



# 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

2024  
2027

# *Principal's message*

Warner School caters to 115 students from Pre-Kindergarten to Grade 12. Our educational approach includes multi-age settings for students from Kindergarten through Grade 9, and in some high school classes. We believe this structure allows students to mentor one another in a dynamic, student-focused, and varied learning environment. Our dedicated staff, who excel in fostering strong, positive relationships with students, are our greatest asset. The community recognizes the importance of our local school and consistently supports and partners with us whenever possible.

Our learning environment features several flexible spaces designed to give students the opportunity to engage with their studies throughout the school. The Learning Commons is an area where students can collaborate and enhance their learning together. As a 1-to-1 technology school, we provide each student with a Chromebook to enrich their educational experience. Teachers utilize Google Classroom as the main platform for sharing and managing a wide range of activities and assignments. We are grateful for our access to technology and the advantages it offers our students.

We take pride in our Career and Technology Foundations/Career and Technology Studies (CTF/CTS) programs. Students can explore a variety of classes, including woodworking, leatherworking, sewing, drama, archery, and more. Next year, we are excited to introduce a stained glass window course.

Our smaller student population allows us to tailor learning experiences to each individual. Warner School also boasts a robust athletics program, with opportunities for students to participate in basketball, volleyball, archery, curling, badminton, and track and field. Our community takes pride in our competitive achievements, having earned provincial berths in multiple sports in recent years.



# *our strategic priorities*

*quality teaching and optimum learning*

*responding with  
finding ~~intention~~ ~~in~~ the  
work*

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Student Growth &amp; Achievement</b> 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"> <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 the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> <li>● A measure of student engagement in their learning at school</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 &amp; 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"> <li>○ Overall and specific group</li> </ul> </li> <li>● A list of the Alberta Education approved screening assessments used at each grade level;</li> <li>● Total number of students assessed at the beginning of the school year in gr 1, 2, &amp; 3.</li> <li>● Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, &amp; 3.</li> <li>● Total number of students identified as being at risk at the end of the school year in gr 1, 2, &amp; 3.</li> <li>● Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, &amp; 3.</li> <li>● Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, &amp; 3.</li> <li>● A summary of support strategies used for students identified as being at risk at each grade level.</li> </ul> <ul style="list-style-type: none"> <li>● Parent satisfaction that their children have grown in their ability to do math.</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy               <ul style="list-style-type: none"> <li>● Conduct benchmark assessments (Fountas and Pinnell) and provide follow-up interventions for students reading below grade level.</li> <li>● Implement LLI (Leveled Literacy Intervention) programs.</li> <li>● Offer support to staff and students through Learning Support Teacher (LST) time.</li> <li>● Allocate substitute time for Fountas and Pinnell testing.</li> <li>● Provide mentorship and support for teachers instructing Language Arts.</li> <li>● Supply teachers with support and materials for implementing the new curriculum.</li> <li>● Implement the Horizon Literacy Framework as a guide for enhancing literacy instruction.</li> <li>● Utilize the UFLI Foundations Toolbox.</li> </ul> </li> <li>● Numeracy               <ul style="list-style-type: none"> <li>● - Implement a balanced approach to math instruction for K- 3, utilizing rich tasks, literature- integrated math activities, and math workstations.</li> <li>● - Provide teachers with support and materials for the new curriculum implementation..</li> <li>● - Invest in new math tools for the 2023 school year.</li> <li>● - Maintain a sustained instructional coaching model for math and science instruction throughout the middle and high school years.</li> </ul> </li> </ul>

**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.
  - 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.
  - Student belief that teachers provide different ways to make learning interesting
  - Students agreement that they enjoy learning at school
  - Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school

- Curriculum Achievement
  - Foster discussions with school leaders and teachers on challenging strong academic learners and the importance of deep and transfer learning.
  - Prepare K-6 staff to explore and deliver the new curriculum in 2023, building on the curriculum piloted during the 2022-2023 school year.
  - Implement high school redesign principles and prepare for future curriculum changes through the work of Instructional Coaches on conceptual learning and professional development activities with administrators.
  - Enhance key assessment principles to improve teachers' conceptual understanding of assessment, in collaboration with Instructional Coaches.
  - Continue to build on this exploration as we transition to the new curriculum for elementary grades
- Assessment
  - Enhance key assessment principles to deepen teachers' conceptual understanding of assessment, enabling them to implement more effective and comprehensive evaluation strategies that support student learning and growth.
- Budget Allocation
  - \$2500 allotted for Professional Development

			<p>the EPIC career fair and College Exploratory days to explore various career options.</p> <ul style="list-style-type: none"> <li>●</li> <li>● CALM classes invite guest speakers into the school when possible.</li> <li>● Evaluate students' skills and learning styles to identify strengths and support their pursuit of training and post-secondary education.</li> <li>● Connect students with job shadowing, career exploration, career counselling, wellness coaching, and dual credit opportunities.</li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>○ Percent of parents who are satisfied with the communication they receive from their child's school</li> </ul>	<ul style="list-style-type: none"> <li>● Communication <ul style="list-style-type: none"> <li>● Make back-to-school phone calls to introduce parents to teachers.</li> <li>● Use social media to promote positive events within the school.</li> <li>● Utilize School Messenger, Class Dojo, Weekly Events, and newsletters to communicate school events.</li> <li>● Conduct parent-teacher interviews before report cards are issued to allow for support and intervention prior to grades being sent home.</li> <li>● Regular meetings of the Warner School Council will allow parents and community members to meet with school administration and teachers to discuss concerns and plans for the future.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> <li>○ Percentage of teachers satisfied with the professional development opportunities provided by the school and division</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> </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)</li> <li>○ Percent of students who feel connected and have a sense of belonging at school</li> <li>○ Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusion and respecting diversity <ul style="list-style-type: none"> <li>● The school has one Learning Support Teacher (LST) who will assist with special needs programming for all students from Early Learning (EL) to grade 12. This approach ensures smooth transitions for students between grades.</li> <li>● We will continue to promote cultural literature days, FNMI (First Nations, Métis, and Inuit) teachings, involve Elders, and foster inclusion and respect for diversity.</li> <li>● If requested, the school will facilitate the development of a</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Percent of staff who feel that the school is 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.</li> </ul>	<p>Gay- Straight Alliance (GSA). Although one has existed in the past, there have been no recent requests from students.</p> <ul style="list-style-type: none"> <li>● The school will recognize and celebrate special days as a group or as a whole school.</li> </ul>
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## *responding with intervention*

Domain	Provincial Measures	Horizon Measures	School Strategies
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### **Learning Supports**

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.

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| <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>○ 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</li> </ul> </li> </ul> |
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- 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.
  - Parent, and student agreement that students receive the help and support they require at school

- To enhance executive functioning skills, we've incorporated a wellness and well-being theme into our daily planners, prompting both staff and students to reflect on their well-being each day.

***School strategic priority (based on “what we can do better”/“what we should start doing” feedback)***

School Measures	School Strategies
<ul style="list-style-type: none"> <li>• Empowering Students to take control of their learning and school</li> </ul>	<ul style="list-style-type: none"> <li>• Expand leadership roles for students by shifting from a small group of students meeting monthly to more frequent formal and informal meetings. Integrate leadership opportunities into the CALM class curriculum. For students in grades 4-9, provide more platforms for their voices to be heard, such as lunch meetings with the principal, a junior leadership group, and enhanced leadership activities in Health and Wellness classes.</li> </ul>



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