

Horizon School Division No. 67



Warner School

*Combined 2019-20 to 2021-22 Education Plan and
2018-2019 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 an inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal

- **All learners leaving school are competent contributing global citizens.**

Aligns with Provincial Desired Outcomes:

- Alberta's students are successful
- The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
- 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 104 students from Pre-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 recently 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. Our students have been provided a Chromebook in order to facilitate learning opportunities. Our teachers are using “Google Classroom” as a platform to share and manage a variety of activities and assignments. We feel very fortunate 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.

We are extremely proud to host a strong athletics program at Warner School. Our students enjoy the opportunity to participate in basketball, volleyball, archery, curling, badminton and track and field. 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 junior girls’ volleyball team is comprised of players from both Warner and Milk River. Our students appreciate the opportunity to play at a competitive level.

Our Success story

Last year, we undertook the sizeable project of formalizing 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 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.

Warner students are able to work across grade levels to celebrate and promote their learning. At the high school level, students work toward meeting graduation requirements through a blended program of in-class, online, and off-site programming. Several work with Alberta Agriculture via the GREEN program to further their knowledge of agricultural practices. Core subjects are offered in traditional classroom settings, and our staff is very active in pursuing Professional Development opportunities to stay current of best teaching practices.



Accountability Pillar Overall Summary
3-Year Plan - May 2019
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	88.4	86.4	89.0	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	63.1	63.1	68.2	82.2	81.8	81.9	Very Low	Maintained	Concern
	Education Quality	94.5	4.8	92.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	4.4	3.6	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	43.8	87.5	85.0	79.1	78.0	77.5	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.3	69.6	76.5	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	19.2	5.4	17.7	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	90.0	81.2	83.7	83.0	83.0	*	*	*
	Diploma: Excellence	*	20.0	10.6	24.2	22.2	21.7	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	43.8	75.0	69.4	56.3	55.7	55.1	Low	Declined	Issue
	Rutherford Eligibility Rate	*	83.3	78.2	64.8	63.4	62.2	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	59.2	56.3	56.4	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	70.0	66.7	75.8	83.0	82.4	82.6	Low	Maintained	Issue
	Citizenship	81.9	80.3	83.1	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.1	87.4	86.2	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	89.2	88.3	80.4	81.0	80.3	81.0	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available. 3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data. 9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event. 10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

TARGETED AREAS FOR IMPROVEMENT IN 2019-2020		
Performance Area	Current Result	Target (2019-20)
Program of Studies	63.1%	67.5%
<p>Comment on Results: This number is a reasonable representation. Warner School offers a number courses via ADLC – Alberta Distance Learning Centre – as we do not offer in-person instruction for all subjects.</p>		
<p>Strategies: We were able to hire a 0.2 FTE to offer dedicated Music and Art in grades K-5. This valuable position is an efficient way to help meet community needs.</p>		
<p>Budget Allocation: \$1000 for Music/Art supplies and fixtures.</p>		
Performance Area	Current Result	Target (2019-20)
Work Preparation	70%	75%
<p>Comment on Results: We are able to have weekly visits by a career specialist. This can be promoted more strongly to our stakeholders.</p>		
<p>Strategies: Promote our Work Experience capabilities. Shift CALM class to an in-person, scheduled by semester course that will be instructed in-house. Join experiential learning week offerings from Division. We have community members come in to instruct students in the area of textiles.</p>		
<p>Budget Allocation: Schedule shift to free up a teacher for CALM. Substitute costs for experiential coverage.</p>		
Performance Area	Current Result	Target (2019-20)
PAT – Acceptable	67.3%	80%
<p>Comment on Results: The small sample size does impact this result, and it will increase with strategies for off-year students to gain study time, primarily via Independent Learning Time.</p>		
<p>Strategies: Continue to attempt teaching strategies that strengthen engagement and relationships between staff and students.</p>		
<p>Budget Allocation: None required at this time.</p>		

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Core Goal - All learners will finish school able to be contributing global citizens who possess the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit

Key Action 1 - Success for each student through strong core instruction that develops student competencies (Ministerial Order #001/2013)

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
New technological items – Rocketbook beacons, MakeyMakey, OzBot, CodingMice, DIY Online to enhance engagement.	All year	All teachers	\$2000
New timetable strategies to target our high school students with fewer academic tendencies.	All year	Mr Pritchard, Mr Wenzel, Mr Korol	NIL

Key Action 2 - Employing our teaching and learning Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency.

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Each month, a short Thursday opens a time to collaborate and discuss emerging needs of our students. Staff training on Dossier occurs at the beginning of the year.	Set 26, Oct 10, Nov 7, Dec 12, Jan 23, March 5, April 9, May 14.	All staff.	Time is the primary resource.

Key Action 3 - Engaging all stakeholders as student success is everyone's business.

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
We are heavily promoting online presence, using the new website and our PAC group to spread awareness.	All year.	Mr Pritchard, Mrs Trockstad, PAC	NIL – time resources, not monetary

High School Redesign

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Flexible learning with enhanced student engagement due to relationship strengthening. Ensuring that new hires put student learning through positive interactions at the forefront of their nature and philosophy. Current staff is expected to place a high value on relationship building.	All year.	All staff.	Time resource

Support Staff Professional Learning (12 hrs discretionary)

Trista Lindsay – food services course.
 LauraMarie – LLI support
 Nola Nagy – LLI support