



PRMS School Improvement Plan

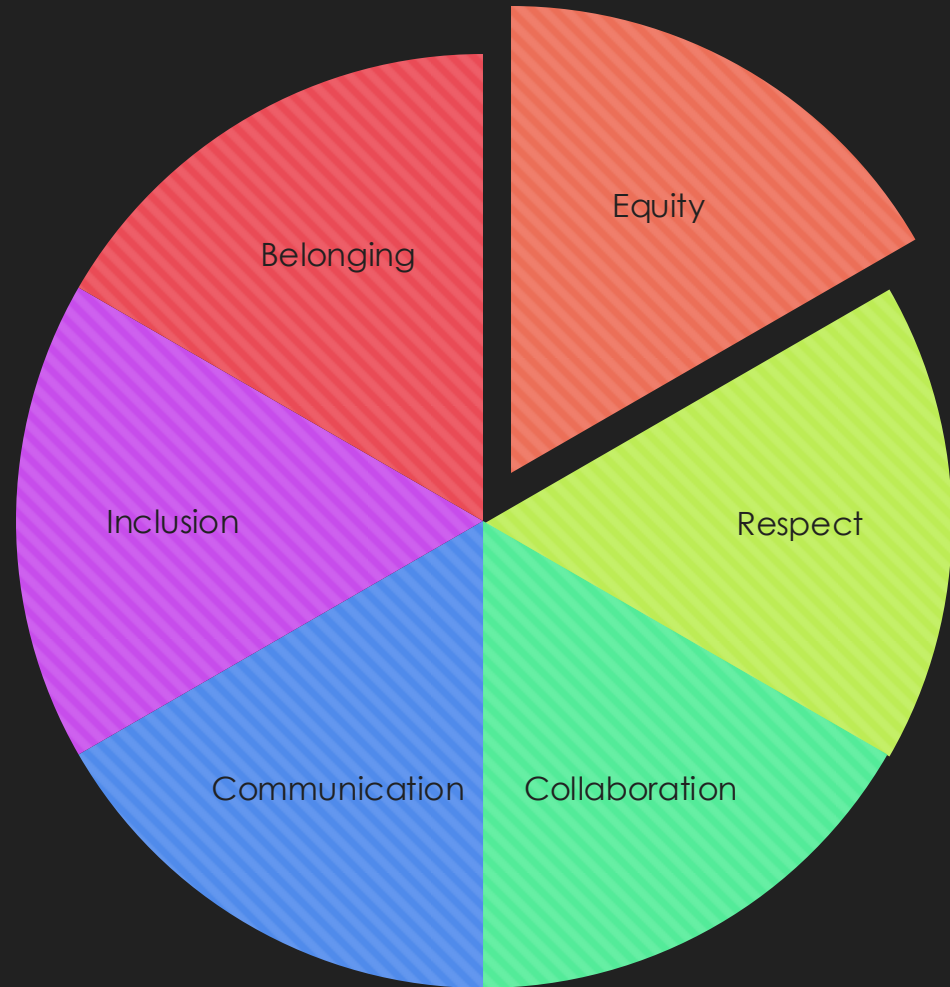
Achieving Success Together Sagayt Galksa Ax'axłgit Atteindre le succès ensemble

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



TXANII K'ABA TGUULGA ŁIKŁUTIKSIT
EVERY CHILD MATTERS

PRINCE RUPERT MIDDLE SCHOOL

ACHIEVING SUCCESS TOGETHER ~ SAGAYT GALKSA AX'AXŁGIT



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	- Walk in the hallways - Keep hands to yourself - Keep path open to others	- Have permission to leave room so others know where you are	- Have permission to leave room so others know where you are - Keep hands and feet to yourself	- Walk and keep an eye on traffic - Keep space between each other - Use equipment safely - Keep hands to yourself and feet on the ground	- Wear proper footwear - Keep body and equipment under control - Keep hands and feet to yourself
TRUSTWORTHY	- Be in class unless you have permission to leave it - Have a hallway pass with you - Be where you are supposed to	- Go and then return promptly	- Do work honestly - Follow through on words and actions	- Keep to correct areas - Stay on school property	- Good sportsmanship - Play honestly
ORGANIZED	- Walk on right hand side - Keep your supplies together and close at hand	- Have a hallway pass with you	- Arrive on time - Bring all required materials to class each day	- Collect equipment and return it to proper spaces	- Have proper gym strip - Return equipment to proper spaces
RESPONSIBLE	- Respect others personal space - Follow directions immediately	- Keep space clean and without vandalism	- Respect personal space - Be prepared - Show effort - Have permission to leave your desk	- Return to class on time - Put garbage and recycling in proper bins	- Watch out for others using the space - Respect rules
MINDFUL	- Say sorry for mistakes - Show your best manners	- Wash hands before leaving - Flush toilet and turn off water taps	- Be respectful of differences - Speak politely - Avoid disruptive behaviours; chatting, calling out, etc.	- Use school voices and school language only - Look out for others - No spitting	- Respect personal space - Share - Give compliments

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

Unique & Positive Traits of PRMS

French Immersion -
Francophonie Day, Developing
School Garden & Composting,
Speech Competition

French Language Instruction

Sm'algyax Language
Instruction – Ts'msyen Cultural
Teachings

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, Badminton, Rugby

Spirit Days – Twin Day, Team Color Day, Random Object Day, Crazy Hair Day, Wear Something Representing Your Culture, PJ day, Pink Shirt, Favourite Sport Team, Green Shirt, Blue Shirt, Fancy Friday, Dress in a Different Era, etc.

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

School Clubs – Drumming, Skittles, Knitting/Crochet, Doodle Club, Art Club, Girls Group, Afterschool Activities, Homework Club, Leadership Team

School Activities & Events – Skating, Kayaking, Francophonie Day, Curling, Sixer Mixer, Skiing, Swimming, Diana Lake, Butze Trail, Amazing Race, Wellness Day, Medieval Fair, Ancient Civilization, Gr. 7 Egg Drop, Teacher vs Student Games, Year End Celebration, MMIW, Indigenous Day, Orange Shirt, Roc you Mocs, Intramurals

Band – Concert and Jazz, Pacific Northwest Music Festival, Calgary Trip, Seafest

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

Equity Strengths at PRMS

September meet the teacher night, craft night, new grade 6 night, for families to become familiar with their child's school and staff.

Gr. 6 teachers have done family events to encourage family participation and trust at PRMS with a skate night and dance night.

Increased engagement and confidence over time with cultural activities such as drumming and cultural learning for staff and students.

Increased student connection and awareness of student needs with IFRW, EA's, teachers, counsellors, admin, and office staff.

Students are wanting to be at school, they may not always attend every class, but they are wanting to be at school and are showing staff they are connecting and feeling safe.

Equity Strengths at PRMS

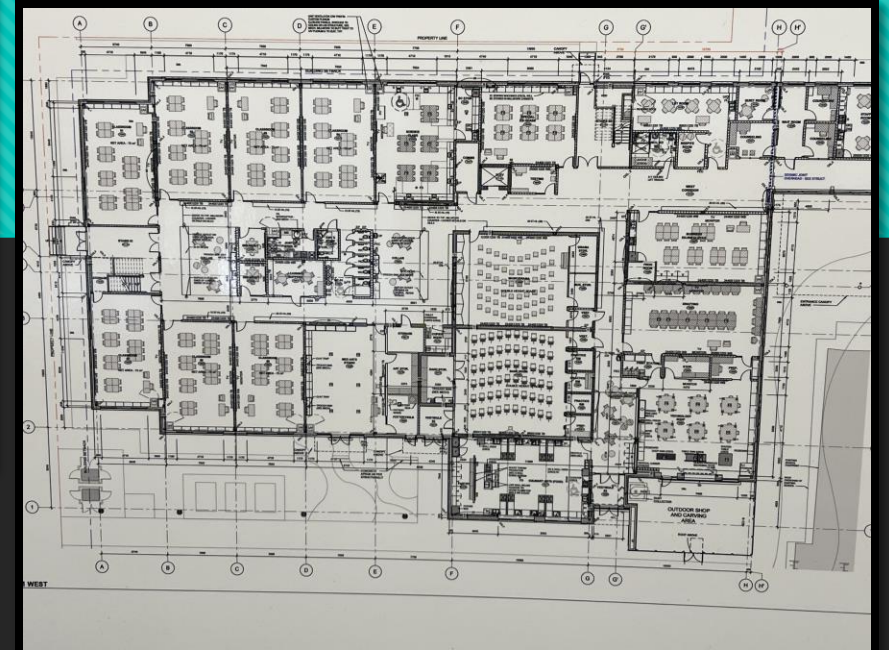
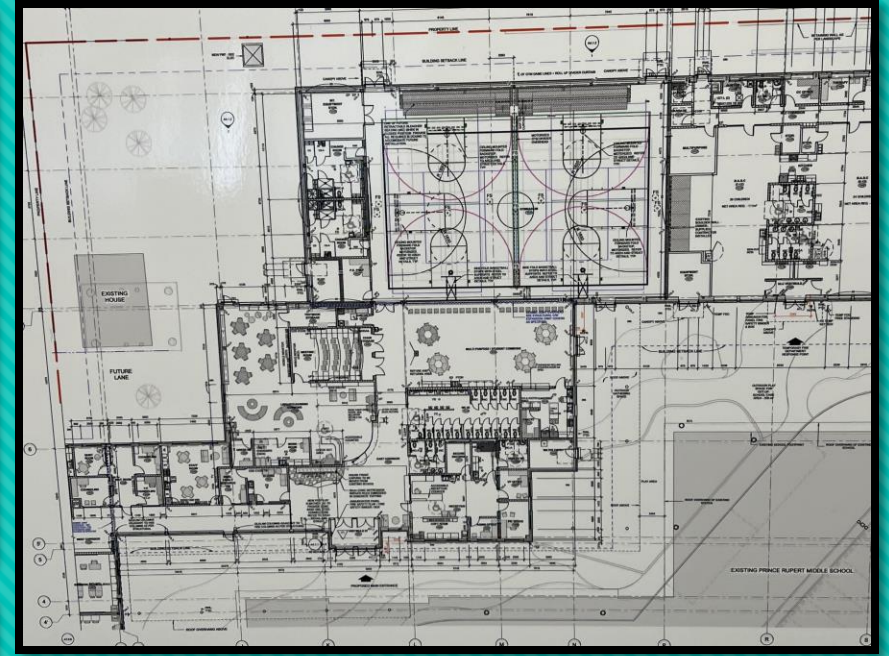
School clubs at lunch done by teachers.

PE high expectations and Intramurals at lunch.

Strong peer connections.

Teachers and EA's encouraging and having high expectations of students in their academic and exploratory subjects.

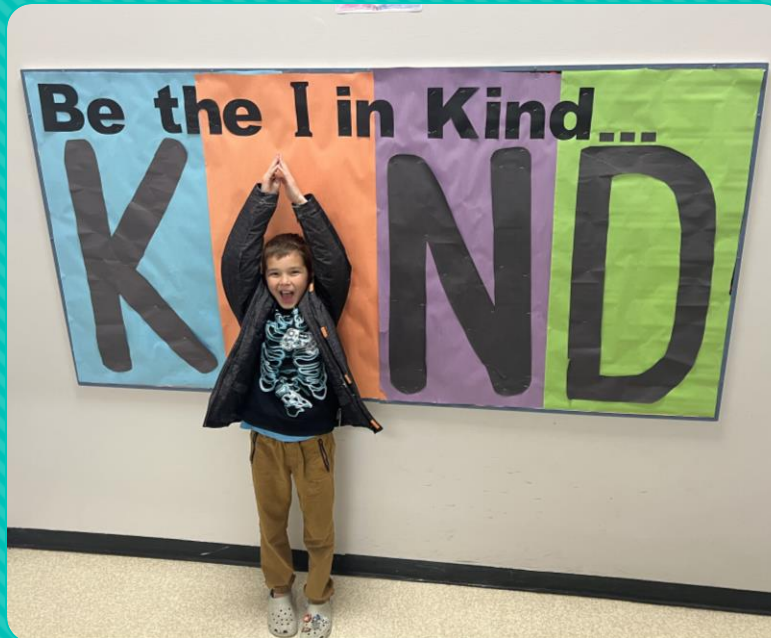
Learning Support Teachers communicating, advocating, supporting, and creating programs to help IEP students feel and become successful.



Seismic Upgrade

Truth and Reconciliation



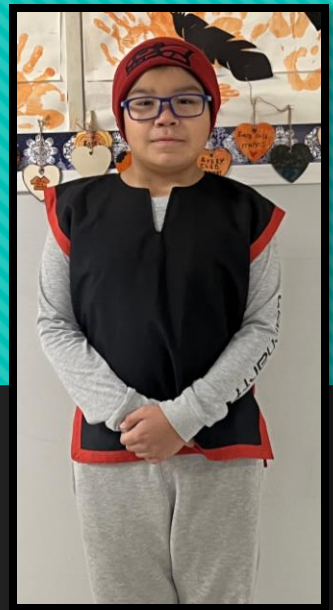
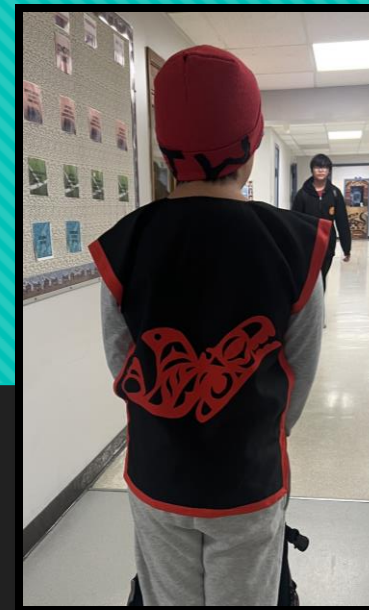


Pink Shirt Day & Be the 'I' in Kind



Spirit Days Crazy Hair/Hat Day & Twin Day

Wear Something Representing Your Culture Day





Band

Lunch Time Intramurals





Hockey Academy

Basketball Academy





Volleyball



Basketball



Student Teams vs Staff Volleyball & Basketball

Student Effort Awards

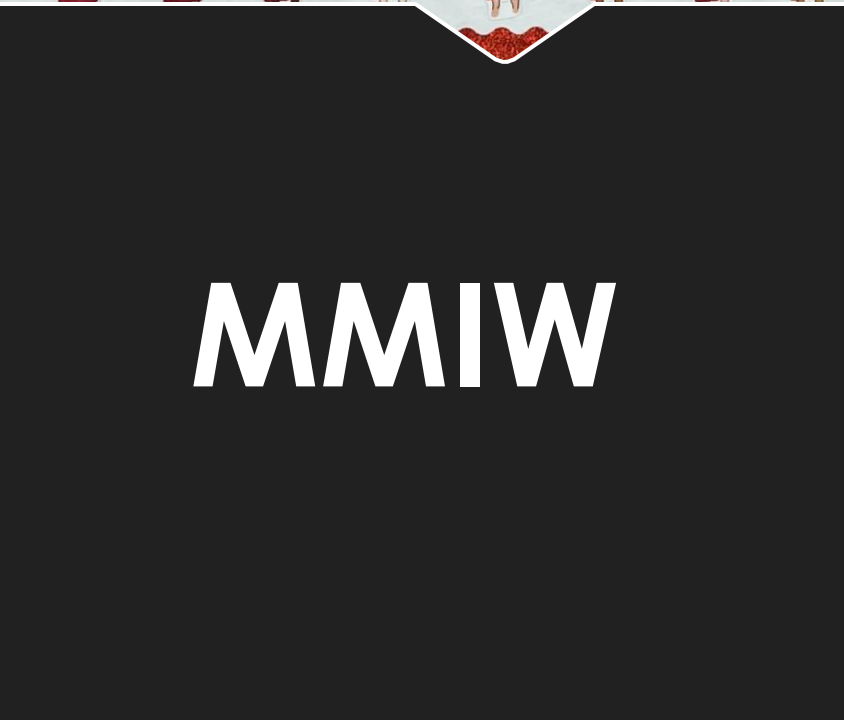




Student Honour Roll and Principals List



Grade 6 Attendance Recognition June 2026



Grade 6 Learning About The Indian Act And Residential Schools

THE RESIDENTIAL SCHOOL SYSTEM

In the 1600's new France was established in eastern Canada. During the period, Catholic leaders felt it was their duty to educate those they came in contact with.

