

# Warner School



## **vision** *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

## **mission** *(our approach to reaching*

*our desired future)*

engaging and empowering all learners

*horizon is a learning community that*

## **values**

continual improvement;  
inclusion and respecting diversity;  
fostering effective relationships;  
welcoming, caring, respectful, and safe  
learning environments;  
collaboration; and accountability

2020-  
2024

# *Principal's message*

Warner School serves a population of 118 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 a collegial, student-centered and differentiated learning environment. Our greatest assets include an amazing staff committed to strong, positive relationships with students to help them achieve personal success. Our community sees the value of a strong, local school, and it 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. The student learning environment includes a number of flexible learning spaces in order to provide students with the opportunity to engage in their studies throughout the school. The Learning Common is a space where students can collaborate and scaffold their learning.

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 primary platform to share and manage a variety of activities and assignments. We also have a classroom set of iPads, and a desktop computer lab with 3D printers. 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 our students. Moving forward with High School Redesign 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. During ILT our students are grouped in a multi-grade setting with a teacher and support staff.

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. Our community is proud to compete at a high level.

Thank all of you for the tremendous way in which you have handled Covid this past year, and how well you have handled protocols within the school environment. Thank you for meeting every challenge with professionalism and decorum.

- Mrs Cronkhite

# our strategic priorities

- Quality teaching and optimum learning
- Response to intervention
- Preparing students for future grade levels and beyond

## quality teaching and optimum learning

| Domain   | Provincial Measures   | Horizon Measures  | School Strategies  |
|--|---|---|--|
| <b>Student Growth &amp; Achievement</b><br>Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners. | <ul style="list-style-type: none"> <li>● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)               <ul style="list-style-type: none"> <li>○ Overall and specific course results for all students</li> <li>○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.               <ul style="list-style-type: none"> <li>○ Overall and specific course results for all students</li> <li>○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>● Teacher, parent, and student agreement that students model</li> </ul> | <ul style="list-style-type: none"> <li>● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment</li> <li>● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <b>81%</b> <ul style="list-style-type: none"> <li>○ Overall and results for parents, and students</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Literacy               <ul style="list-style-type: none"> <li>○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.</li> <li>○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> </ul> </li> </ul> |
|  |   | <ul style="list-style-type: none"> <li>● Parent satisfaction that their children are able to do math at the level that is expected of them at school. <b>85%</b></li> </ul>   | <ul style="list-style-type: none"> <li>● Budget Allocation - \$2000 (2021-22)</li> </ul>   |
|  |   | <ul style="list-style-type: none"> <li>● Numeracy               <ul style="list-style-type: none"> <li>○ Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations.</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>● Budget Allocation - \$2000 (2021-22)</li> </ul>   |

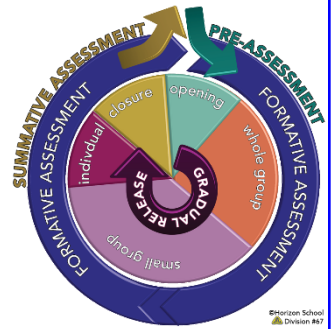
the characteristics of active citizenship.  
 o Overall and results for teachers, parents, and students

- A measure of student engagement in their learning at school

- Teacher, parent, and student agreement that children will be prepared for the next grade level
- o Overall and results for teachers, parents, and students 73%

- Curriculum Achievement

**HORIZON INSTRUCTIONAL MODELS**



- o High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.
- o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
- Assessment
  - o Build on key assessment principles to increase teacher conceptual understanding of assessment.

**Teaching & Leading** refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.

- Teacher, parent, and student satisfaction with the overall quality of basic education.
  - o Overall and results for teachers, parents, and students.

- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
  - o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning
    - Overall and results for teachers, parents, and students 92%
  - o Teacher, parent, and student belief that children find school interesting
    - Overall and results for teachers, parents, and students 84%
  - o Percent of students who are motivated to do their best at school 89%
  - o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school
    - Overall and results for parents, and students

- Learning
  - o Provide embedded time outside of core instruction hours for students to meet with teachers to better complete assignments, prepare for assessments, and discuss topics and concepts.

- o Percent of parents who feel the school keeps them informed about their child's progress and achievement 92%
- o Percent of parents who are satisfied with the communication they receive from their child's school 100%

- Communication
  - o Combination of telephone, e-messaging, in-person conversation, mail outs to communicate academic achievement and concerns.
  - o Focus on communication outside of the report card process.



