

Warner School Assurance Plan



vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as lifelong 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 95 students from Pre-Kindergarten to Grade 12. Our educational approach includes multi-age settings for students from Kindergarten through Grade 9, and 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.

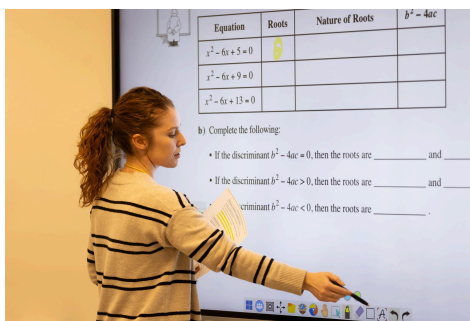
Our learning environment features several flexible spaces designed to give students the opportunity to engage with their studies throughout the school. The Learning Commons is an area where students can collaborate and enhance their learning together. As a 1-to-1 technology school, we provide each student 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, stained glass, foods, guitar, sewing, drama, archery, and more.

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.

Debbie Fetting
Principal
Warner School





Warner strategic priorities

Quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
Student Growth & Achievement 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"> 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"> Overall and specific course results for all students 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"> Overall and specific course results for all students 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"> 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"> Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment Parent & 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"> Overall and specific group A list of the Alberta Education approved screening assessments used at each grade level; Total number of students assessed at the beginning of the school year in gr 1, 2, & 3. Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, & 3. Total number of students identified as being at risk at the end of the school year in gr 1, 2, & 3. A summary of support strategies used for students identified as being at risk at each grade level. 	<ul style="list-style-type: none"> Literacy <ul style="list-style-type: none"> Conduct benchmark assessments (Fountas and Pinnell) and provide follow-up interventions for students reading below grade level. Implement University of Florida Literacy Institute (UFLI) groups to improve reading fluency and comprehension. Offer support to staff and students through Learning Support Teacher (LST) time. Allocate substitute time for standardized assessments. Provide mentorship and support for teachers instructing Language Arts. Supply teachers with support and materials for implementing the new curriculum. Implement the Horizon Literacy Framework as a guide for enhancing literacy instruction. Utilize the UFLI Foundations Toolbox. Budget Allocation for additional Educational Assistant and Teacher Time for Literacy Support and Intervention
		<ul style="list-style-type: none"> Parent satisfaction that their children have grown in their ability to do math. 	<ul style="list-style-type: none"> Numeracy <ul style="list-style-type: none"> Implement a balanced approach to math instruction for K-5, utilizing rich tasks, literature-integrated math activities, and math workstations. Responding to data from the Early Years Numeracy Assessments Provide teachers with support and materials for the new curriculum implementation.

	<ul style="list-style-type: none"> • A measure of student engagement in their learning at school 		<ul style="list-style-type: none"> • Maintain a sustained instructional coaching model for math and science instruction throughout the middle and high school years. • Implementing the Building Thinking Classrooms framework into math instruction.
			<ul style="list-style-type: none"> • Curriculum Achievement <ul style="list-style-type: none"> • Foster discussions with school leaders and teachers on challenging strong academic learners and the importance of deep and transfer learning. • Supporting staff in implementing and piloting new curriculum. • Assessment <ul style="list-style-type: none"> • 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. • Using data from Early Years Assessments to inform instruction • Budget Allocation <ul style="list-style-type: none"> • \$2500 allotted for Professional Development
<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. 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. 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 <ul style="list-style-type: none"> ▪ Overall and specific group results 	<ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> • Develop local curriculum courses that leverage the expertise of staff and local community members to expand teaching options. • Continue Experience Week principles, providing students (K-12) with opportunities to engage in diverse forms of learning. • Implement Golden Hills Learning Academy and the Hapara Suite of option courses for independent study. • Maintain mentoring programs between elementary and high school students to foster peer learning and support.
		<p>Parent and student belief that students demonstrate the knowledge, skills, and</p>	<ul style="list-style-type: none"> • Life plan <ul style="list-style-type: none"> • Staff and students work with our career counsellor starting in Grade

		<p>attitudes necessary for lifelong learning</p> <ul style="list-style-type: none"> Overall and specific group results 	<p>10 to develop individualized graduation plans.</p> <ul style="list-style-type: none"> High school students can attend Career Transition events such as the EPIC career fair and College Exploratory days to explore various career options. CALM classes invite guest speakers into the school when possible. Evaluate students' skills and learning styles to identify strengths and support their pursuit of training and post-secondary education. Connect students with job shadowing, career exploration, career counselling, wellness coaching, and dual credit opportunities.
		<p>Percent of parents who feel the school keeps them informed about their child's progress and achievement</p> <p>Percent of parents who are satisfied with the communication they receive from their child's school</p>	<ul style="list-style-type: none"> Communication <ul style="list-style-type: none"> Make back-to-school phone calls to introduce parents to teachers. Use social media to promote positive events within the school. Utilize School Messenger, Class Dojo, Warrior Weekly Update, and newsletters to communicate school events. Students not making adequate academic progress are communicated to parents before report cards are issued to allow for support and intervention prior to grades being sent home. Regular meetings of the Warner Parent Advisory Council will allow parents and community members to meet with school administration and teachers to discuss concerns and plans for the future.
		<p>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</p> <p>Percentage of teachers satisfied with the professional development opportunities provided by the school and division</p>	<ul style="list-style-type: none"> Continual improvement see School PD plans
		<p>Percent of students who feel their school is a place where differences are</p>	<ul style="list-style-type: none"> Inclusion and respecting diversity <ul style="list-style-type: none"> The school has one Learning Support Teacher (LST) who will assist with special needs