Indigenous children as young as four years old were taken away from their families and communities to attend these schools. These schools were very far away.

The very first Residential School opened in 1831 in Brantford, Ontario, and was funded by the Canadian government and missionaries and priests.

These schools were abused and neglected. Many children died at these schools.

While in school, Indigenous children were taught to forget everything about their families, their communities, and the culture they came from. They were not allowed to dress in traditional ways, celebrate their culture.

Fill these boxes with information you have discovered about the residential school system.

THE RESIDENTIAL SCHOOL SYSTEM

In the 1600's New France was established in Eastern Canada.

This idea was widely unpopular and ineffective. The Indigenous people of Canada were independent with their own culture and.

The very first Residential School opened in 1831 in Brantford, Ontario.

It was funded by the Canadian government and run by nuns and priests.

In 1996 the last residential school closed. In 2008 Prime Minister Harper.

Fill these boxes with information you have discovered about the residential school system.

UNDERSTANDING THE INDIAN ACT

The Indian Act is a Canadian law that led to the creation of reserves.

The Indian Act is a Canadian law that is an important part of Canadian history.

The Act allowed Indigenous individuals to give up their status.

Over the years, many Indigenous leaders and communities have worked hard to challenge.

The lives of Indigenous peoples in Canada have passed.

Fill these boxes with information you have discovered about the Indian Act.

THE RESIDENTIAL SCHOOL SYSTEM

The kids were not allowed to talk their language.

Nuns and priests ran the schools.

No culture was allowed.

The nuns got rid of their names and were called numbers and not their real name.

The first residential school opened in Brantford, Ontario in 1831.

Fill these boxes with information you have discovered about the residential school system.

UNDERSTANDING THE INDIAN ACT

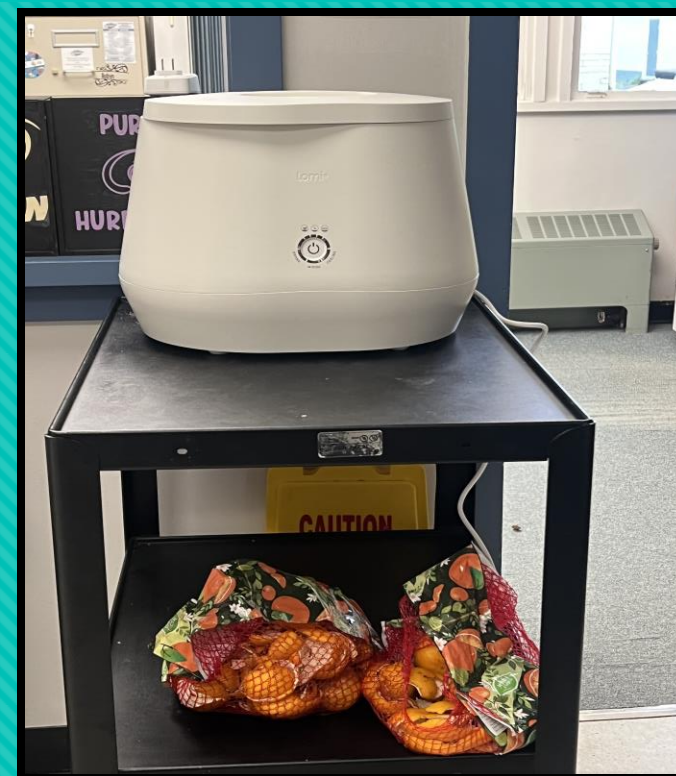
The Indian Act was like a law that gave the government power over Indigenous peoples.

If Indigenous peoples didn't listen to the government, they could be punished.

The Indian Act made it so Indigenous people couldn't do their traditional dances and ceremonies.

Indigenous peoples that were in the reserves sometimes didn't have enough resources.

Fill these boxes with information you have discovered about the Indian Act.



Gardening and Composting



Elder Sharing Knowledge Sm'algayax Language Instruction



French Immersion Speech Competition



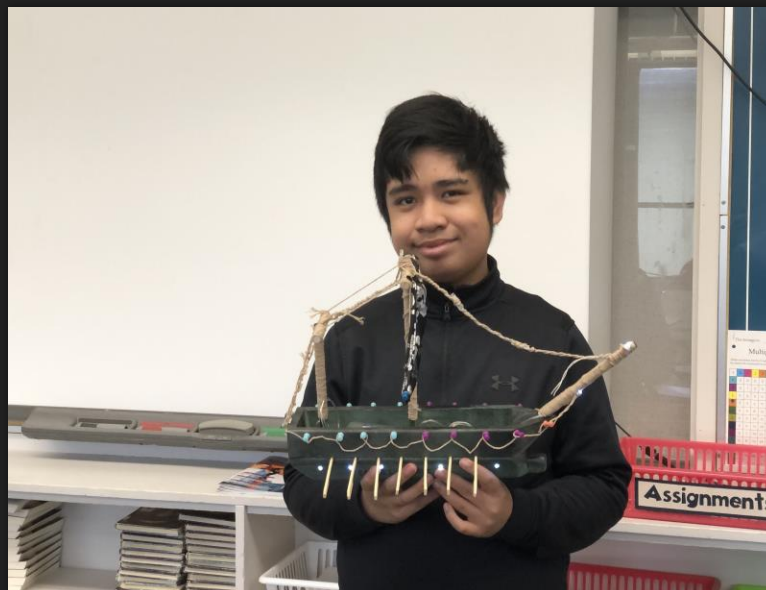
Grade 8 Medieval Faire



Grade 8 Medieval Faire

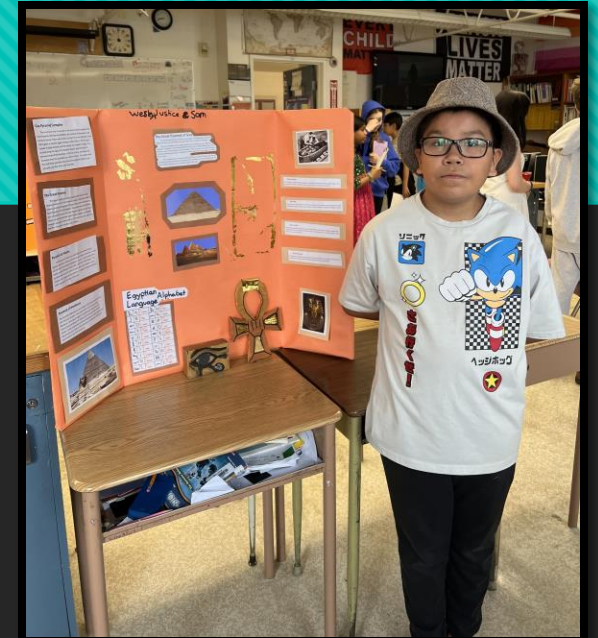
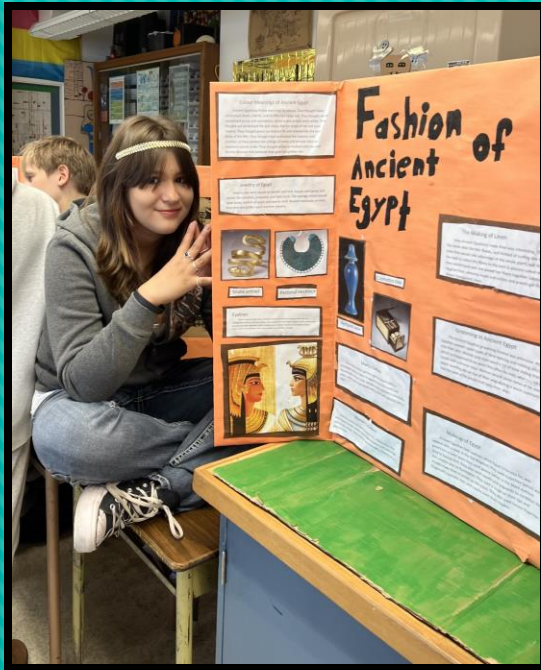


Gr. 8 Viking Boats

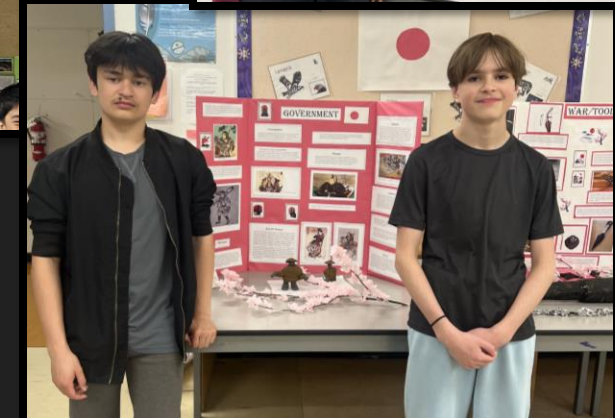
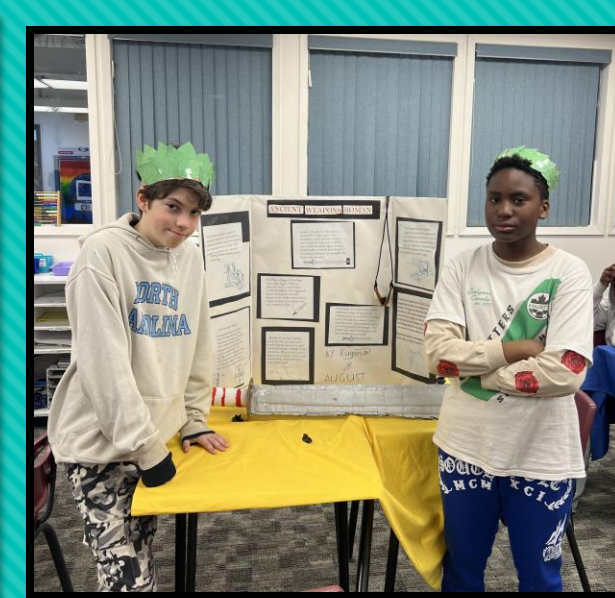
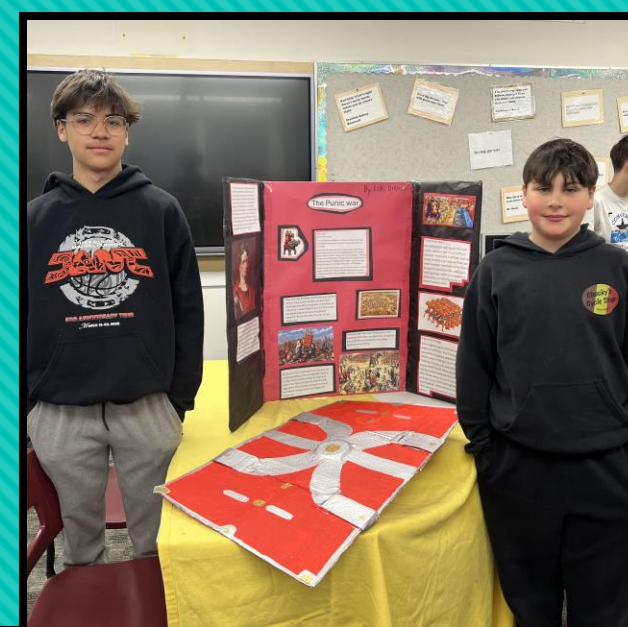
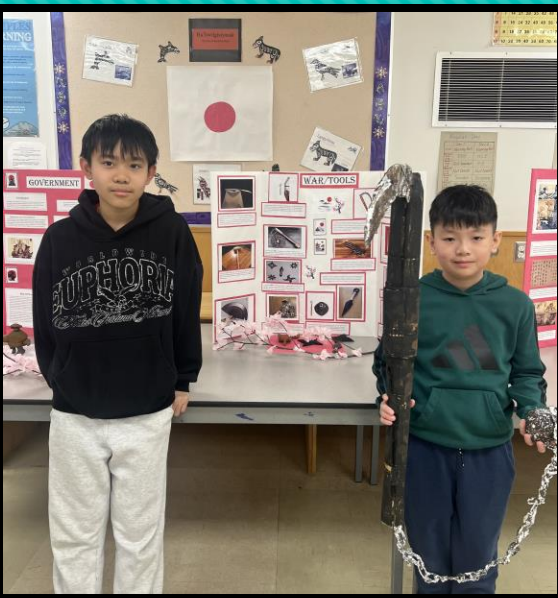


Gr. 7 Egg Drop





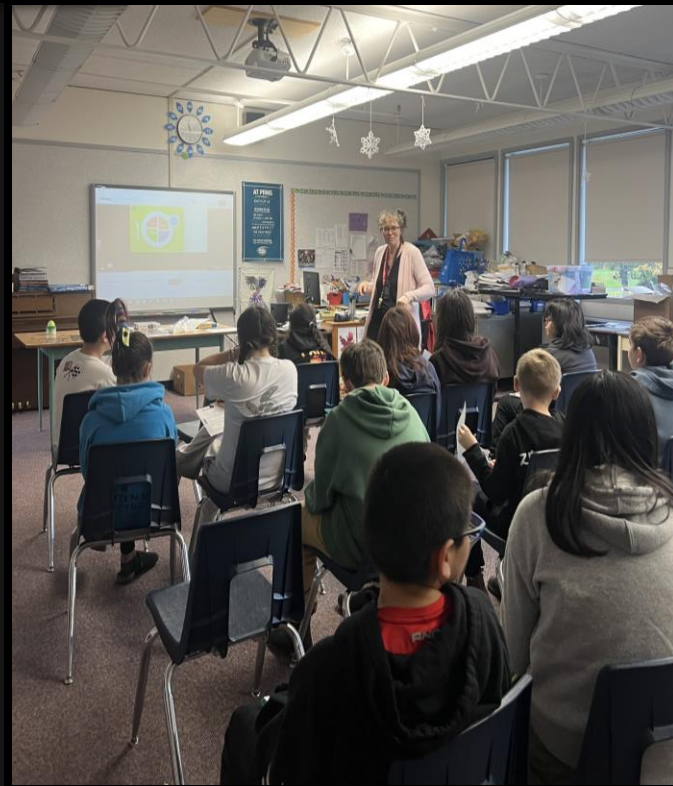
Grade 7 Ancient Civilization



Grade 7 Ancient Civilization



Grade 6 Wellness Day



Grade 6 Butze Trip





Grade 6 Hearts – Every Child Matters



**National Indigenous
Peoples Day**

BBQ Salmon Lunch





Drumming

- Utilizing new drums through numerous activities during the school year
- Drumming group on Tuesdays and Thursdays at lunch
- Engaging, inclusive, belonging, & fun!

