



# *Horizon School Division No. 67*

## *Warner School*

*Combined 2018-19 to 2020-21 Education Plan and  
2017-2018 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 instruction that develops competencies**
  - Literacy
  - Foundational Knowledge: First Nations, Metis, and Inuit Education
  - Assessment
- **Response to intervention to meet the needs of all students**
  - Collaborative Response Model
  - FNMI (Indigenous People)

### **Alberta Education Key Action Items (Desired Outcomes)**

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

***What makes us "insert name" School***

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## Principal's Message

Warner School serves a population of 98 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, positive 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 have just completed a full 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. We build community through our Pride Assemblies where we recognize students for excellence and celebrate our accomplishments. 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.



Warner School is particularly proud of our Collaborative Response Model at the school. We have been able to create a bridge between collaborative services available to support students and our school staff. CRM 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

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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 four 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, Math/Science support, Humanities support and a collaborative 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.

This year we have also formalized our Leveled Literacy Intervention to support Junior and Senior high-aged students. All teachers in the school have been trained in LLI and are delivering the program to students who require literacy interventions. We are very excited about the potential of making a significant difference in our student literacy levels. At the elementary level we have transitioned to a common practice that follows the recently developed Literacy Framework. We believe that we can develop literacy for all of our students and, over time, reduce the need for intervention.

We are extremely proud of the restoration of a strong athletics program at Warner School. Our students enjoy the opportunity to participate in basketball, volleyball, archery, curling, badminton and track and field. For years there was an absence of basketball and volleyball. Through a collaborative partnership between Warner and Erle Rivers High School we have been able to restore team sports through joint efforts. As an example, the senior boys’ basketball team is comprised of players from both Warner and Milk River. Our students appreciate the opportunity to play at a competitive level.

## Combined 2018 Accountability Pillar Overall Summary

### Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2018 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	<a href="#">Safe and Caring</a>	86.4	92.4	91.0	89.0	89.5	89.4	High	Maintained	Good
	<a href="#">Program of Studies</a>	63.1	72.2	72.8	81.8	81.9	81.7	Very Low	Declined	Concern
Student Learning Opportunities	<a href="#">Education Quality</a>	94.8	93.8	92.8	90.0	90.1	89.9	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	4.4	0.0	2.8	2.3	3.0	3.3	Intermediate	Maintained	Acceptable
	<a href="#">High School Completion Rate (3 yr)</a>	87.5	67.4	87.1	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	69.6	82.6	84.1	73.6	73.4	73.3	Low	Maintained	Issue
	<a href="#">PAT: Excellence</a>	5.4	15.9	25.5	19.9	19.5	19.2	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	*	90.0	81.2	83.7	83.0	83.0	*	*	*
	<a href="#">Diploma: Excellence</a>	*	20.0	10.6	24.2	22.2	21.7	*	*	*
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	75.0	56.2	69.4	55.7	54.9	54.7	Very High	Maintained	Excellent
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	83.3	72.7	75.6	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	56.3	45.7	56.7	58.7	57.9	59.0	High	Maintained	Good
	<a href="#">Work Preparation</a>	66.7	94.1	84.2	82.4	82.7	82.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	80.3	90.0	86.1	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	<a href="#">Parental Involvement</a>	87.4	96.8	86.5	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	88.3	85.5	81.5	80.3	81.4	80.7	Very High	Improved	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/TTFM (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 2018-2019

Performance Area	Current Result	Target (2018-19)
PAT Acceptable	69.6%	100%

**Strategies:**

- Review of previous year's results in reading comprehension and writing in order to determine areas to target for specific growth.
- Connect as Language Arts teachers in the school: Justin Korol/Karma McMurray/ Laurie Hierath/Stefanie Roffey
- Use time in our Collaborative Response meetings to discuss writing and reading goals for specific students.
- Understand the context of our school. We see a fluctuation in this area regularly. Our results are skewed do to generally fewer than 8 students writing the PAT.

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

- Provide release time for teachers to connect with other teachers who have demonstrated consistent levels of performance on PAT
- Access support from other schools on developing a strategic plan to strengthen writing skills in our students.

Performance Area	Current Result	Target (2018-19)
PAT Excellence	5.6%	25%

**Strategies:**

- Review of previous year's results in reading comprehension and writing in order to determine areas to target for specific growth.
- Connect as Language Arts teachers in the school: Justin Korol/Karma McMurray/ Laurie Hierath/Stefanie Roffey
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- Provide release time for teachers to connect with other teachers who have demonstrated consistent levels of performance on PAT
- Access support from other schools on developing a strategic plan to strengthen writing skills in our students.

Performance Area	Current Result	Target (2018-19)
Program of Studies	63.1%	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
- Provide opportunities for students to access supports through "Career Transitions"
- 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.
- Access reserve dollars (\$7000) to hire a music specialist to enhance music instruction and opportunities for students in the school
- Form an Art club where students have a choice in terms of the medium for showcasing their passions.
- Offer French as a Second language instruction at the grade 345 level (45 minutes per week)
- Offer a guitar option for junior high students
- 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

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## SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

### Key Action 1 – Strong instruction that develops 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. (TLC groups)
- 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 Assessment Coach to build capacity in staff
- Continue to support teachers as they develop differentiated opportunities for high school students to work at their own pace while receiving excellent guidance and support from their teachers.

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

- Use of CIF time to help with Professional Development in the area of Assessment.

### Key Action 2 – Response to intervention to meet the needs of all students

#### Provincial Desired Outcome for FNMI – supporting First Nations, Metis, and Inuit students success.

#### Strategies

- Shift the focus from talking about our students to acting on their learning needs during Collaborative Response meetings.
- Access Literacy and Assessment coaches to collaborate with teachers during CRM 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.
- Participate in “Orange Shirt Day” and provide educational opportunities connected to learning about Residential Schools.
- Territorial Acknowledgement at major school events.

#### School Improvement Goal: Improve literacy and numeracy levels for all students.

#### Strategies

- Implement Leveled literacy intervention for students below grade level.
- Develop a consistent framework for Early Literacy Intervention that can be applied by all teachers of literacy.
- Coordinate and develop Leveled Literacy Intervention framework for students grades 6-9 who are reading below grade level.
- Develop targeted sight word lists to support literacy development and intervention.

#### School Improvement Goal: Implement best practices connected to assessment throughout the school.

#### Strategies

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- Provide students with opportunities to choose how they show their learning.
  - Establish Cross Curricular Project Based Learning PLC.
  - Experiment with the use of “Go Formative”.
  - Incorporate current assessment practices connected to literacy.
  - Utilize CC Pensieve app to track individual students with respect to Daily 5 framework.
  - Utilize electronic portfolios to gather assessment data for students.
  - Tools For Teaching Conceptual Understanding: Julie Stern (CGRASPS)
  - Work with Assessment Coach to develop assessment efficacy.