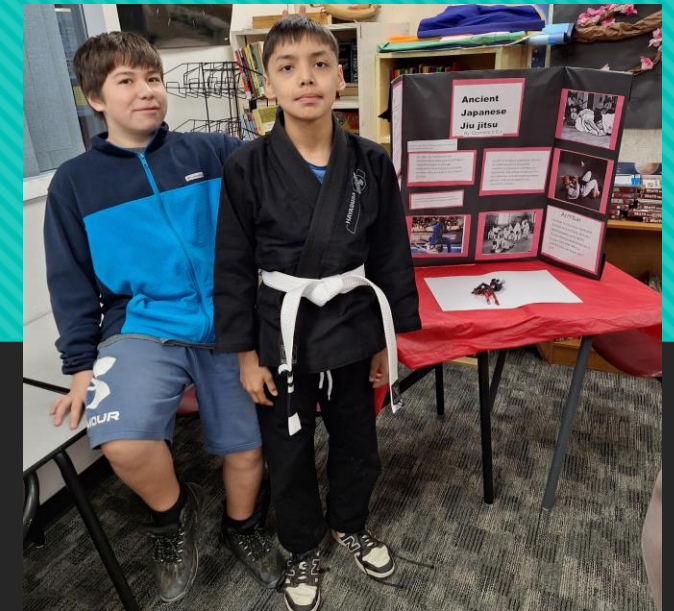
# Elder Sharing Knowledge Sm'algayax Language Instruction



# Grade 8 Medieval Faire







# Gr. 7 Ancient Civilization





# Grade 6 Hearts – Every Child Matters





# National Indigenous Peoples Day





# AREAS OF LEARNING TO BENEFIT THE STUDENTS

1) Equity- continue relationship building by all staff with each other, students, and families. Continue learning about and incorporating trauma informed practice, continue with using First Peoples' Principles of teaching and worldviews, continue learning about Pride based activities, encourage learning in project based, outdoor education, place-based learning. Increase mindfulness and self-regulation activities. Making sure everyone has all the resources they need to be and feel successful.

2) Literacy and Numeracy- Collaboration with other teachers, professional development opportunities through the year (Adrienne Gear, Melanie Raymond, Nikki Lineham), provide enjoyment in reading and math activities. Literacy team to support grade groups with planning and literacy resources. Literacy funds and district plan. Access to professional resources written by Carole Fullerton and Adrienne Gear.

3) Truth and Reconciliation - Continue the Partnership learning from our Indigenous Education Department, attend Professional Development workshops, learning about the Calls to Actions and the Declaration on the Rights of Indigenous People Act Action Plan (DRIPA), continue teaching Indigenous units and embed content into daily practice and all subject areas.



# Equity - Truth and Reconciliation

PRMS will focus on the equity of students by ensuring students start to attend class more regularly, allowing more time to improve their literacy and numeracy skills.



PRMS will ensure that all students have access to resources and supplies they need to succeed in school through donations from the community and funds from the Student and Family Affordability Fund.



PRMS will focus on the equity of students by ensuring we as a school are able to provide supports to all families in a timely fashion. The PRMS team will maintain and expand relationships with students and families and help in any way they can so that families feel supported when they need assistance.



PRMS will work with the SD52 Indigenous Education Department to ensure our Sm'algyax classes have all the tools they need to improve the program. Continued school participation in Orange Shirt Day, Every Child Matters (hearts), MMIW, All Native, Drumming at Salmonfest and other events, & Indigenous Day Celebration. Continue to use local curriculum and focus on Principles of Learning.



PRMS will focus on Truth and Reconciliation by increasing Ts'msyen cultural activities through the school. PRMS will continue to find ways to connect to the land through outdoor education programs. The school will also find ways to increase drumming within the school, harvesting activities, and more regular visits from elders and knowledge holders in all classes.



# Attendance

1

An equity team connecting with students, parents/guardians, teachers, EA's and admin. Tracking attendance and lates.