Grade 5 Student Transition Into Grade 6 at PRMS

01

Counsellors and teacher's visit elementary schools to present information about PRMS and student profile meetings with elementary teachers.

02

Grade 5 student tours at PRMS.

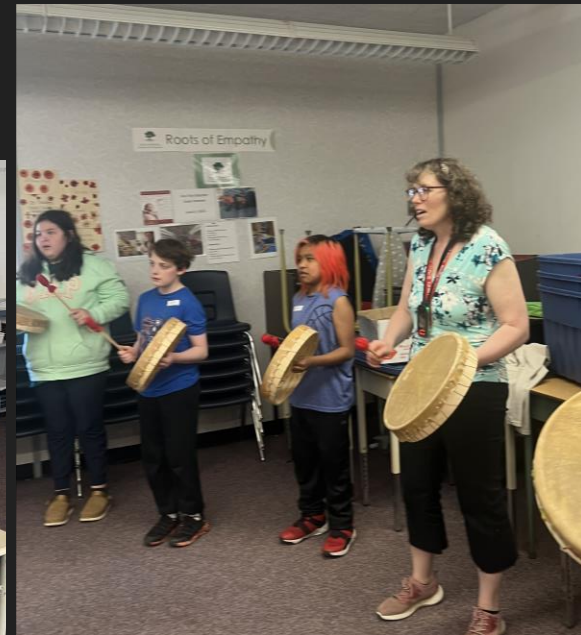
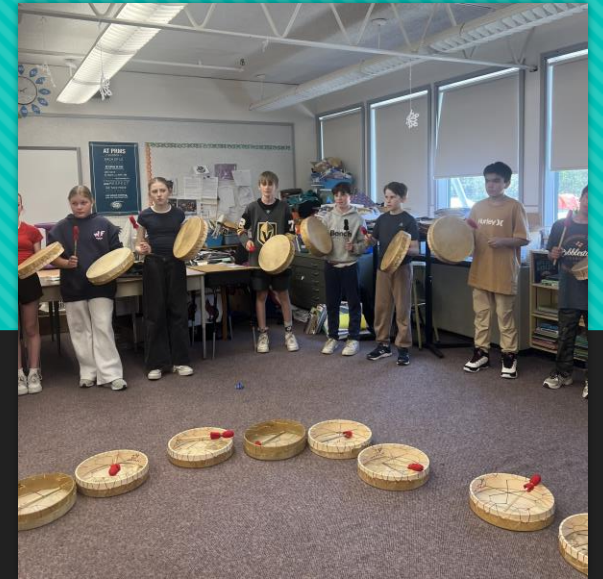
03

New grade 6 student/parent/guardian night at PRMS.

04

Grade 5 visits to grade 6 classrooms for short activities.

Grade 5 Transition Activities



AREAS OF LEARNING TO BENEFIT THE STUDENTS

1) Equity- continue relationship building by all staff with each other, students, and families. Encourage and continue learning about and incorporating trauma informed practice, encourage and use First Peoples' Principles of teaching and worldviews, encourage/continue project- based learning, outdoor education, and place-based learning. Increase mindfulness and self-regulation activities. Making sure everyone has all the resources and support 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. Access 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), encourage/continue teaching Indigenous units and embed content into daily practice and all subject areas.

Continued Work for 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 school funds.



PRMS will focus on the equity of students by ensuring we as a school are able to provide supports to all in a timely manner. The PRMS team will maintain and expand relationships with students and families to help students and 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, Salmonfest, Roc your Mocs, Indigenous Day, Bear Witness Day, Red Dress Day, And Moosehide Day. 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 start 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

IFRW family/student connection. Counsellor family/student connection. Teacher family/student connection.

2

Equity team connecting with students, parents/guardians, teachers, EA's and admin.

3

Building relationships with families, reporting information to staff.

4

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

5

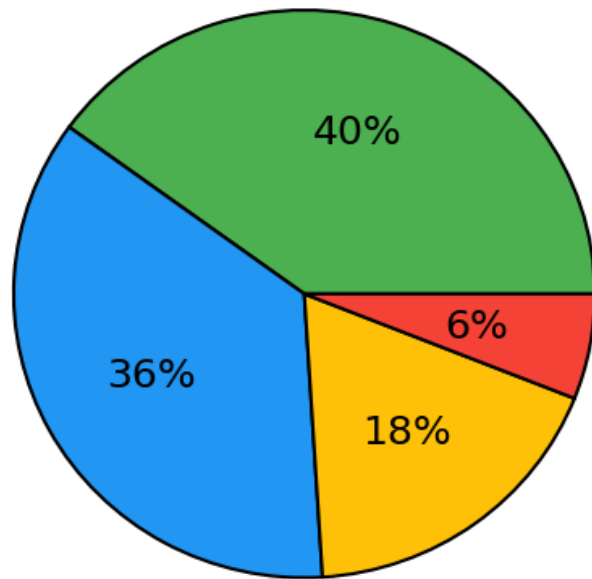
Inclusion

6

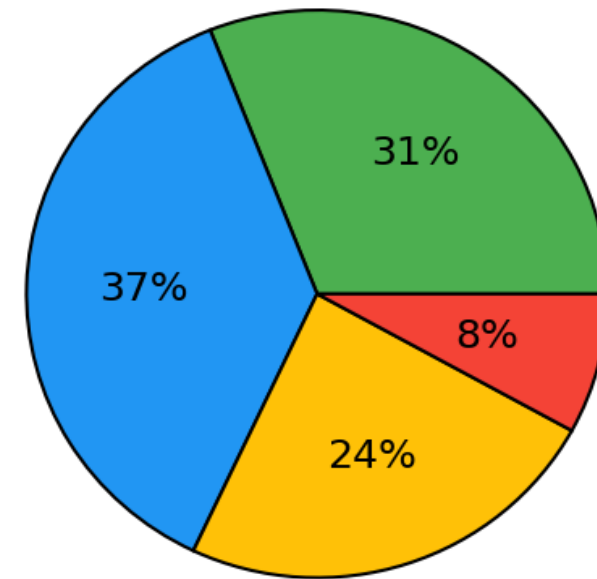
Engagement

Grade 6 Absence Rates - 2025-2026

All Students



Indigenous Students

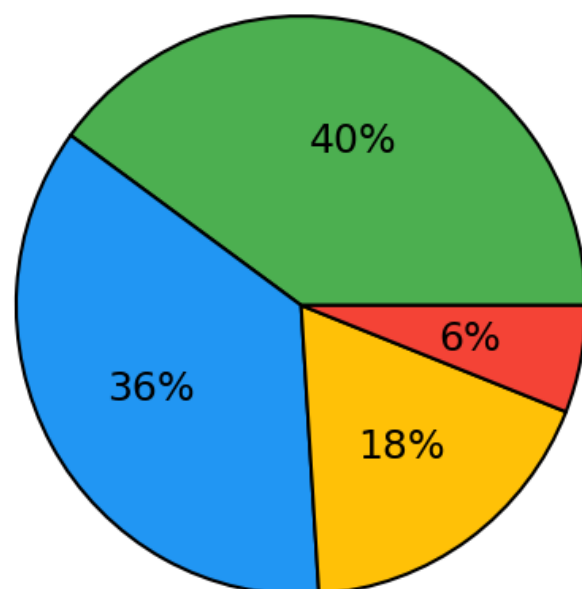


Categories

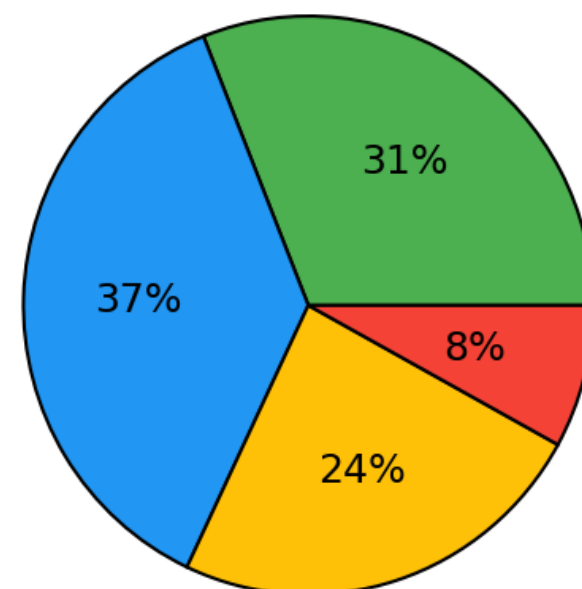
■ Less Than 10% ■ 10%-25% ■ 25%-50% ■ More Than 50%

Grade 7 Absence Rates - 2025-2026

All Students



Indigenous Students

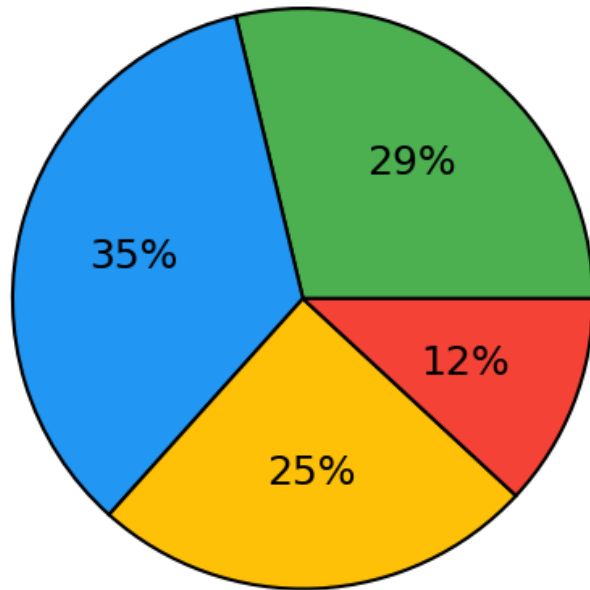


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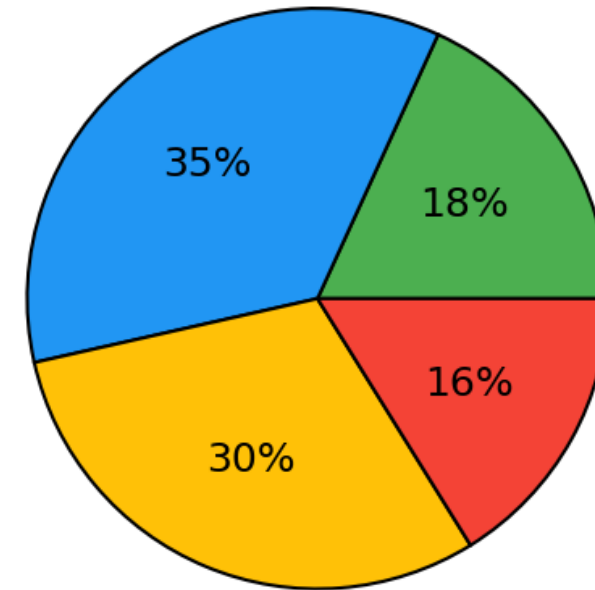
 Less Than 10%  10%-25%  25%-50%  More Than 50%

Grade 8 Absence Rates - 2025-2026

All Students



Indigenous Students

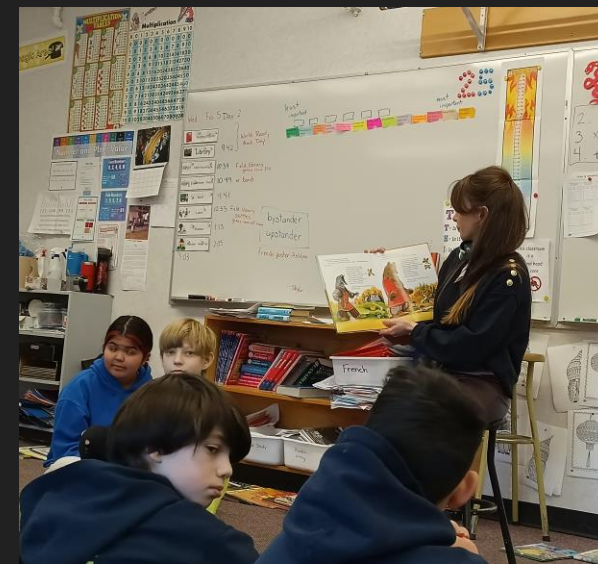


Categories

 Less Than 10%  10%-25%  25%-50%  More Than 50%

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 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.