		<p>respected (e.g. beliefs, abilities, cultures, religions, identities)</p> <p>Percent of students who feel connected and have a sense of belonging at school</p> <p>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</p> <p>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.</p>	<p>programming for all students from Early Learning (EL) to grade 12. This approach ensures smooth transitions for students between grades.</p> <ul style="list-style-type: none"> We will continue to promote cultural literature days, FNMI (First Nations, Métis, and Inuit) teachings, involve Elders, and foster inclusion and respect for diversity. If requested, the school will facilitate the development of a Gay-Straight Alliance (GSA). Although one has existed in the past, there have been no recent requests from students. The school will recognize and celebrate special days as a group or as a whole school.
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Responding with 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.</p> <p>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 agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. Overall results for teachers, parents, and students. A measure assessing whether 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. Parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and 	<ul style="list-style-type: none"> Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> Promote and implement the use of culturally appropriate resources (e.g., FNMI literature) and professional development tools for educators to build a foundational understanding of FNMI culture, traditions, history, and ways of knowing and learning. Raise awareness about the experiences of residential school survivors by participating in events like "Orange Shirt Day," which calls for all Albertans to unite in the spirit of reconciliation..

		<p>experiences, treaties, agreements, and the history and legacy of residential school</p> <ul style="list-style-type: none"> Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> Involve local elders in various educational activities across multiple grade levels to integrate cultural learning holistically. Collaborate with Indigenous liaison workers to prioritize areas that empower students to succeed in school and beyond, and support staff in creating learning environments where Indigenous students feel represented, safe, and welcome. Ensure that all staff have participated in the ATA blanket exercise at least once. Continue land acknowledgements at staff meetings, large assemblies, and graduations. Develop a personal land acknowledgement for Warner School in consultation with Warner staff and students. Maintain monthly discussions of Indigenous knowledge at staff meetings. Work with the Indigenous liaison worker to create inclusive learning spaces and a safe school environment. Invite performers to the school and seek opportunities to experience FNMI culture in natural settings.
		<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"> Parent, and student agreement that students receive the help and support they require at school Overall and specific group results 	<ul style="list-style-type: none"> Collaborative Response <ul style="list-style-type: none"> Begin the process of introducing CRM into practice at Warner School. Begin holding CTM regularly to support the learning of students. Early Learning <ul style="list-style-type: none"> Offer professional development opportunities, including Hanen Training, to all Early Learning staff to enhance their knowledge and improve language, social, and literacy skills.
<p>Governance</p> <p>Public assurance occurs when stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability is demonstrated.</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 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 	<ul style="list-style-type: none"> Resource Management <ul style="list-style-type: none"> Decisions are centred on student needs. Engage in collaborative discussions with staff on matters of staffing, purchasing, and programming. Communicate requirements to senior administration concerning inclusive education, staffing, and facilities. Maintain a strong relationship with the Parent Advisory Council, and Warner School Society to enhance

			<p>programming and parental involvement.</p> <ul style="list-style-type: none"> • Ensure all decisions are communicated transparently. • Apply for grants as needed.
		<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. <p>Percent of staff who feel the school is cohesive and supportive of one another</p> <p>Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school</p>	<ul style="list-style-type: none"> • Stakeholder engagement <p>Increase student involvement by encouraging them to contribute to school projects and fostering leadership roles both inside and outside the school environment</p> <p>Continue to hold Parent Advisory Council Meetings and liaise with community officials to coordinate efforts.</p>



Finding wellness in the work

School Measures	School Strategies
<ul style="list-style-type: none"> • Local measures that indicate the percentage of staff who agree <p>Percent of staff satisfied with their job</p>	<ul style="list-style-type: none"> • Encouraging staff to safeguard their time: Investigate methods for staff to improve their personal and professional wellness, and lead by example.

Percent of staff who can handle stress effectively and can bounce back from difficult situations	<ul style="list-style-type: none"> • Dedicate time in staff meetings to celebrate achievements and share positive stories from our school community. • Support staff in prioritizing tasks within their classrooms. • Wellness bulletin boards • Celebration of Mental Health Week • Ensuring that the community is aware of the Right to Disconnect policy created by the Board of Trustees • Working with our wellness coach to create opportunities within the school
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School strategic priority	
School Measures	School Strategies
<ul style="list-style-type: none"> • Empowering Students to take control of their learning and school 	<ul style="list-style-type: none"> • Expand leadership roles for students by continuing the weekly meetings of the Leadership Council for grades 6-9 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, and enhanced leadership activities in Health and Wellness classes.
<ul style="list-style-type: none"> • The Warner assurance model identified a need for more communication from the school to parents and students. 	<ul style="list-style-type: none"> • We have added another avenue of communication: the Warrior Weekly Update, which is sent out at the start of each week and highlights important events and dates that parents may want to know about. • Increase the number of Facebook posts highlighting student achievements and participation in academics and extracurricular activities. • Continue the monthly school newsletter and Warner School Update in the monthly Village of Warner newsletter.
<ul style="list-style-type: none"> • The Warner assurance model identified an area for growth in student respect for each other and taking responsibility for their actions. 	<ul style="list-style-type: none"> • Implementation of monthly themes around character development. Themes will be decided with input from staff and Parent Advisory Council • Education addressing these needs in our Health and Wellness Classes • Continued work with our Wellness Coach





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