2

Building relationships with families, reporting information to staff

3

Continued connection with students not attending, building a sense of belonging

4

Inclusion

5

Engagement



# Mental Health

PRMS will focus on Mental Health by providing timely supports, responses, and safe spaces for students and families when needed. The PRMS Counselling Team with the help of other team members will continue to promote equity and access for all students, provide advice and counselling on behaviour management, and aid in the development of skills and strategies to manage the thoughts, emotions and behaviours that impact student mental health.

PRMS will focus on Mental Health by having students develop awareness and skills to improve their mental well-being and continue building trusting relationships. Through STORM, Capstone, and Health and Career classes, the staff of PRMS will teach students skills they need to develop around self-esteem, active and healthy living, self-regulation, and provide open environments for students to ask questions and discuss problems.





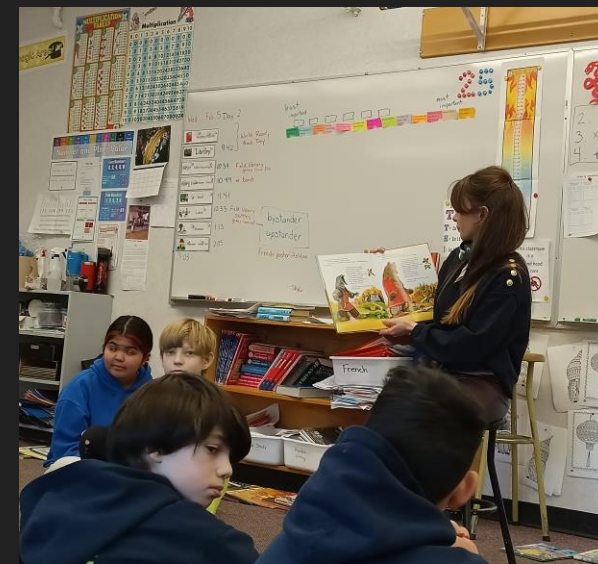
# Drumming

- Utilizing new drums through numerous activities during the school year
- Drumming group on Tuesdays and Thursdays at lunch
- CHSS student drummers will be joining PRMS classes to start drumming drills with classes
- Engaging, inclusive, belonging, & fun!



# Literacy

- Literacy is fundamental in education. It can empower and liberate learners.
- Literacy opens doors to understanding, empathy, critical thinking, and the capacity for lifelong learning.
- Building literacy skills in children is one of the most effective ways to ensure they can achieve their full potential in life.





# Literacy & Numeracy Data

2024-2025 School Year

## Foundation Skills Assessment

Category	Score	EX		EM		ON		UN	
	Subtest Name	%	#	%	#	%	#	%	#
BC - FSA Grade 7	Literacy			51.15%	67	34.35%	45	14.50%	19
	Numeracy	2.29%	3	45.80%	60	37.40%	49	14.50%	19

2023-2024 School Year

## Foundation Skills Assessment

Category	Score	EX		EM		ON		UN	
	Subtest Name	%	#	%	#	%	#	%	#
BC - FSA Grade 7	Literacy	0.86%	1	33.62%	39	20.69%	24	44.83%	52
	Numeracy	0.86%	1	42.24%	49	12.07%	14	44.83%	52



# Literacy and Reading Data

School Level Table Data: 052 - Prince Rupert, Prince Rupert Middle [Literacy & Reading-07]

School Year ▼	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2024/2025	134	121	90.3%	74	61.2 %	47	38.8 %	0	0.0 %
2023/2024	117	68	58.1%	43	63.2 %	24	35.3 %	1	1.5 %
2022/2023	156	141	90.4%	86	61.0 %	54	38.3 %	1	0.7 %
2021/2022	143	128	89.5%	57	44.5 %	71	55.5 %	0	0.0 %
2020/2021	145	85	58.6%	31	36.5 %	52	61.2 %	2	2.4 %
2019/2020	143	130	90.9%	38	29.2 %	90	69.2 %	2	1.5 %
2018/2019	145	129	89.0%	53	41.1 %	74	57.4 %	2	1.6 %
2017/2018	121	102	84.3%	45	44.1 %	55	53.9 %	2	2.0 %