2025–2026

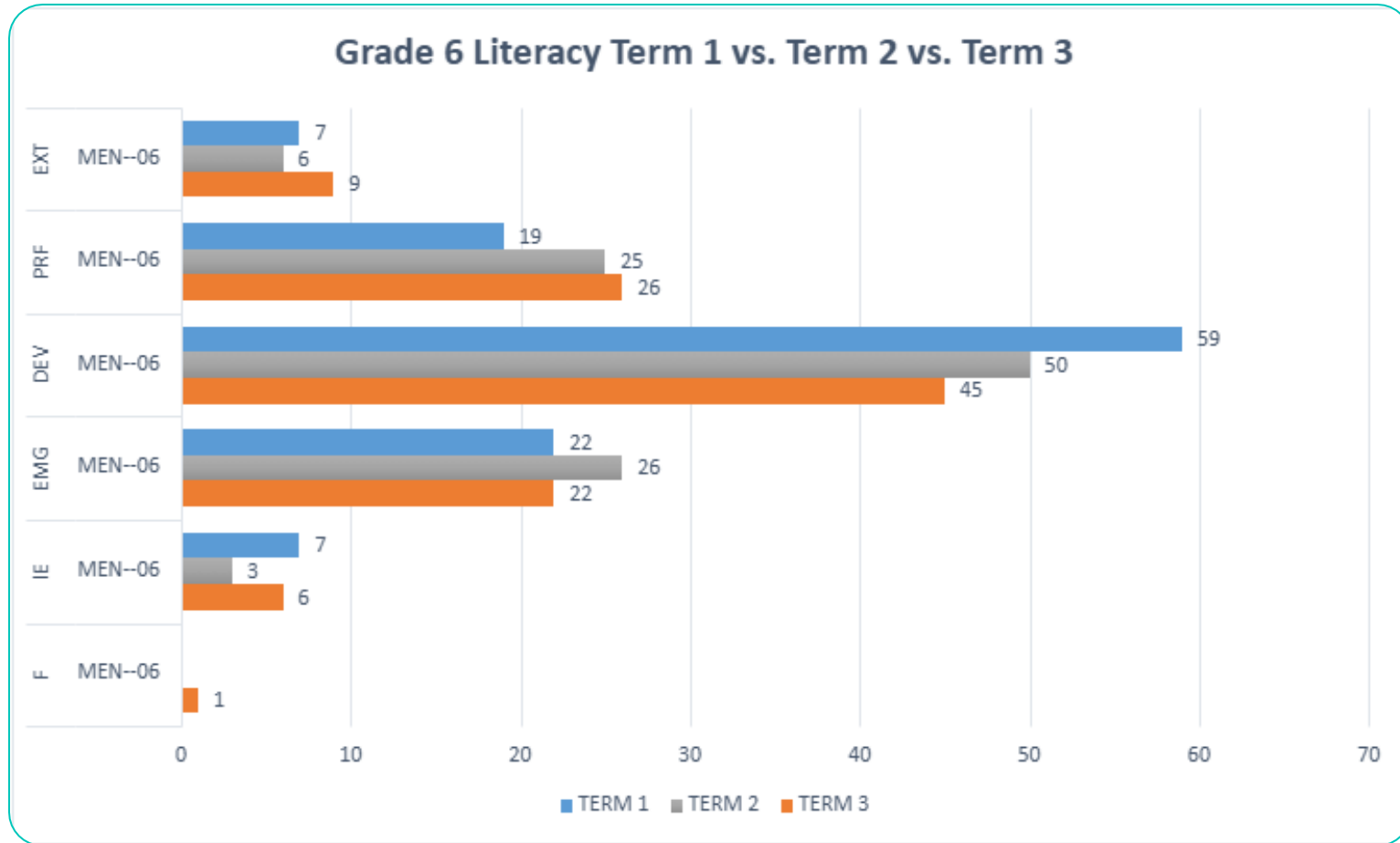
Grade 6

Literacy

Term 1 vs

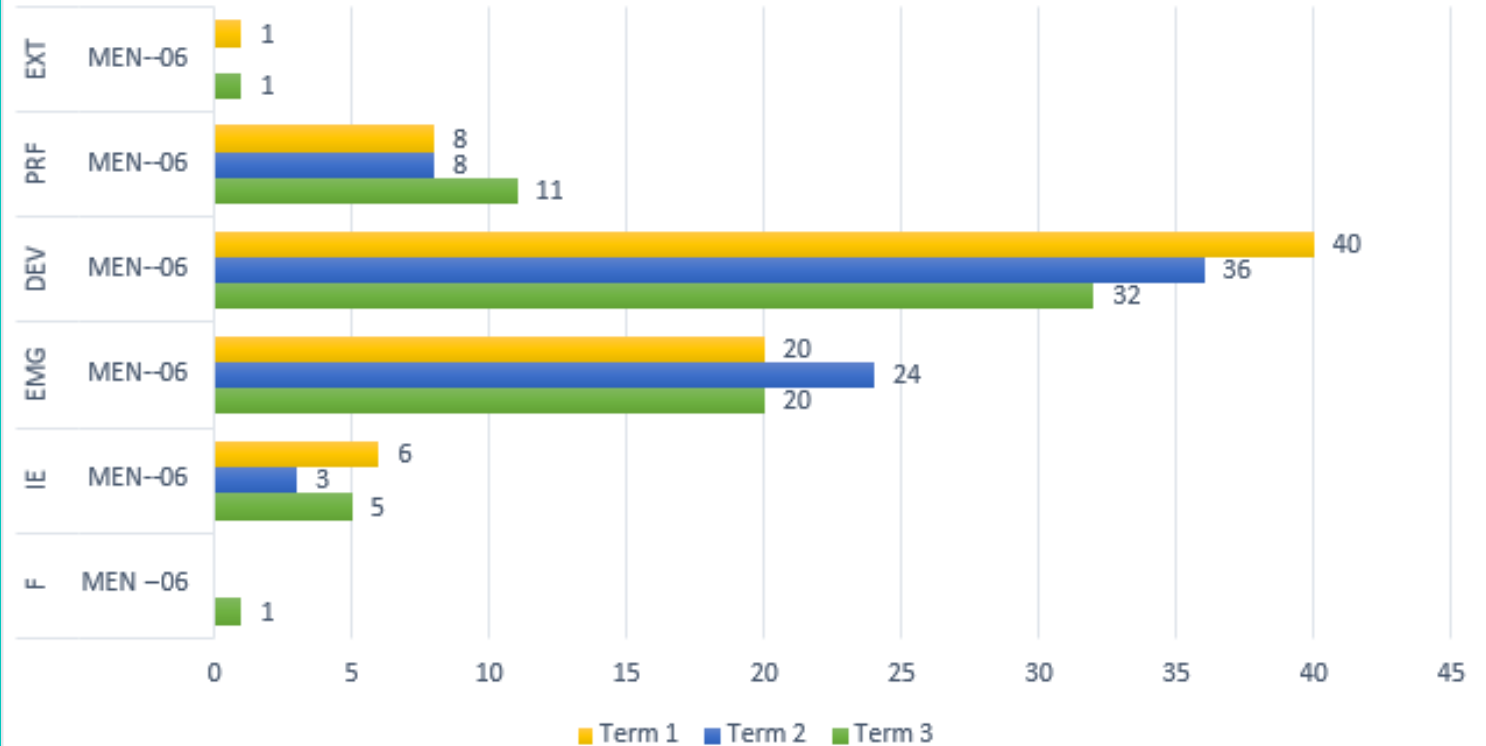
Term 2 vs

Term 3

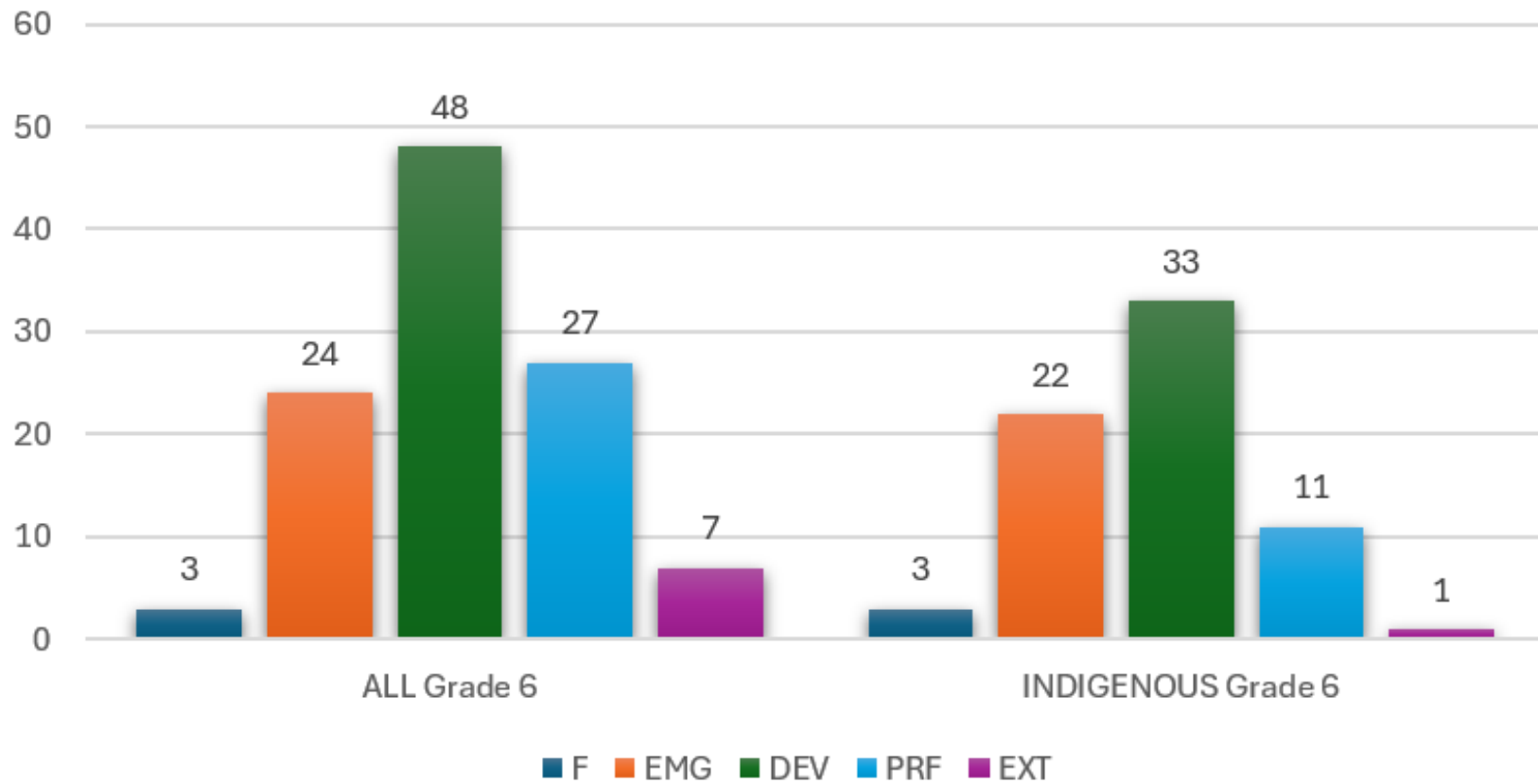


2025-2026 Grade 6 Literacy Indigenous Learners Term 1 vs Term 2 vs Term 3

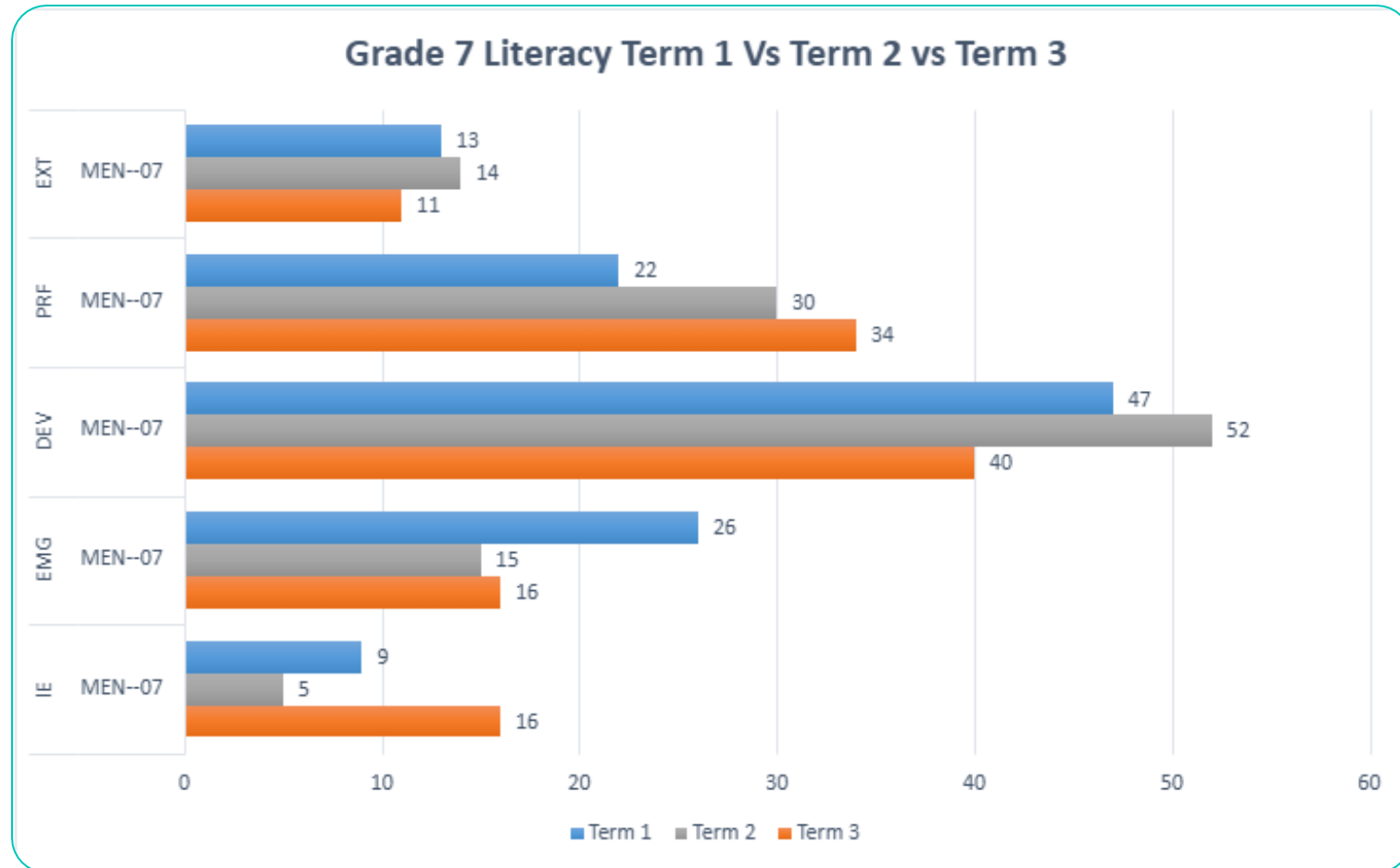
Grade 6 Indigenous Learners Literacy Term 1 vs Term 2 vs
Term 3



