

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

2023-
2026

Principal's message

Warner School serves a population of 115 students from Pre-Kindergarten to Grade 12. Students learn in a multi-age setting K through 9 and in some of their 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 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.

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 primary 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. 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, having earned Provincials berths in multiple sports in recent years.



our strategic priorities

*quality teaching and optimum learning
response to intervention
Wellness & well-being*

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> • 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"> o Overall and specific course results for all students o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students • 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"> o Overall and specific course results for all students o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students • High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> o Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students • Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students • A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> • Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment • Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> o Overall and results for parents, and students 	<ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> o benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. o Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. • Budget Allocation <ul style="list-style-type: none"> o 6–8 Staff release days ((\$1500–2000)) o Timetable flexibility o In human resources, we allocate 200–250 hours per school year to literacy assessment and follow up outside of regular classroom instruction.
			<ul style="list-style-type: none"> • Parent satisfaction that their children are able to do math at the level that is expected of them at school.
		<ul style="list-style-type: none"> • Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> • Curriculum Achievement <p style="text-align: center;">HORIZON INSTRUCTIONAL MODEL</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment. • Budget Allocation

			<ul style="list-style-type: none"> o Timetable for ILT time, and Staff PD at \$500 per teaching staff.
<p>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.</p> <p>Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> ● Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> ● Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Percent of students who are motivated to do their best at school o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Learning <ul style="list-style-type: none"> o Warner School is continuously seeking learning opportunities for staff and students. We have dedicated time, budget, and human capital to respond to the closure of Alberta Distance Learning Centre (ADLC). We have developed courses at the local level, and are adding options such as woodworking, Greenhouse, and Cosmetology for our gr 6-12 students. o At the K-5 level, we have brought in trainers to work with parents on child first aid and mental health awareness. We have developed lessons that can incorporate technology when appropriate for this age group.
			<ul style="list-style-type: none"> ● Budget Allocation
		<ul style="list-style-type: none"> o Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> o Adding Lethbridge College Exploratory days has provided exposure for our students to program offerings beyond our doors. o We continue to use Horizon School Division staff to support our CALM, student planning, and scholarship information programs.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o \$750 for transportation to events
		<ul style="list-style-type: none"> o Percent of parents who feel the school keeps them informed about their child's progress and achievement o Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> o Frequent communication via School Messenger, Class Dojo, Newsletters, Facebook Page, and School Website.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o minimal - digital and print supplies are reasonable, and often free.
		<ul style="list-style-type: none"> o Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> o joint PD with similar-sized and structures schools within Horizon o Further training in FNMI perspectives
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o Time - PD days

		<ul style="list-style-type: none"> o 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 o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> o Funding - \$2000 for travel, sustenance, materials
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o 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. o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> o more days of recognition and celebration, where we gather as groups or as a school ● Budget Allocation <ul style="list-style-type: none"> o \$2000 for items such as Hoop Dancers, sending students to leadership opportunities, and to bring presenters to the school.

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports</p> <p>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"> ● 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"> o Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● 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"> o 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"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. o 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. o 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). o Partake in the National Indigenous Peoples day celebration in Taber on June 21

		<ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ○ Examine current data and create strategies for schools to maximize the success of FNMI students ○ 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 ○ 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
		<ul style="list-style-type: none"> ● 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"> ○ Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student ○ Percent of staff who feel the school's collaborative response meetings are effective ○ Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> ● Budget Allocation ● Collaborative Response <ul style="list-style-type: none"> ○ 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. ○ 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. ● Early Learning <ul style="list-style-type: none"> ○ Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.
<p>Governance 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"> ● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> ○ Overall and results for teachers and parents ● 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 %). 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> ○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges ○ List of partnerships / collaborative projects 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ○ We are able to do more with less, as we do not have staff inefficiencies due to overlapping roles. ● Budget Allocation <ul style="list-style-type: none"> ● Where available, we will divert funds to areas of need. ● Grant proposals will determine future budget possibilities.
		<ul style="list-style-type: none"> ● 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"> ● Stakeholder engagement <ul style="list-style-type: none"> ○ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. ○ Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services.

		<ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o 3 teacher release days to provide students with guided leadership opportunities, including joint programming with FACES, LRSD, and other interested parties
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wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"> ● Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> o My opinions and suggestions are considered at work. o My supervisor shows appreciation for extra effort made by employees. o My workload is appropriate for the time I am assigned. o I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> ● We continue to highlight more opportunities with Golden Hills and area Colleges and Universities. We simply do not have the staff to provide the full range of courses at Warner School. ● Students in high school will continue to be encouraged to try local offerings, and to fill out their learning plan with outside courses, GREEN programming, work experience, and similar. ● Continue to use the expertise and time of Horizon Division personnel to guide our students in their planning.

.student voice in school decisions

School Measures	School Strategies
<ul style="list-style-type: none"> ● 10% of students surveyed did not feel like they have input in decisions made by the school. Further to this, 25% indicate that they do not find school interesting. 	<ul style="list-style-type: none"> ● Promote more roles in leadership for students. Move from a model of a handful of students meeting monthly as a leadership team to a larger number of meetings, both formal and informal. Offer and promote leadership as part of CALM class. At the grade 4-9 levels, implement more opportunities for students to be heard, such as lunch with the principal, a junior leadership group, and expansion of leadership outcomes in Health and Wellness classes.



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