# Proficiency Scale Key

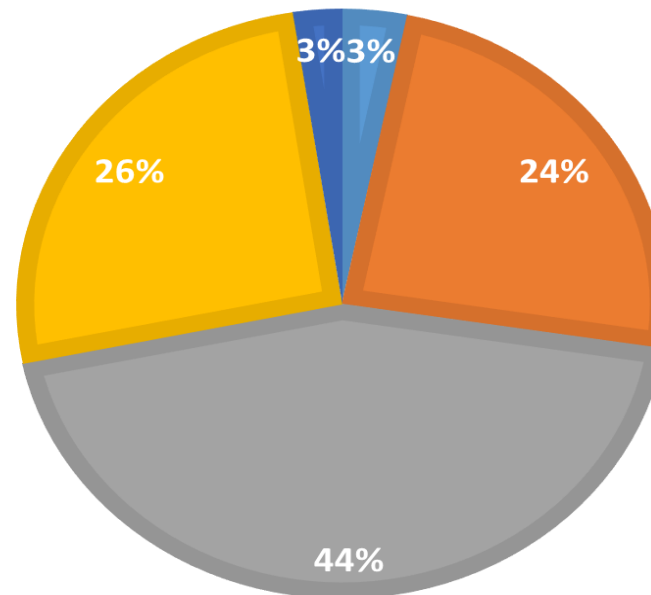
- F = Fail
- EMG = Emerging – The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
- DEV = Developing – The student demonstrates a partial understanding of the concepts and competencies relevant to expected learning.
- PRF = Proficient – The student demonstrates complete understanding of the concepts and competencies relevant to expected learning.
- EXT = Extending – The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.