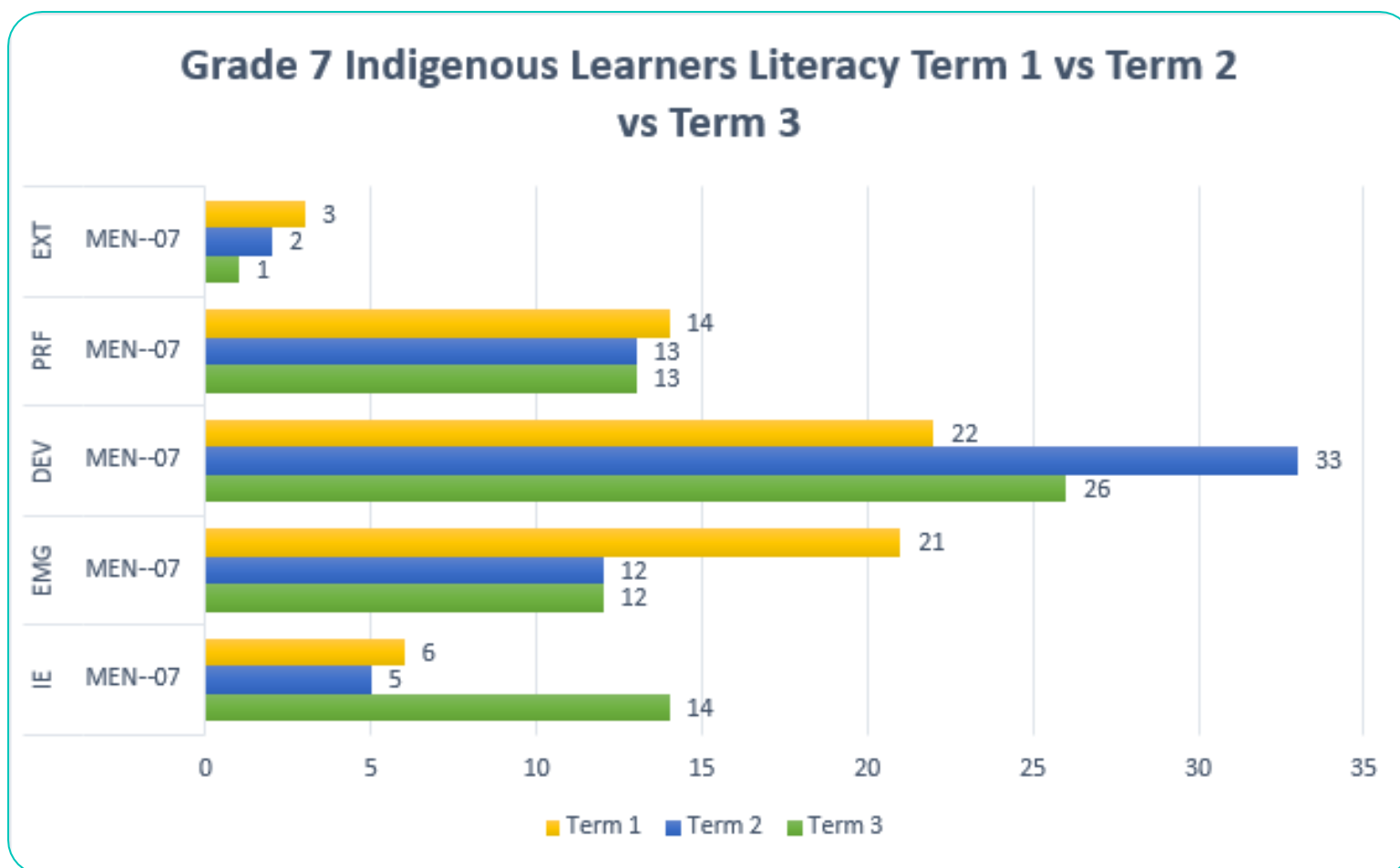
Grade 6 Literacy Final Mark 2025-2026



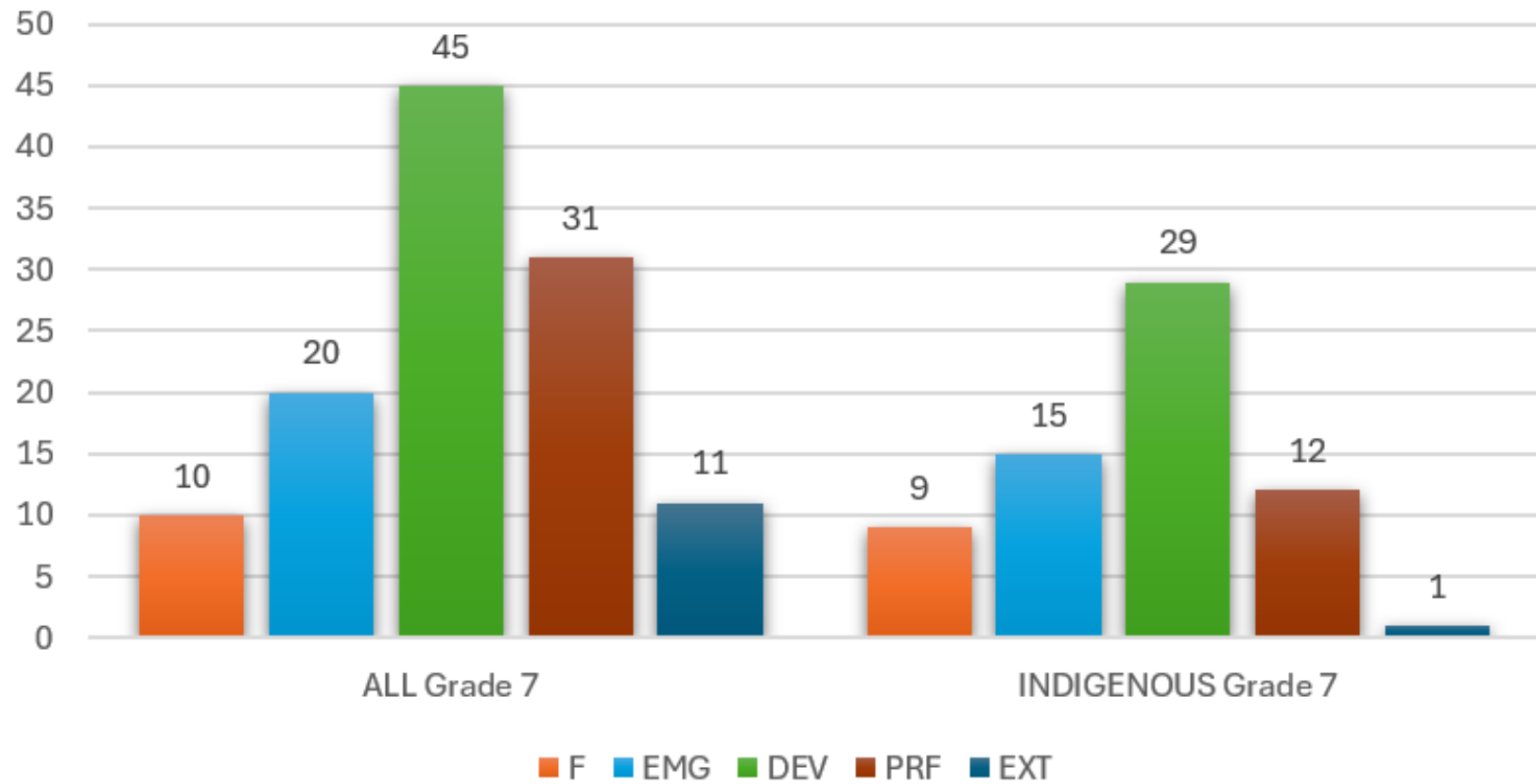
2025–2026 Grade 7 Literacy Term 1 vs Term 2 vs Term 3



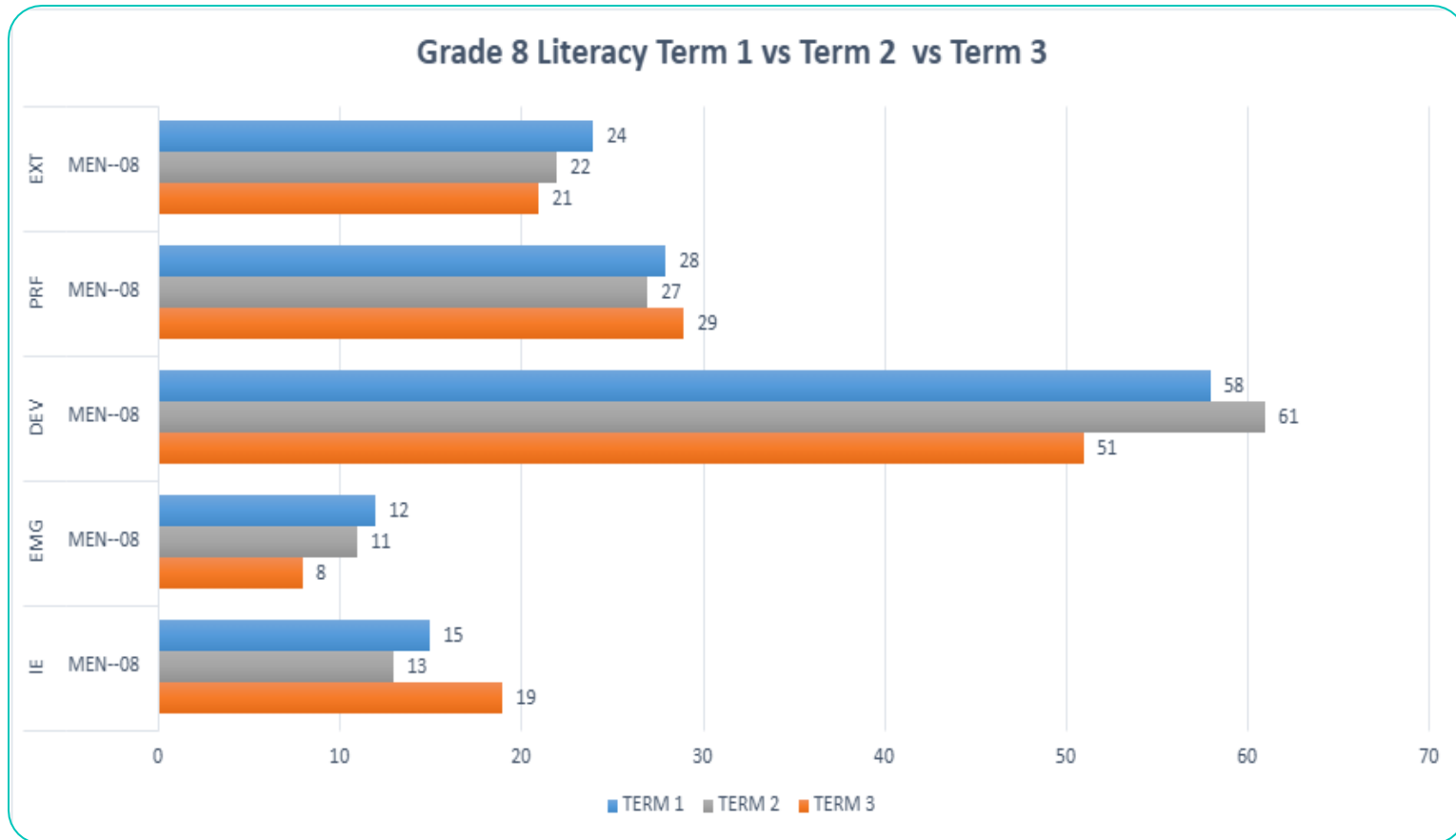
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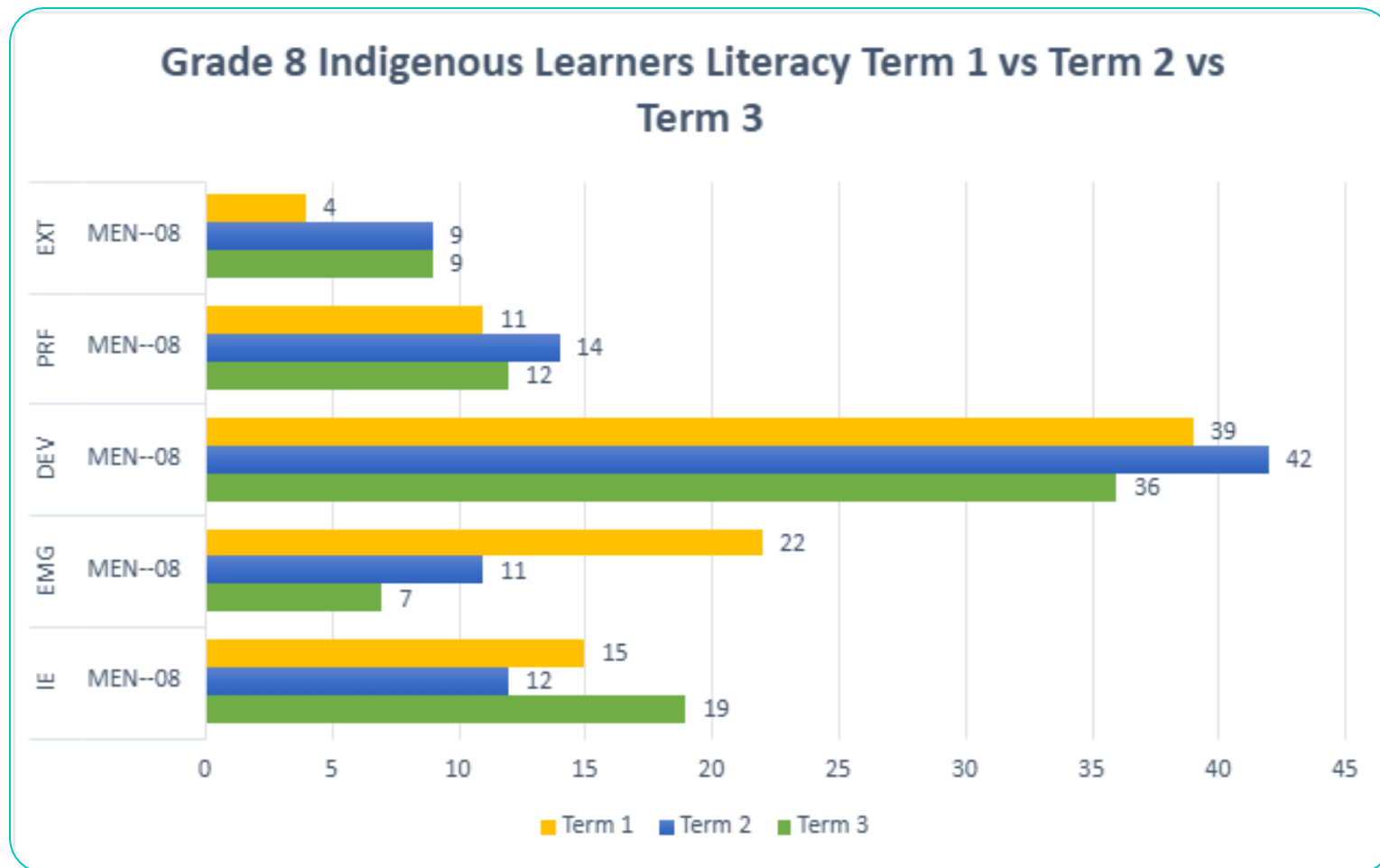
Grade 7 Liteteracy Final Mark 2025-2026



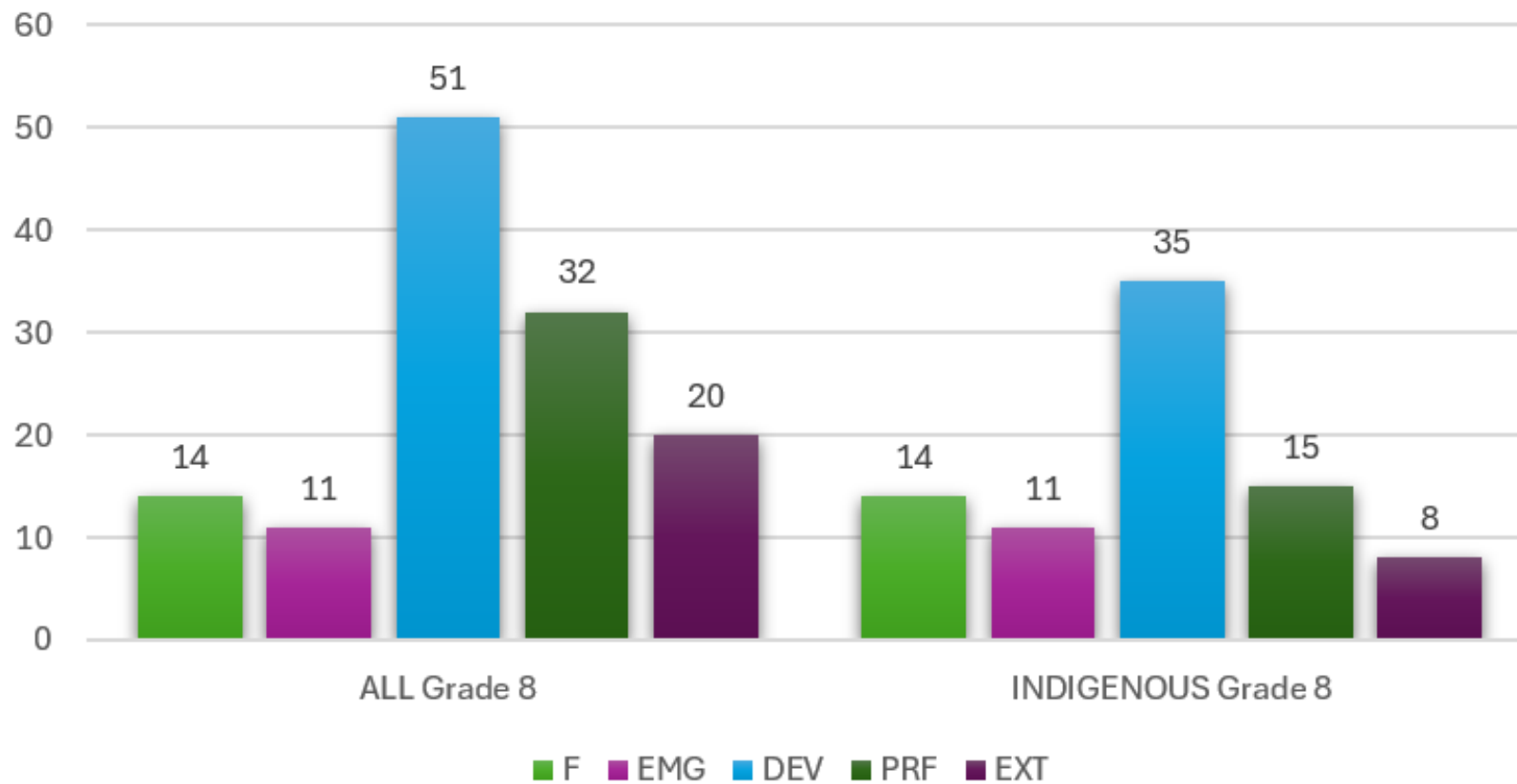
2025-2026 Grade 8 Literacy Term 1 vs Term 2 vs Term 3



