



Horizon School Division No. 67

Warner School

*Combined 2017-18 to 2019-20 Education Plan and
2016-2017 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

Warner School
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Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal and Key Action Items

- **All learners leaving school are competent contributing global citizens.**
 - **Strong core instruction that develops student competencies**
 - Assessment
 - High School Redesign
 - Foundational Knowledge: First Nations, Metis, and Inuit Education (Indigenous People)
 - **Response to instruction and intervention framework to meet the needs of all students**
 - Collaborative Response
 - First Nations, Metis, and Inuit Education (Indigenous People)
 - **Student success is a collective endeavor**
 - Welcoming, Caring, Respectful, and Safe schools
 - Student Voice
 - Collaborative Partnerships

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
- Alberta's education system is inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

What makes us Warner School?

Principal's Message

Warner School serves a population of 91 students from Kindergarten to Grade 12. Students learn in a multi-age setting K through 9 and in some settings in High School classes. We believe that our students benefit from the opportunity to mentor others in an engaging, student-centered and differentiated learning environment. Our greatest assets include an amazing staff committed to strong relationships with students and doing whatever it takes to support student success. Our community continues to rally around us, supporting and partnering whenever possible.

We are in the concluding phase of a school modernization. Our main school building has been completely renovated; including our gymnasium. The student learning environment has been expanded to include a number of “flexible” learning spaces in order to provide students with the opportunity to expand and move throughout the school. The Learning Common is a space where students can collaborate and engage in deeper learning.

This year, we are a 1 to 1 school in terms of technology available to enhance learning opportunities for our students. Each student, grade 2 and up has been provided a Chromebook in order to facilitate learning opportunities. Our teachers are looking more deeply at using “Google Classroom” as a platform to share and manage a variety of activities and assignments. We feel that we are truly only at the tip of the iceberg with respect to the use of technology and its value to our students.

Our smaller population allows us to personalize learning for all of our students. Moving forward with High School Redesign has enabled us to increase the flexibility of our learners. “Independent Learning Time” (ILT) provides our students with the ability to connect with teachers outside of traditional class time. The goal is for our students to use the opportunity of ILT to enrich their learning by looking more deeply into areas of interest connected to the curriculum. This year we will build upon our advisory program to help create stronger relationships and communication between students, staff, and our families. During “Pride time” our students are grouped in a multi-grade setting with a teacher and support staff. Students remain in the same pride group throughout their academic career in Warner. We look to enrich and give back to our community through service opportunities and enhance in-school relationships as well.

We believe in become active members of our community who give back to others. Students host community events in the school such as our annual Harvest Pancake Supper, Movie in the Park, Open gym nights, etc. We also seek opportunities to provide students with experiences that help to develop empathy for others such as our annual Soup Kitchen visit.



Our Success story

Warner School is particularly proud of our Response to Intervention program at the school. We have been able to create a bridge between collaborative services available to support students and our school staff. RTI has helped us to develop a stronger understanding of creating a student-centred environment. Our teachers and support staff have embraced the time they have to talk about the needs of their students and develop action plans on how they will best support them.

High School Redesign has evolved over the last three years. We have moved from a "Flex period" that was underutilized in the first two years to a model of Independent Learning Time (ILT) where our students have increased flexibility, choice and autonomy in how they use their time. Through creative timetabling and commitment from our teaching staff, we have been able to provide our grade 6-12 students with a quiet learning space, fitness centre access, Math/Science support, Humanities support and a collaborate work environment as choices during (ILT). The result of these changes has been an increase in student engagement with (ILT) and a decrease in behaviour concerns that seemed to manifest in "Flex" previously. Adding our junior high students into (ILT) has also helped us to set expectations early so that by the time our students reach high school they are even more independent by the time they are high school aged.

"Pride Groups" are representative of a move toward an advisory system at Warner School. Staff and student data collected over the last year indicated that there were students who felt they did not have a "go-to" adult in the school. In spite of our small population we were making the necessary connections with all of our students grade 6-12. As a result, students have been assigned a Pride Group and a teacher that they are connected to for their entire academic career. Our purpose includes providing time for students/staff to establish a strong and trusting relationship, to increase communication among teachers, parents and students while also looking to provide service opportunities in the surrounding community of Warner. Our initial results have been very positive.

Literacy and Numeracy are being interwoven into multiple subject areas at all grade levels and in each subject area. For example, students in a grade 6/7 Social Studies class learned about Local Government. In order to develop a real life understanding of the outcomes related to Local Government we built a "town". Students were assigned careers with a monthly salary, paid taxes, applied 10% to savings and elected a mayor and council. They were able to make decisions based on their own economic realities. These opportunities for students are on the rise!



Combined 2016 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2017 School: 6509 Warner School



Measure Category	Measure	Warner School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.4	88.2	92.1	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	72.2	69.2	74.6	81.9	81.9	81.5	Low	Maintained	Issue
	Education Quality	93.8	88.6	93.5	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.0	6.3	4.2	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	67.4	100.0	89.0	77.9	76.5	76.1	Intermediate	Degraded	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.6	77.3	85.4	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	15.9	31.8	33.6	19.5	19.4	18.8	Intermediate	Degraded	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	90.0	73.7	80.9	83.0	82.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	20.0	5.3	9.2	22.2	21.2	21.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	56.2	76.9	65.9	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	72.7	78.6	78.6	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.7	67.1	51.8	57.9	59.4	59.3	Low	Maintained	Issue
	Work Preparation	94.1	66.5	84.9	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	90.0	78.9	86.4	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.8	74.5	85.2	81.2	80.9	80.7	Very High	Improved	Excellent
Continuous Improvement	School Improvement	85.5	67.3	83.4	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT and Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Provincial Achievement and Diploma Examinations. The weights are the number of students writing the Examination for each course.
4. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
5. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
8. Data values have been suppressed where the number students is less than 6. Suppression is marked with an asterisk (*).