# Grade 6 Literacy Final Learning Update (Proficiency Scale)

## GRADE 6 -LITERACY

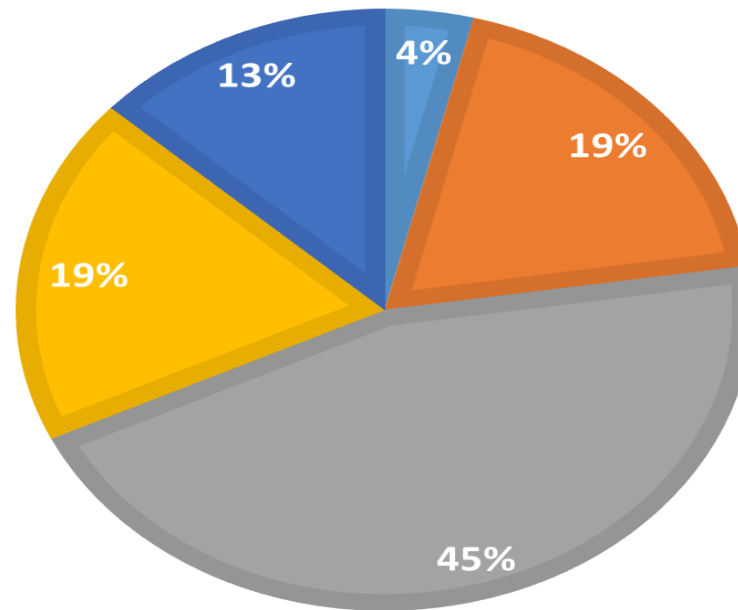
■ F ■ EMG ■ DEV ■ PRF ■ EXT



# Grade 7 Literacy Final Learning Update (Proficiency Scale)

## GRADE 7 - LITERACY

■ F ■ EMG ■ DEV ■ PRF ■ EXT

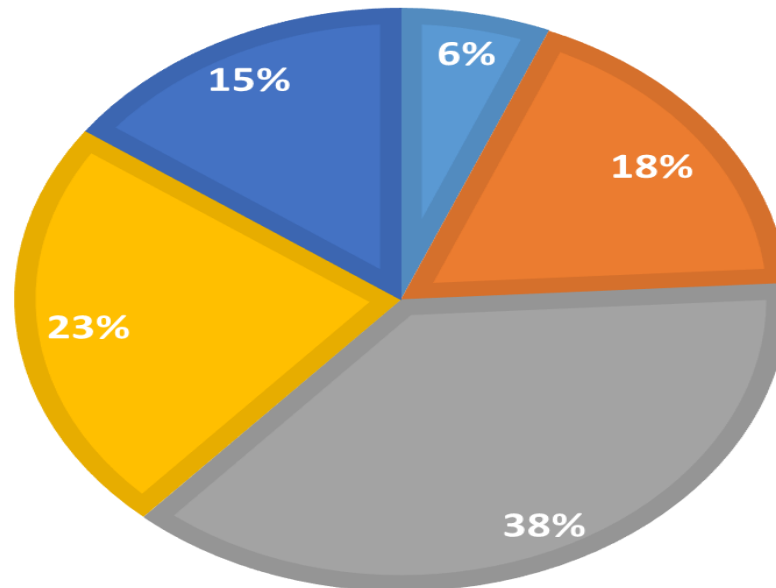




# Grade 8 Literacy Final Learning Update (Proficiency Scale)

## GRADE 8 -LITERACY

■ F ■ EMG ■ DEV ■ PRF ■ EXT



## School Level Table Data: 052 - Prince Rupert, Prince Rupert Middle [Numeracy-07]

School Year ▼	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2024/2025	134	117	87.3%	63	53.8 %	50	42.7 %	4	3.4 %
2023/2024	117	66	56.4%	51	77.3 %	14	21.2 %	1	1.5 %
2022/2023	156	134	85.9%	96	71.6 %	36	26.9 %	2	1.5 %
2021/2022	143	126	88.1%	69	54.8 %	46	36.5 %	11	8.7 %
2020/2021	145	85	58.6%	37	43.5 %	37	43.5 %	11	12.9 %
2019/2020	143	129	90.2%	80	62.0 %	46	35.7 %	3	2.3 %
2018/2019	145	129	89.0%	66	51.2 %	58	45.0 %	5	3.9 %
2017/2018	121	99	81.8%	56	56.6 %	40	40.4 %	3	3.0 %