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|  |  |  | <ul style="list-style-type: none"> <li>● Budget Allocation - time, rather than funding</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>○ Percent of staff who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice <b>100%</b></li> <li>○ Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school <b>86%</b></li> <li>○ Percentage of staff satisfied with the professional development opportunities provided by the school and division <b>94%</b></li> <li>○ Executive summary of Joint Horizon/ATA PD activities</li> </ul> | <ul style="list-style-type: none"> <li>● Continual improvement <ul style="list-style-type: none"> <li>○ see School PD plans</li> </ul> </li> <li>● Budget Allocation - timetable support</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) <b>75%</b></li> <li>○ Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. <b>94%</b></li> </ul>  | <ul style="list-style-type: none"> <li>● Inclusion and respecting diversity <ul style="list-style-type: none"> <li>○ Acquire literature to support student awareness and knowledge.</li> </ul> </li> <li>● Budget Allocation \$2000 (2022-2023)</li> </ul> |

## response to intervention

| Domain  | Provincial Measures  | Horizon Measures  | School Strategies   |
|---|--|---|---|
| <p><b>Learning Supports</b> refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p> | <ul style="list-style-type: none"> <li>● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students.</li> </ul> </li> <li>● A measure assessing that students feel like they belong and are supported to be successful in their learning.</li> <li>● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner</li> </ul> | <ul style="list-style-type: none"> <li>● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> <li>○ Teacher, parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and student <b>89%</b></li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> <li>○ Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.</li> <li>○ Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning.</li> <li>○ Source and acquire books at all reading levels to support student awareness, knowledge, respect, and curiosity of FNMI culture, historic and current issues, and traditions.</li> <li>○ Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity).</li> <li>○ Examine current data and create strategies for schools to</li> </ul> </li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>maximize the success of FNMI students</p> <ul style="list-style-type: none"> <li>o Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way</li> <li>o Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>● Budget Allocation - \$3000 (2020-21)</li> </ul>   |   |
| <p><b>Governance</b><br/>Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p> | <ul style="list-style-type: none"> <li>● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> <li>o Overall and results for teachers and parents</li> </ul> </li> <li>● Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %).</li> </ul> | <ul style="list-style-type: none"> <li>● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> <li>o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and student <b>86%</b></li> </ul> </li> <li>o Percent of staff who feel the school's collaborative response meetings are effective</li> <li>o Percent of students reaching age-appropriate developmental milestones</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Collaborative Response <ul style="list-style-type: none"> <li>o Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</li> <li>o Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.</li> </ul> </li> <li>● Early Learning <ul style="list-style-type: none"> <li>o Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</li> </ul> </li> </ul> |
|  |  | <ul style="list-style-type: none"> <li>● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> <li>o Percent of staff who feel the school is cohesive and supportive of one another</li> <li>o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>● Stakeholder engagement <ul style="list-style-type: none"> <li>o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.</li> <li>o Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services.</li> </ul> </li> </ul>   |

# preparation for future grade levels and beyond

| School Measures   |  | School Strategies  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Parent, and student agreement that students have a plan for life beyond high school                             <ul style="list-style-type: none"> <li>Overall and results for parents 70% and students 75%</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Life plan                             <ul style="list-style-type: none"> <li>4 years</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>More open communication of career counselor role, opportunities for students, and course offerings</li> </ul> | Warner teaching staff will utilise MyPass more consistently and openly with high school students. We will continue to lobby Horizon School Division for teaching support (increased FTE) in grades 6-12. |
|   | <ul style="list-style-type: none"> <li>Budget Allocation nil</li> </ul>  | Garth and Heather will present to parent groups regarding their roles within Horizon School Division and for Warner School                           |  |

| School Measures   |  | School Strategies   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Teacher, parent, and student agreement that children will be prepared for the next grade level                             <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and students 73%</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Life plan                             <ul style="list-style-type: none"> <li>4 years</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Student support increases for first year class of cycled classroom when they enter next grade level classrooms.</li> </ul>                   | Fall communication to parents will be enhanced, and transition meetings will be used to better prepare students and parents. |
|   | <ul style="list-style-type: none"> <li>Budget Allocation nil</li> </ul>  | Expectations will be clearly indicated for both first year, and second year students of the classrooms.<br><br>Students will be encouraged to advocate for themselves at all times. |  |



Warner School  
410 3rd Avenue - Box 150  
Warner, AB TOK 2L0  
Phone: (403) 642-3931