2025-2026 Grade 8 Indigenous Learners Literacy Term 1 vs Term 2 vs Term 3



Grade 8 Literacy Final Mark 2025-2026

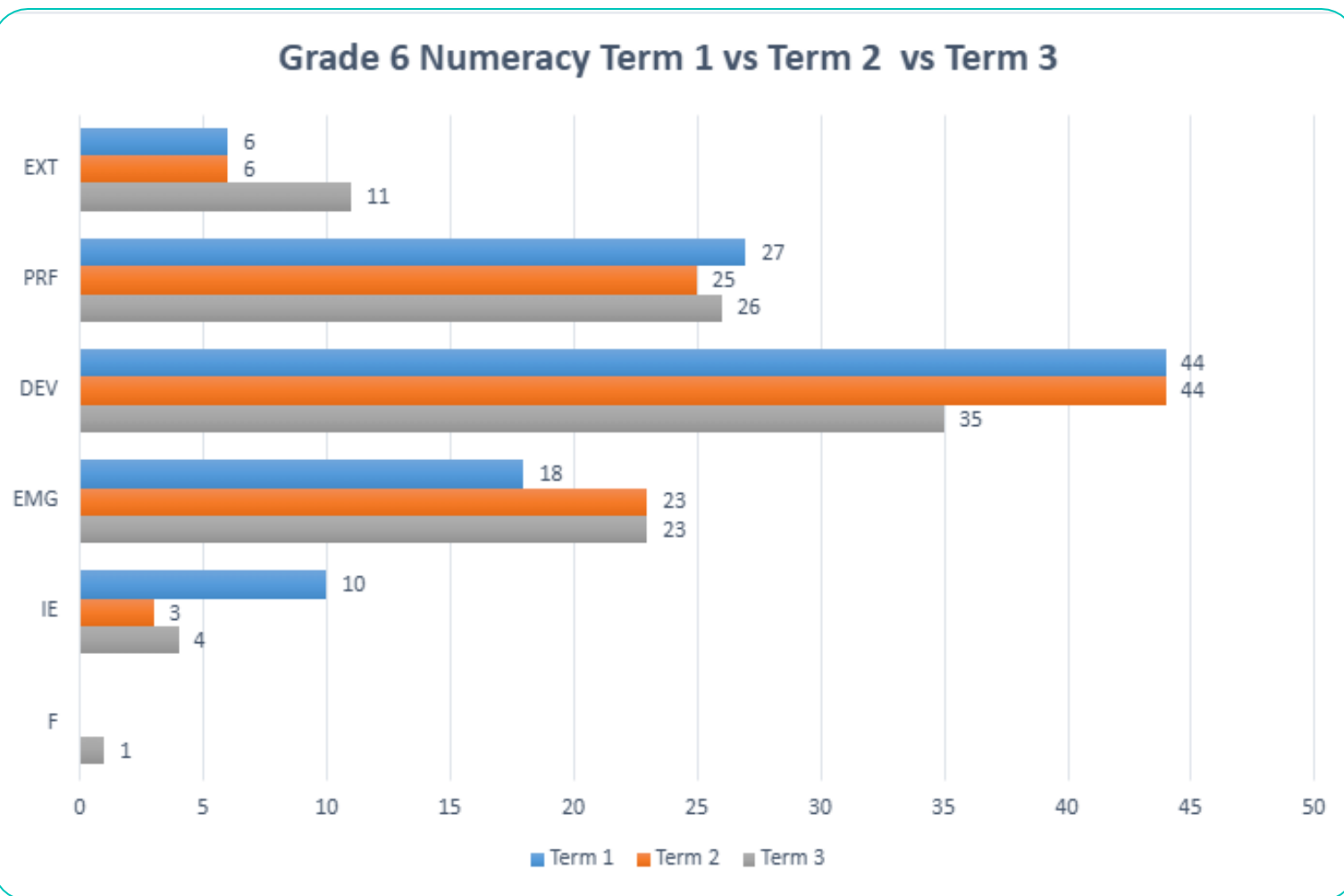


School Level Table Data: 052 - Prince Rupert, Prince Rupert Middle [Numeracy-07]

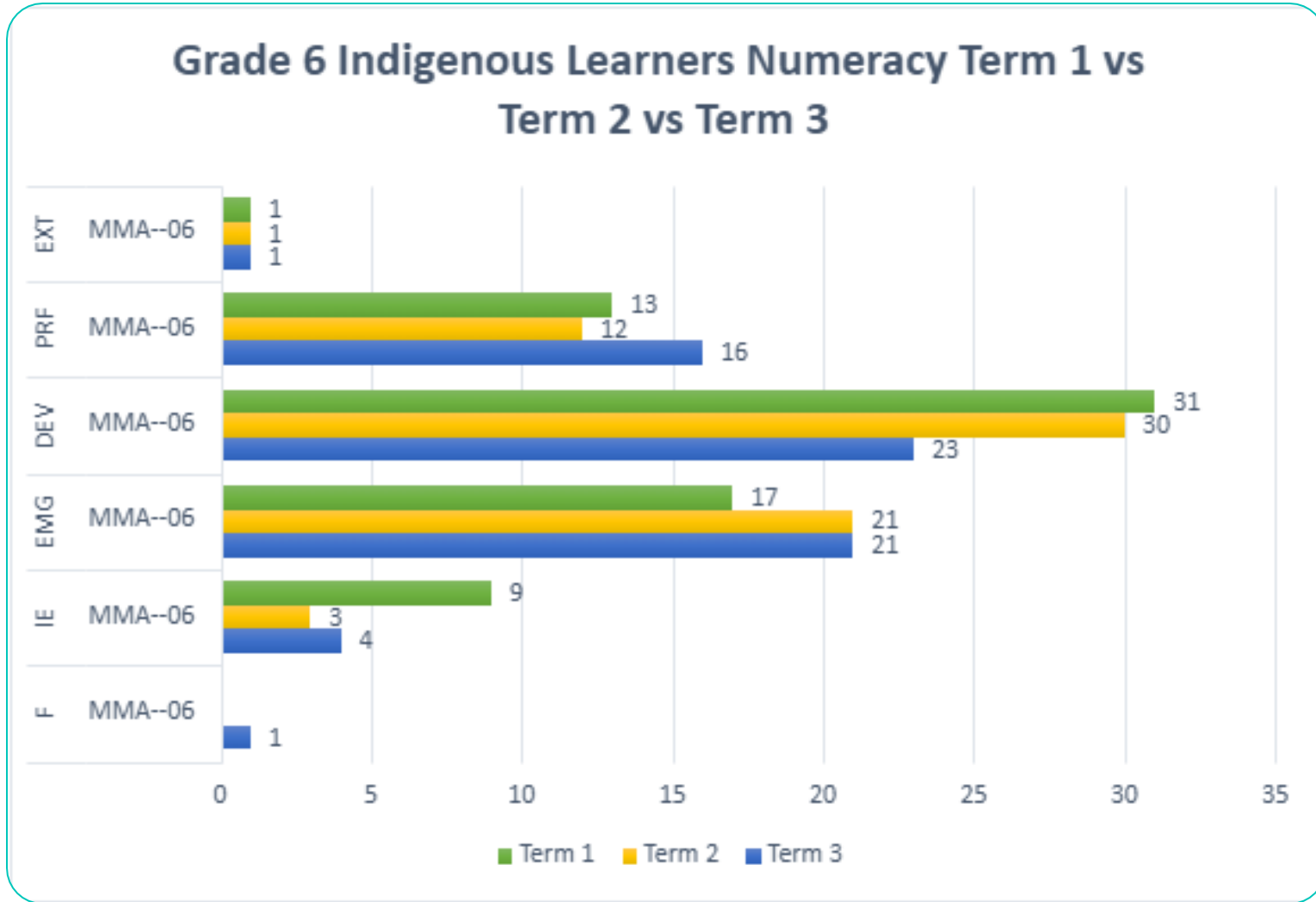
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Numeracy Data

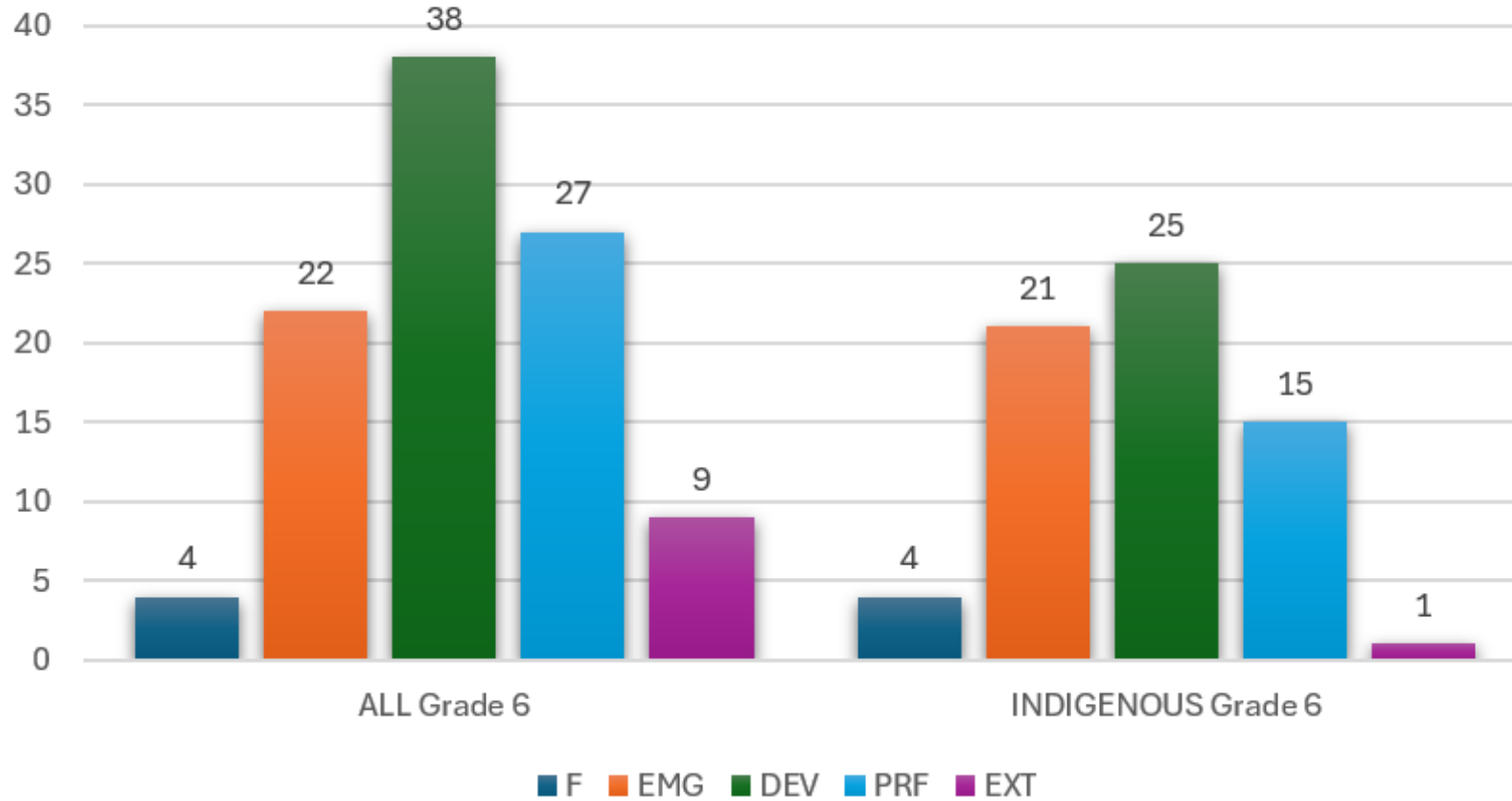
2025-2026 Grade 6 Numeracy Term 1 vs Term 2 vs Term 3