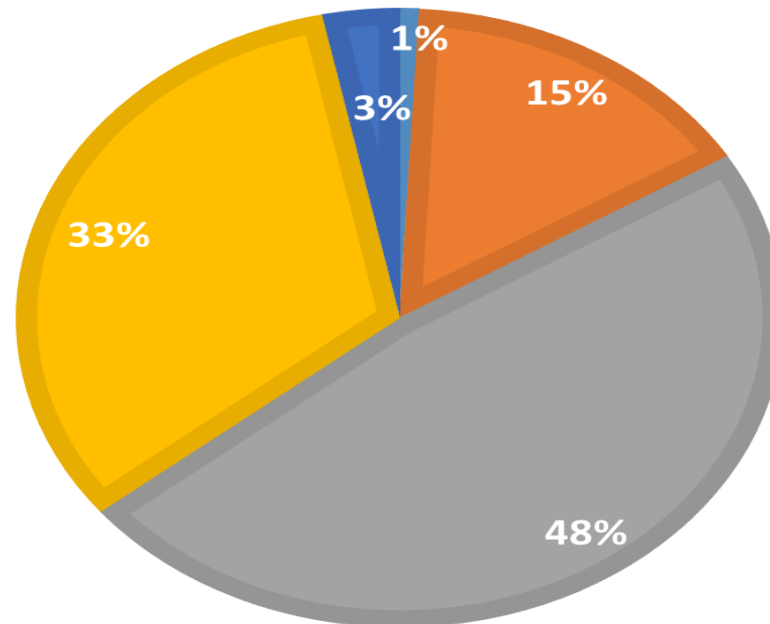
# Numeracy Data



# Grade 6 Numeracy Final Learning Update (Proficiency Scale)

## GRADE 6 - NUMERACY

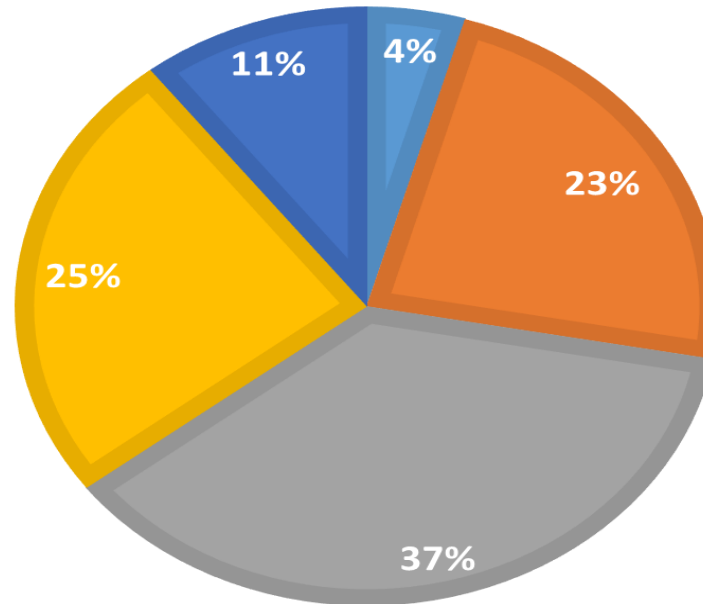
■ F ■ EMG ■ DEV ■ PRF ■ EXT



# Grade 7 Numeracy Final Learning Update (Proficiency Scale)

## GRADE 7 - NUMERACY

■ F ■ EMG ■ DEV ■ PRF ■ EXT

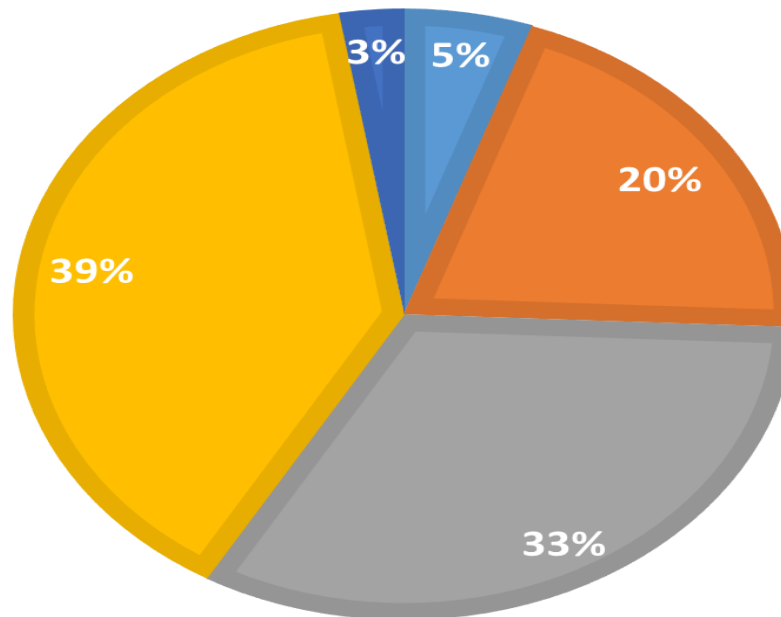




# Grade 8 Numeracy Final Learning Update (Proficiency Scale)

## GRADE 8 - NUMERACY

■ F ■ EMG ■ DEV ■ PRF ■ EXT



# Belonging, Nutrition, Activities Data



**ADULT RELATIONSHIPS**  
Adults at School  
Adults in the Neighbourhood  
Adults at Home



**PEER RELATIONSHIPS**  
Peer Belonging  
Friendship Intimacy

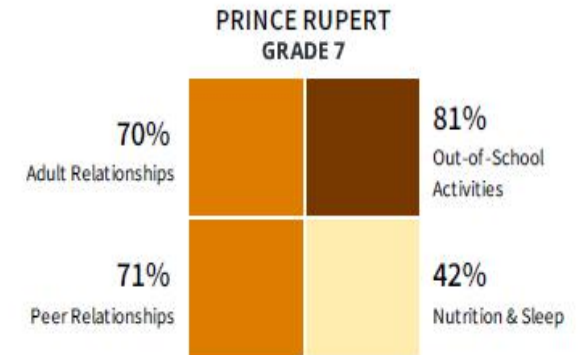
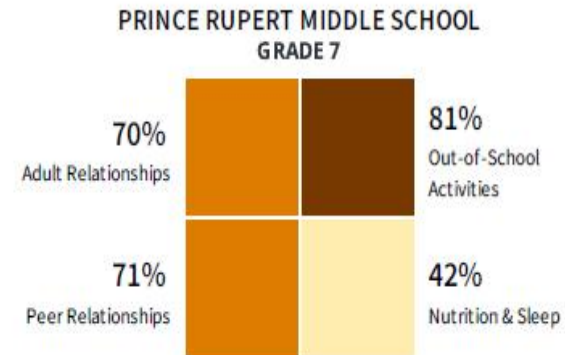
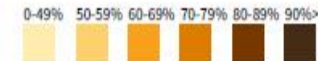


**NUTRITION & SLEEP**  
Eating Breakfast  
Meals with Adults in Your Family  
Frequency of Good Sleep



**OUT-OF-SCHOOL ACTIVITIES**  
Organized Activities

Percentage of children reporting the presence of an asset





