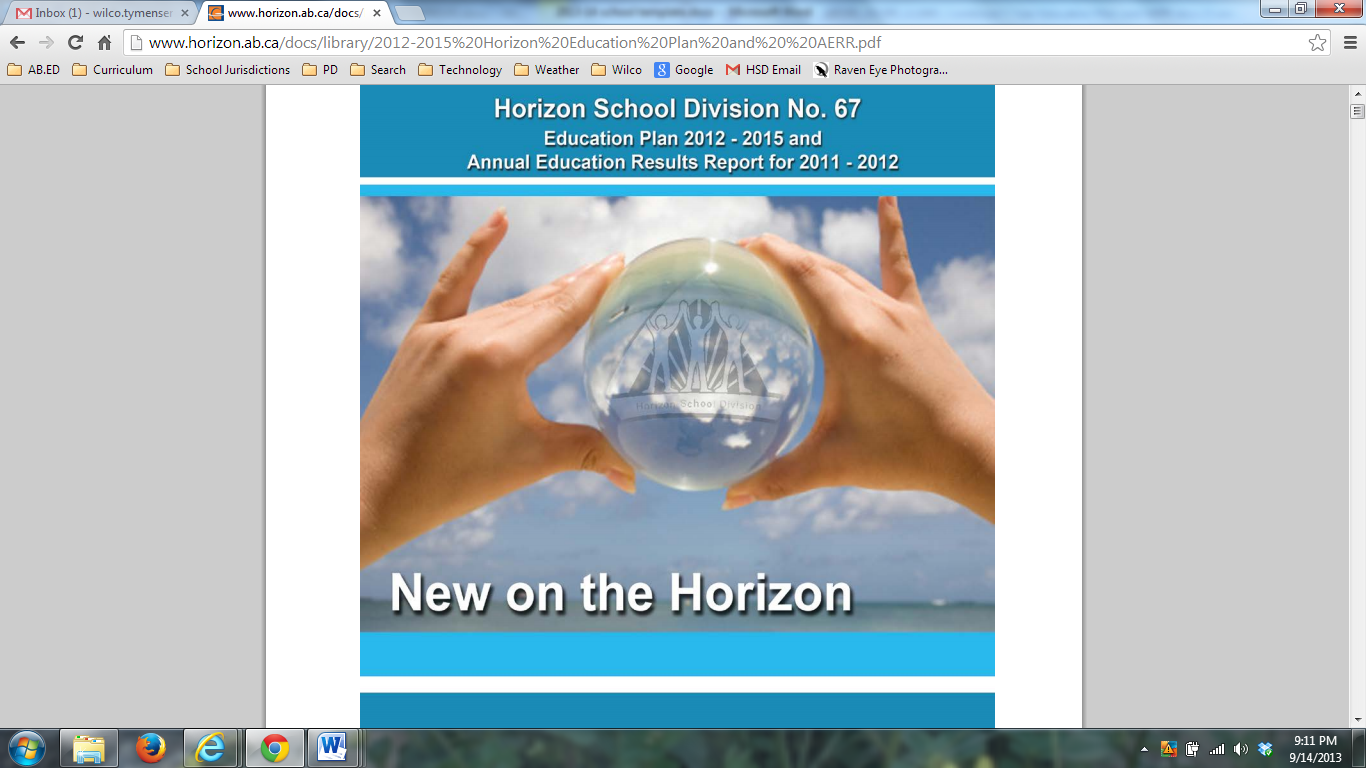


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| ***An inclusive learning community that engages and empowers all learners for success.*** |



***Foundation Statements***

#### Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

#### Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

***Our Priorities***

#### Horizon School Division Core Goal and Key Action Items

#### All learners leaving school are competent contributing global citizens.

#### Strong instruction that develops competencies

* + - Literacy
    - Numeracy
    - Assessment

#### Response to intervention to meet the needs of all students

* + - Collaborative Response Model

#### Alberta Education Key Action Items (Desired Outcomes)

#### Alberta’s students are successful

#### Alberta’s education system supports First Nations, Métis and Inuit student success

#### Alberta’s education system respects diversity and promotes inclusive

#### Alberta has excellent teachers, school and school authority leaders

#### The education system is well governed and managed

***What makes us “Barnwell” School***

#### Principal’s Message

The 2020-2021 school year is starting out as, what I hope, is an exceptional one. Covid 19 has hampered many of the outstanding events and activities that we, as a school and community, have been able to host for many years. However, true the Barnwell spirit, we will continue to move forward with a positive attitude and create, within the new context that we have been handed, an environment that will enrich the learning experience for students and staff in our school.