2025-2026 Grade 6 Indigenous Learners Numeracy Term 1 vs Term 2 vs Term 3



Grade 6 Numeracy Final Mark 2025-2026



2025-2026

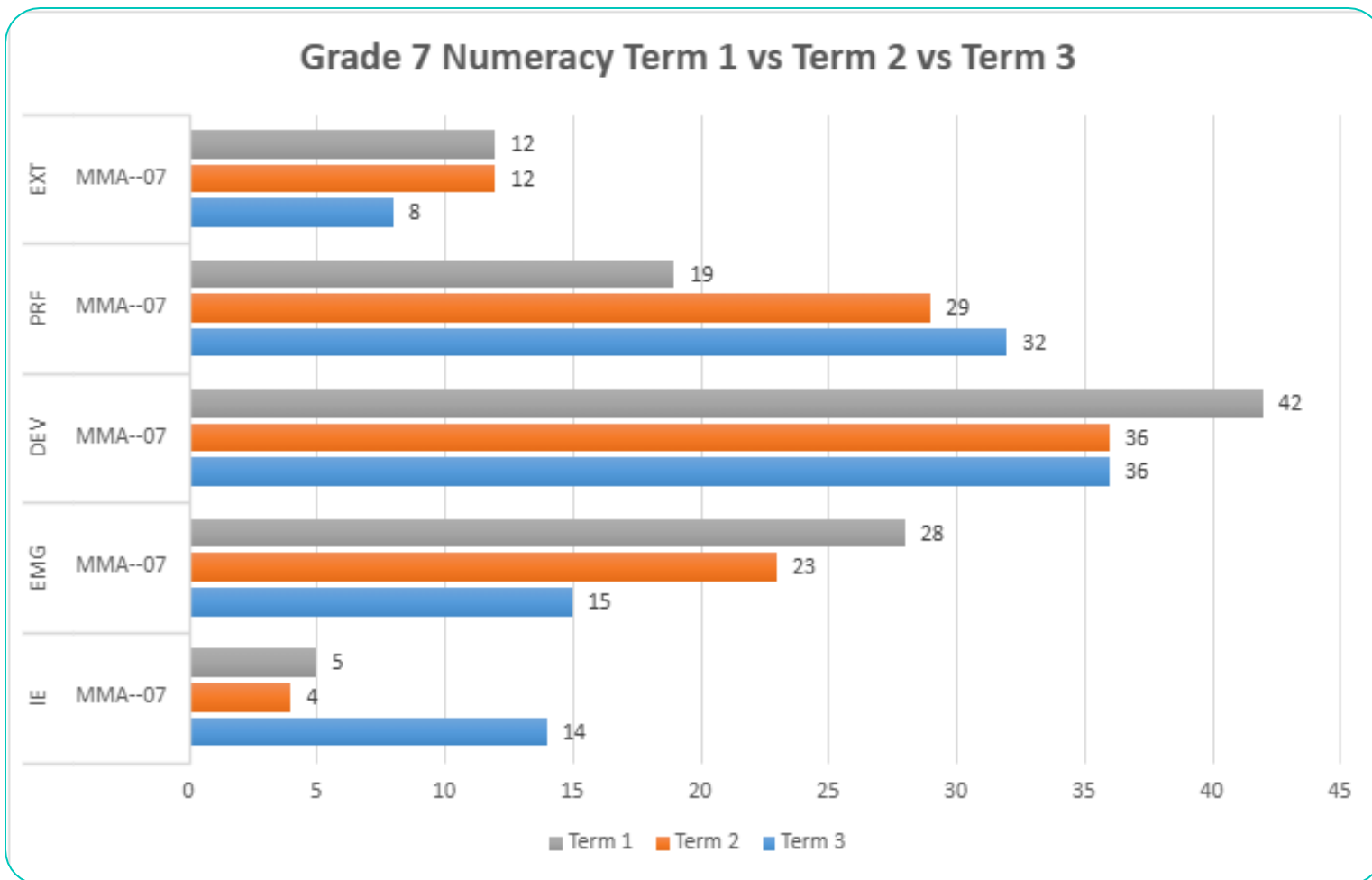
Grade 7

Numeracy

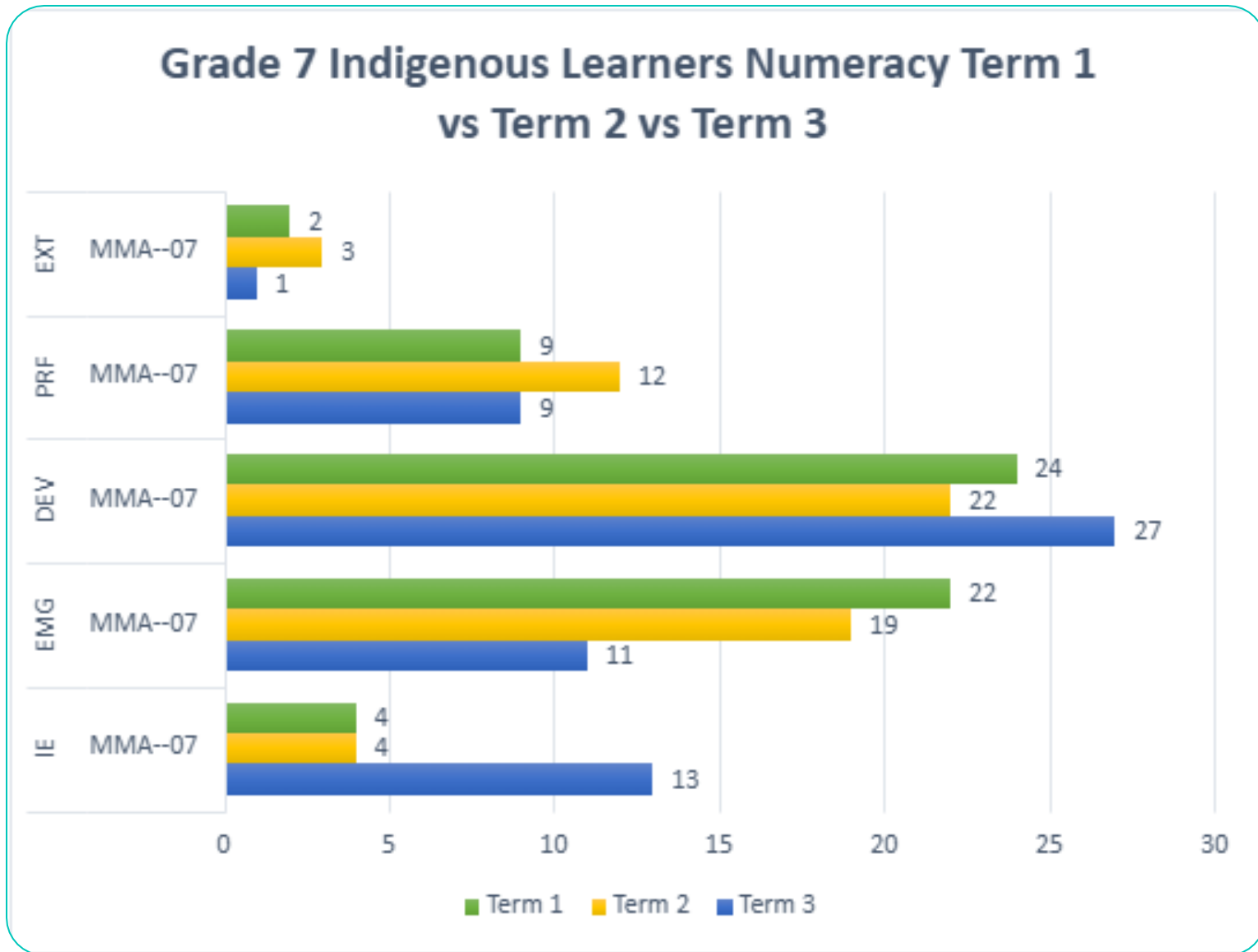
Term 1 vs

Term 2 vs

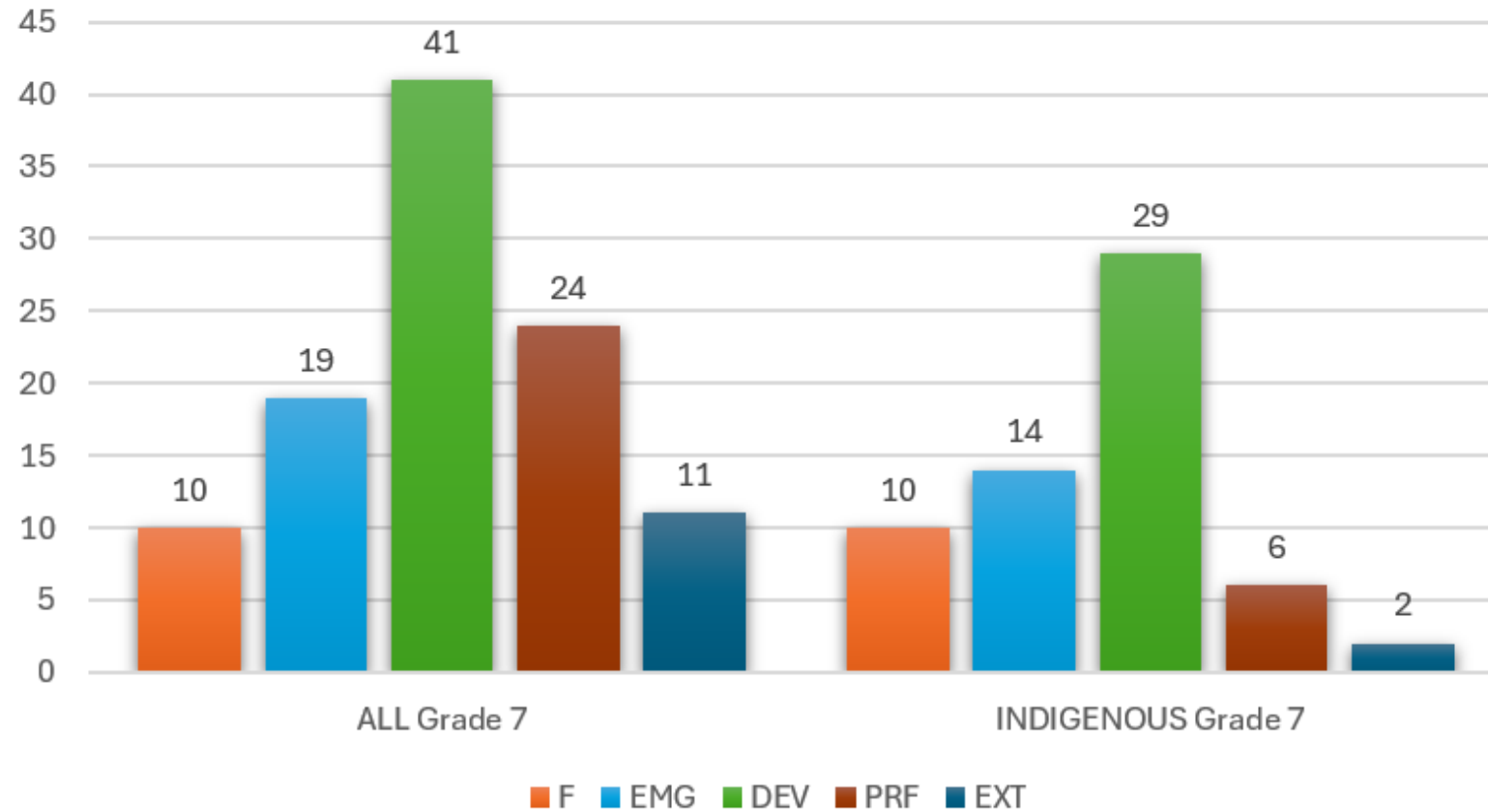
Term 3



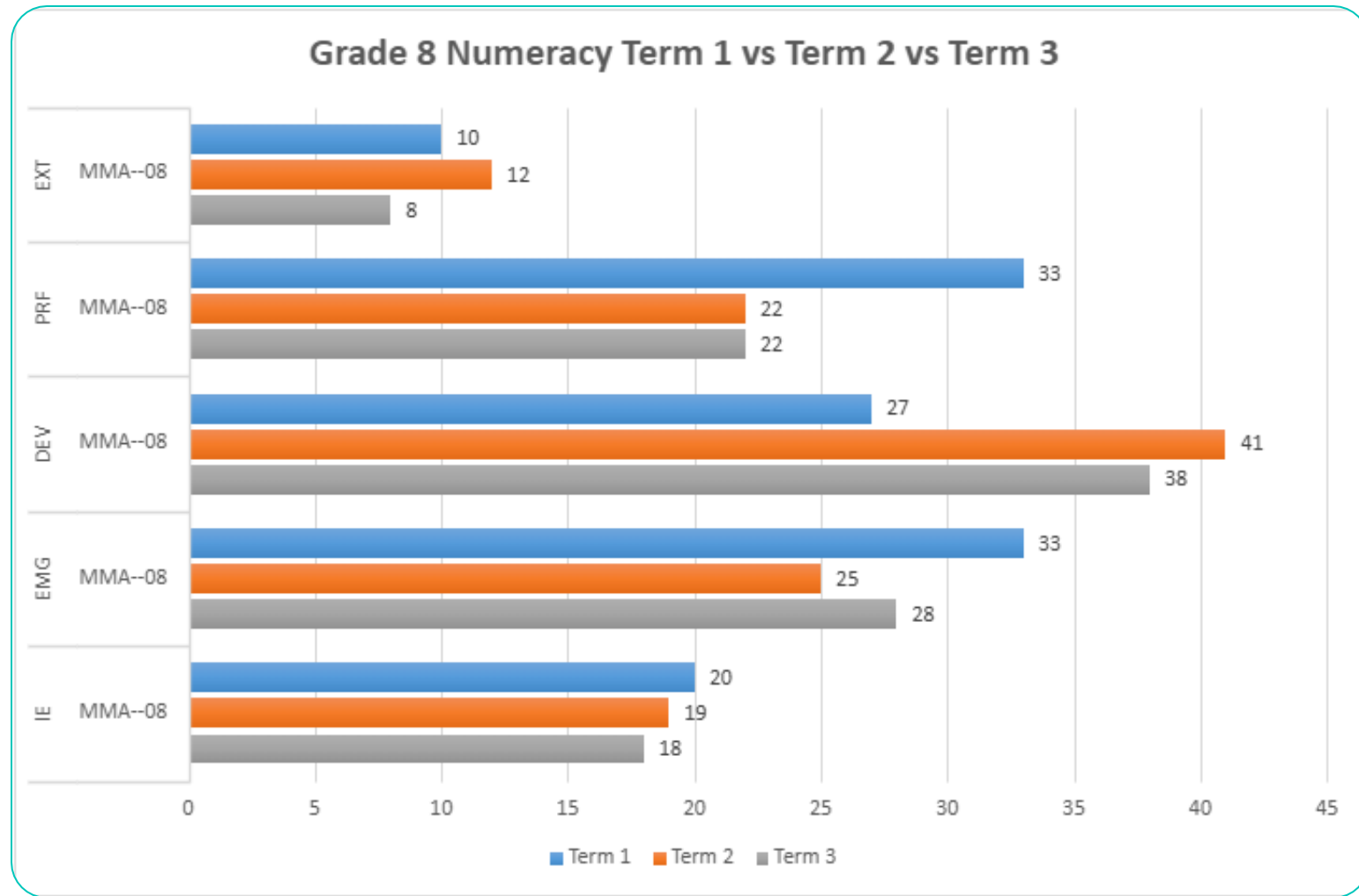
2025-2026 Grade 7 Indigenous Learners Numeracy Term 1 vs Term 2 vs Term 3