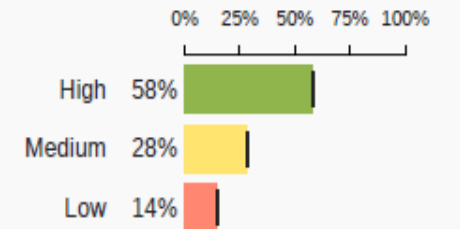
# Academic, Caring School, Belonging Data

## RESULTS FOR PRINCE RUPERT MIDDLE SCHOOL

| School District Average

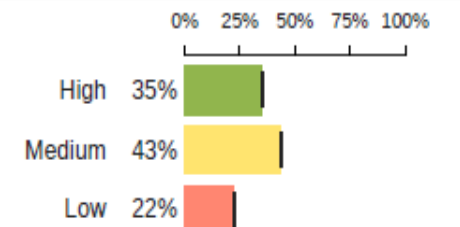
### ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



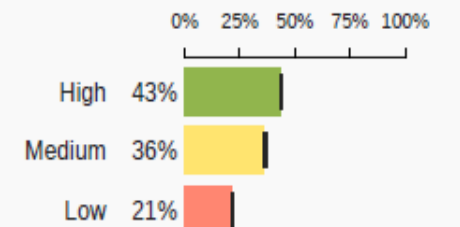
### SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



### SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



# Next Steps for PRMS

Collaboration to generate parent involvement and trust at PRMS

Literacy – Literacy team (?), collaboration and supporting each grade group, available resources that support teachers and student learning, pro-d, in-service, consistency, engagement

Numeracy – Resources, practice, engagement, pro-d & in-service, collaboration & support for each grade group

Attendance – Equity team, communication with school and home, collaboration with staff for ideas and supports

Continued relationship building by all adults at PRMS with staff, students, and families

