



Horizon School Division No. 67

Warner School

*Combined 2020-21 to 2022-23 Education Plan and
2019-2020 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 114 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

All teachers in the school have been trained in Leveled Literacy Intervention and are delivering the program to students who require literacy support. We are very excited about making a significant difference in our student literacy levels. 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 2020
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	86.7	88.4	89.1	89.4	89.0	89.2	High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	71.9	63.1	66.1	82.4	82.2	82.0	Low	Maintained	Issue
	Education Quality	88.7	94.5	94.4	90.3	90.2	90.1	High	Declined	Acceptable
	Drop Out Rate	0.0	0.0	1.5	2.7	2.6	2.7	Very High	n/a	
	High School Completion Rate (3 yr)	*	43.8	66.2	79.7	79.1	78.4	*	*	**
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.3	69.6	76.5	73.8	73.6	73.3	Low	Maintained	Issue
	PAT: Excellence	19.2	5.4	17.7	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	81.2	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	*	12.6	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	*	43.8	58.3	56.4	56.3	55.6	*	*	*
	Rutherford Eligibility Rate	*	*	78.0	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	37.1	59.2	53.7	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	61.5	70.0	76.9	84.1	83.0	82.7	Very Low	Declined	Concern
	Citizenship	73.8	81.9	84.1	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	75.4	78.1	87.4	81.8	81.3	81.2	Intermediate	Declined	Issue
Continuous Improvement	School Improvement	86.3	89.2	87.7	81.5	81.0	80.9	Very High	Maintained	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 2020-2021		
Performance Area	Current Result	Target (2020-21)
Program of Studies	71.9%	80%
<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. We will share option course offerings with parents; not just students.</p>		
<p>Budget Allocation: \$1000 for Music/Art supplies and fixtures.</p>		
Performance Area	Current Result	Target (2020-21)
Work Preparation	61.5%	75%
<p>Comment on Results: Despite more students enrolled in Work Experience and GREEN programs, Warner School saw a decline in reported results.</p>		
<p>Strategies: Promote our Work Experience capabilities. Continue to offer CALM as an in-person class. Continue to take advantage of career exploration days and experiential learning week.</p>		
<p>Budget Allocation: Schedule shift to free up a teacher for CALM. Substitute costs for experiential coverage.</p>		
Performance Area	Current Result	Target (2020-21)
Parental Involvement	75.4%	80%
<p>Comment on Results: The small sample size does impact this result, but it is a fair assessment. Parents can be better informed of the daily operations of Warner School.</p>		
<p>Strategies: Continue to report planning and course/activity offerings to parents. Communicate the need for more parental participation on Parent Council.</p>		
<p>Budget Allocation: None required at this time.</p>		
Performance Area	Current Result	Target (2020-21)
Citizenship	73.8%	83.5
<p>Comment on Results: Junior High age group appears to be the area where improvement can be most realized. There is an indication that school to community results are quite different - communication</p>		
<p>Strategies: Explore what is possible during Covid regulations. Involve students and parents in discussion and selection of activities. Promote activities online – Village Newsletter included. More classroom focus on citizenship and what good citizens do for their school and community. Senior program w/seniors. Community Art.</p>		
<p>Budget Allocation: \$750 – to purchase art, book publishing supplies, etc.</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 and support those high school students who possess 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
Short Thursdays open a time to collaborate and discuss emerging needs of our students. Staff training on Dossier occurs at the beginning of the year.	Sept 24, Oct 22, Jan 28, March 18, April 22, May 20	All staff.	Time

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