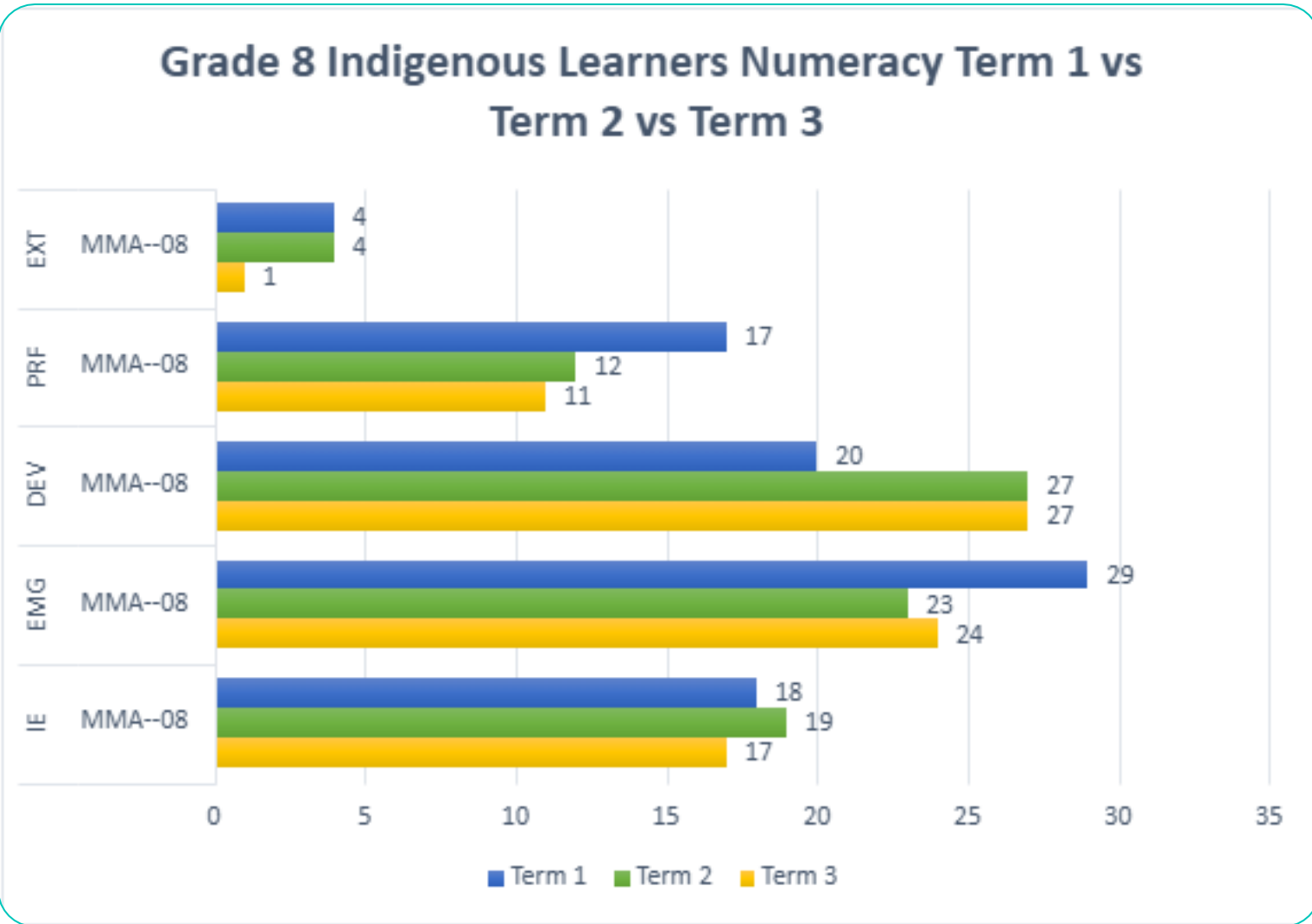
Grade 7 Numeracy Final Mark 2025-2026



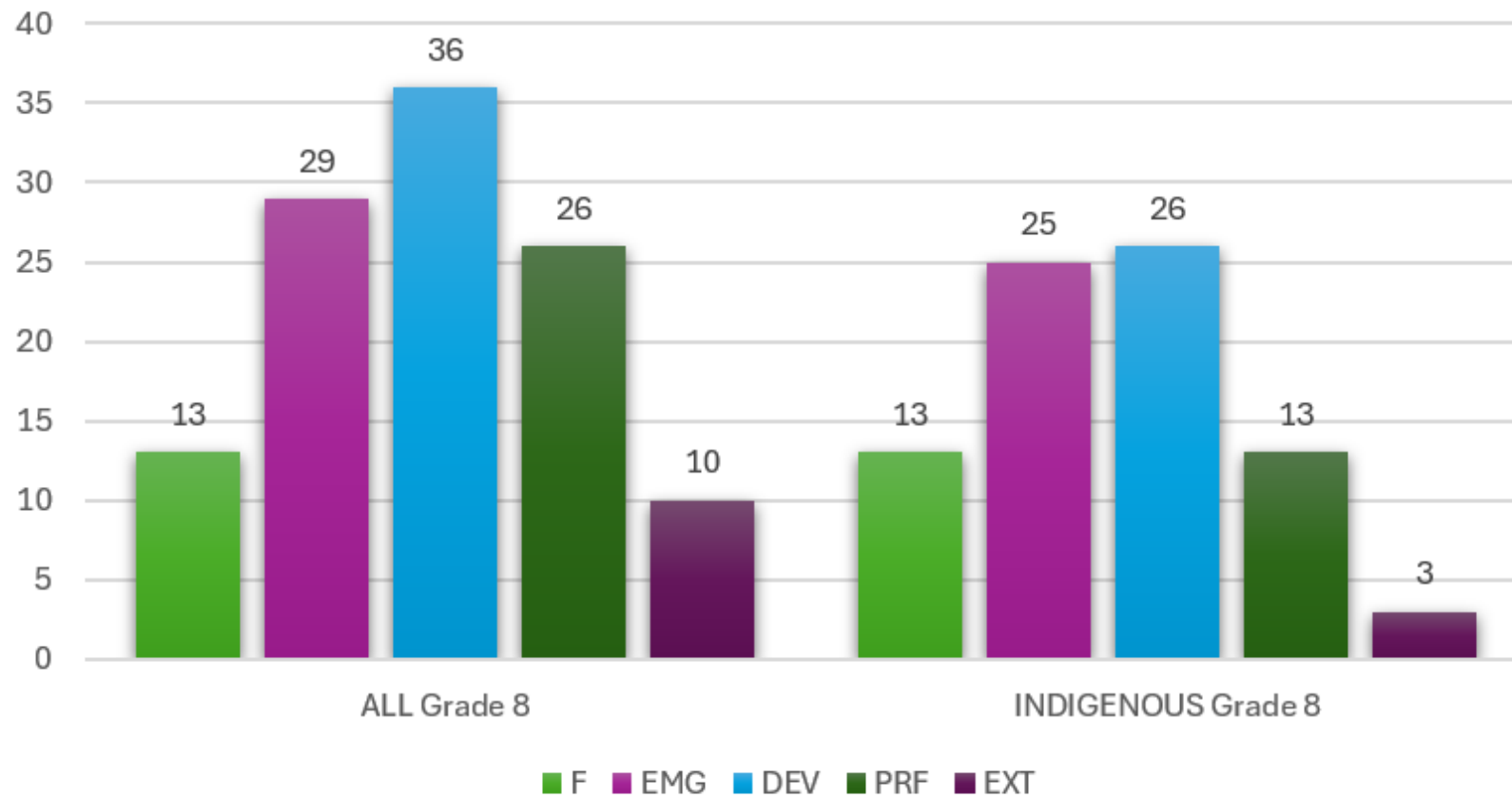
2025-2026 Grade 8 Numeracy Term 1 vs Term 2 vs Term 3



2025-2026 Grade 8 Indigenous Learners Numeracy Term 1 vs Term 2 vs Term 3



Grade 8 Numeracy Final Mark 2025-2026



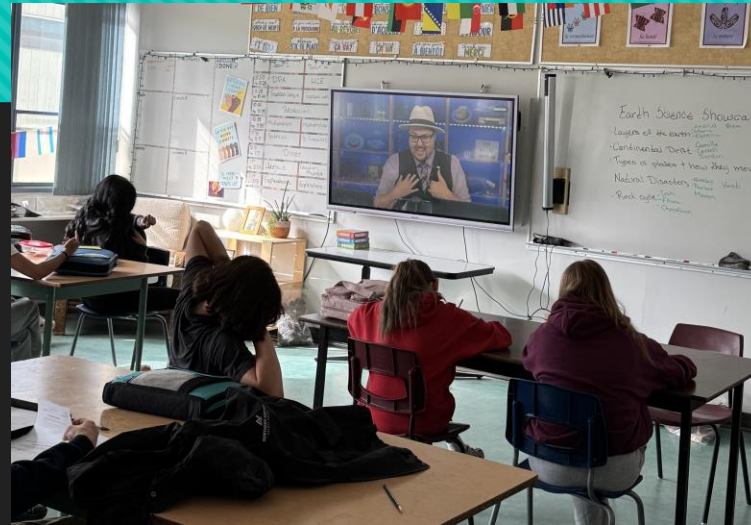
Mental Health

PRMS will focus on Mental Health by providing timely supports, responses, and safe spaces for students 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 and Safety by having students develop awareness and skills to improve their mental well-being and continue building trusting relationships. Through STORM, Capstone, Preventure, White Hatter, PLEA Workshops 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.

White Hatter and PLEA Workshops

Thank you to Victim Services



TCO²

Taking Care of Ourselves, Taking Care of Others

Interactive workshops focusing on
consent, healthy relationships, and
preventing the sexual exploitation of
children and youth

To register, contact Neely Yuda, Program Manager, at:
nyuda@plea.bc.ca | 604 362 7256



Children
of the Street

TCO² WORKSHOP OUTLINE - GRADES 6 - 8

Our highly skilled and personable presenters have a unique ability to address challenging content with students, while maintaining a fun workshop environment. They do this by using real-life examples, showing videos and engaging participants in activities and lively discussions.

TCO² workshops identify:

- what is **sexual exploitation** and how to recognize it
- healthy vs. unhealthy **relationships**
- understanding **consent**
- **self-esteem** and supporting others
- online exploitation and **sextrortion**
- **warning signs** of luring and grooming
- permanency of **intimate image sharing**
- **safety tips** and ways to **reach out for help**
- **resources** available

Our workshops are designed to build on one another as a student progresses through the school system, in addition to addressing key learning outcomes as laid out by the Ministry of Education.

This includes:

- **goal setting** and **decision making**, and
- **personal safety strategies** to avoid exploitative situations on the internet.

*Workshops are offered free of charge.
Honoraria towards our programs are
graciously accepted.

Workshops are
60 minutes



Belonging, Nutrition, Activities Data 2024-2025



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



PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

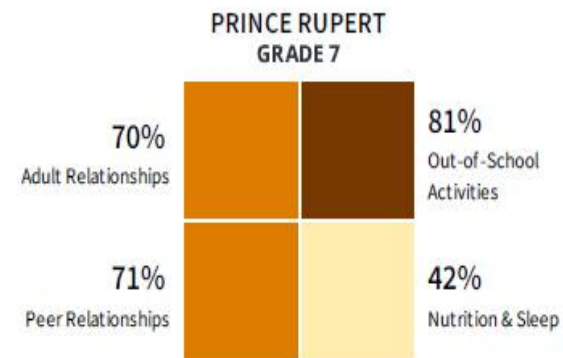
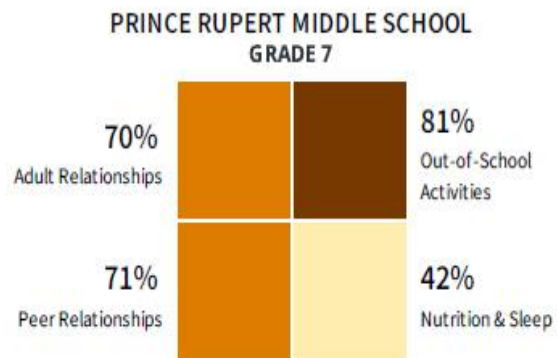


NUTRITION & SLEEP
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset



Belonging, Nutrition, Activities Data 2025-2026



ADULT RELATIONSHIPS

Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy



NUTRITION & SLEEP

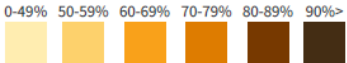
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



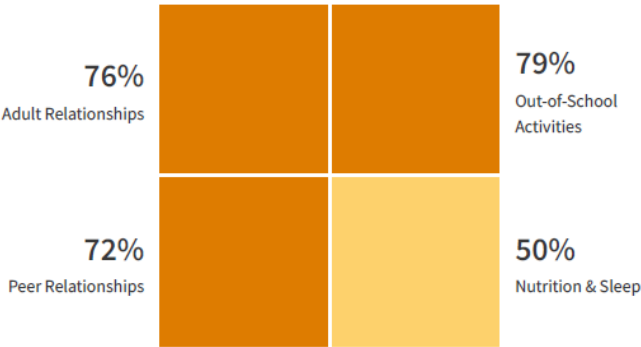
OUT-OF-SCHOOL ACTIVITIES

Organized Activities

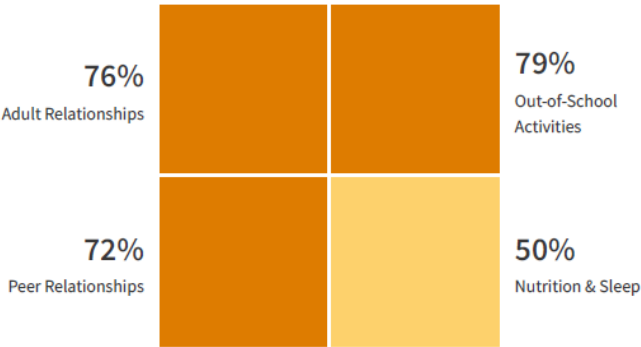
Percentage of children reporting the presence of an asset



PRINCE RUPERT MIDDLE SCHOOL
GRADE 8



PRINCE RUPERT
GRADE 8



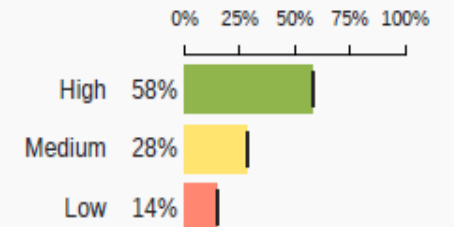
Academic, Caring School, Belonging Data 2024-2025

RESULTS FOR PRINCE RUPERT MIDDLE SCHOOL

| School District Average

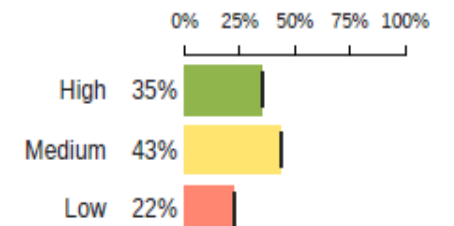
ACADEMIC SELF CONCEPT

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."



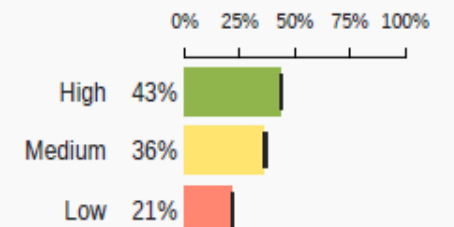
SCHOOL CLIMATE

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."



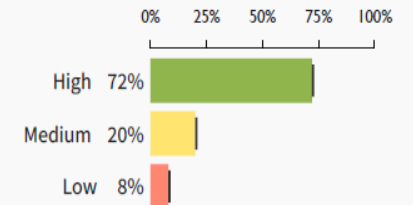
Academic, Caring School, Belonging Data 2025-2026

RESULTS FOR PRINCE RUPERT MIDDLE SCHOOL

| School District Average

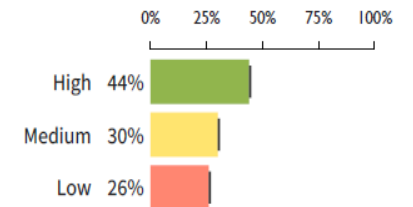
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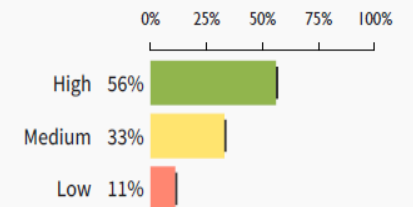
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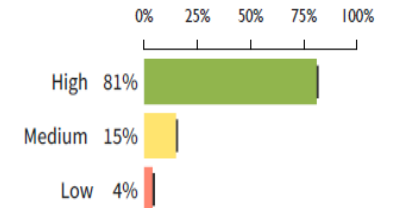


Connecting With Adults in School, Community, and Home 2025-2026

CONNECTEDNESS WITH ADULTS

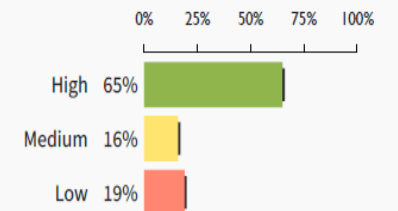
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



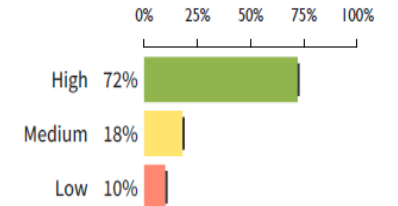
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



Next Steps for PRMS

Continued collaboration to generate parent involvement and trust at PRMS.

Literacy – Collaboration with 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 – IFRW, 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.