TARGETED AREAS FOR IMPROVEMENT IN 2017-2018

Performance Area	Current Result	Target (2017-18)
PAT Excellence	15.9%	20%

Strategies:

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

Performance Area	Current Result	Target (2017-18)
Program of Studies	72.2%	80%

Strategies:

- Connect with post-secondary institutions in the area to determine opportunities for students to gain experience in areas connect to potential schooling opportunities.
- Connect with community members and surrounding communities to establish partnerships that will provide students with “hands-on” learning opportunities that link to the world of work
- Continue to offer “Job Shadows” and preparation opportunities for students to learn about potential career paths
- Continue to provide access to our Career Counsellor who assists students in selecting post-secondary options, career choices, preparation of resumes and for job interviews, etc.
- Increase opportunities for students to be leaders in the learning process (Creativity/Assessment)
- Increase CTF and CTS choices for students in order to unlock potential career aspirations

Performance Area	Current Result	Target (2017-18)
High School Completion	67.4%	100%

Strategies:

- Regular meetings with Career Counsellor/Principal in order to ensure academic planning is sound and students are on track for graduation and where applicable, entrance into post-secondary institutions
- Continue with Response to Intervention meetings where action plans are developed and executed effectively to support students through their strengths
- Regular communication with parents in order to develop an effective partnership to support students through graduation
- Build strong relationships with students through avenues such as athletics and the arts in order to inspire at risk students to continue with the pursuit of their education
- Provide professional development opportunities for teachers so they are able to meet the needs of an increasingly diverse student body
- Increase engagement levels for students at school

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- Develop a school improvement plan that supports engagement and assessment practices that are student-centred
- Collaborate with Lomond Community School in order to create partnerships for teachers of like grade levels during the 2017-2018 school year.
- Budget expenditures of up to \$5000 to support moving towards our school improvement plan goals

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong core instruction that develops student competencies

High School Redesign

Foundational Principals we are working on:
Flexible Learning Environments
Assessment
Mastery Learning

Strategies

- Develop a professional development plan for teaching staff that supports assessment.
- Provide opportunities for teachers to collaborate with other teachers from schools with similar goals regarding assessment practice.
- Continue to offer options of choice for students in how they show their learning.
Bring greater awareness to students regarding the school-wide assessment policy.
- Provide release time for staff to engage in professional learning connected to assessment
- Collaborate with Lomond School in order to build partnerships between teachers of like grade levels

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- \$5000 budget connected to release time and professional development opportunities that support High School redesign. (School visits, etc.)

1. Increase student engagement and achievement

Strategies:

- Explore Project-based learning opportunities for students
- Develop cross-curricular learning opportunities at the Jr./Sr. High level
- Integrating CTF/CTS into core subject learning
- Continue to utilize technology to support innovative learning
- Survey students about engagement to establish a baseline
- PBL - PD (research and send staff member(s) to PBL conference)
- Establish a PLC (collaboration with another teacher(s)) with monthly opportunities to collaborate
- Utilize "Slack app" as a means of sharing creative/engaging opportunities for students
- Create opportunities for teachers to develop comfort with technology through Google/Apple (Explore google classroom/forms/etc)

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- \$5000 budget connected to release time and professional development opportunities that support collaboration and project development between teachers
- Use of CIF funds (4 paid sub days for all teachers) in order to connect with learning coaches and other teachers.

Key Action 2 – Response to instruction and intervention framework to meet the needs of all students

Provincial Desired Outcome for FNMI – The achievement gap between First Nations, Metis, and Inuit students and all other Students is eliminated.

Strategies

- Shift the focus from talking about our students to acting on their learning needs during Response to Intervention meetings.
- Access Literacy and Assessment coaches to collaborate with teachers during RTI meetings throughout the school year.

- Utilize CIF grant funds to provide teachers with release time to collaborate with others in order to develop teacher practice and efficacy.
- Connect with FNMI liaison: Lisa Sowinsky in order to help bridge the knowledge and experience gap related to the treatment of Indigenous peoples in Canada.
- Expose students to activities such as “The Blanket Exercise in order to increase understanding of Indigenous people’s history in Canada.
- Participate in “Orange Shirt Day” and provide educational opportunities connected to learning about Residential Schools.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- Budget of \$1000 earmarked for FNMI learning activities such as “Blanket Exercise” in order to build understanding and empathy

Key Action 3 – Student success is a collective endeavour

1. Define, develop, and implement a school-wide outcomes-based formative assessment plan.

Strategies:

- Provide students with opportunities to choose how they show their learning.
- Explore outcome mapping in Jr./Sr. High through PLC groups.
- Connect with Assessment Coaches
- Explore Schools that are using Outcomes-based assessment at the High School. Bring in a speaker who has done this.
- Invite Alberta Assessment Consortia to establish a baseline of formative Assessment for staff.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- Use of CIF funds (4 paid sub days for all teachers) in order to connect with learning coaches and other teachers.
- Budget of \$5000 from school budget committed to provide additional release time for teachers in order to collaborate with other teachers from the same grade level in order to develop outcomes-based assessment opportunities for students
- Consider providing supportive funding to additional Professional Development out of the \$5000 budget for release time.