It is a blessing to be a part of a school community that shows so much support for those of us that teach and assist here. We believe that this year’s experiences will make us an even a better and stronger place.

Sheldon Hoyt

Principal of Barnwell School

Accountability Pillar Overall Summary

Annual Education Results Reports – May 2019 School: 6601 Barnwell School

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure Category** | **Measure** | **Barnwell 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 | **96.2** | 94.4 | 95.3 | **89.0** | 89.5 | 89.4 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | **74.5** | 81.9 | 80.4 | **81.8** | 81.9 | 81.7 | Very High | Improved | Excellent |
| Education Quality | **94.6** | 94.2 | 95.4 | **90.0** | 90.1 | 89.9 | Very High | Improved | Excellent |
| Drop Out Rate | **0** | 0 | 2 | **2.3** | 3.0 | 3.3 | Very High | Maintained | Excellent |
|  |  |  |  |  |  |  |  |  |  |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | **75.8** | 80.8 | 84.6 | **73.6** | 73.4 | 73.3 | Intermediate | Maintained | Acceptable |
| PAT: Excellence | **27.4** | 17.3 | 27 | **19.9** | 19.5 | 19.2 | Very High | Maintained | Excellent |
| Preparation for Lifelong Learning, World of Work, Citizenship  Parental Involvement |  |  |  |  |  |  |  |  |  |  |
| Work Preparation | **85.7** | 100.0 | 96.6 | **82.4** | 81.7 | 82.4 | High | Maintained | Good |
| Citizenship | **94.3** | 92.9 | 93.0 | **83.0** | 83.7 | 83.7 | Very High | Maintained | Excellent |
| Parental Involvement | **86.2** | 79.7 | 84.3 | **81.2** | 81.2 | 81.0 | Very High | Improved | Excellent |
| Continuous Improvement | School Improvement | **91.2** | 97.2 | 94.3 | **80.3** | 81.4 | 80.7 | Very High | Maintained | Excellent |

Notes:

1. Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

3. Aggregated PAT and Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Provincial Achievement and Diploma Examinations. The weights are the number of students writing the Examination for each course.

4. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

5. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

6. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

7. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

8. Data values have been suppressed where the number students is less than 6. Suppression is marked with an asterisk (\*).

**TARGETED AREAS FOR IMPROVEMENT IN 2018-2019**

|  |  |  |
| --- | --- | --- |
| Performance Area | Current Result | Target (2018-19) |
| PAT - acceptable | 75.8 | 84% |

Strategies:

* Make sure that curriculum is completed early so that adequate review time is possible.
* Teachers will unpack their individual class test results to improve instruction in those areas of concern.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

* Provide a half day sub to teachers to allow for achievement exam assessment.
* Provide and encourage more access to exam bank
* Review language and challenges of PAT level questions
* Provide PAT standard questions throughout the entire course year so students are more familiar with the style of questioning.

**SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN**

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| **Key Action 1 –** Strong instruction that develops competencies |

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| **New k-4 curriculum implementation.** |
| Foundational Principals we are working on: Barnwell School is committed to implementing concept based planning and instruction. |

Strategies

* Barnwell will continue to use the division Instructional Coach (Shea Mellow).
* Provide tools for teachers Conceptual Understanding resource.
* Begin to develop lessons in Hapara, or google classroom.

Plan for action

* Teachers will continue to develop online lessons in preparation for possible at home learning scenarios.
* Mr. Hoyt will cover requested periods 1,2, 4 or 6 on Monday to Thursday if teachers wish to work on a regular basis with Shea.

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| **New k-4 curriculum implementation.** |
| Foundational Principals we are working on: Barnwell School is committed to teacher development in the area of Applying Foundational Knowledge about First Nations, Métis and Inuit |

Strategies

* Barnwell will continue receiving instruction from our First Nations champion.
* Provide tools for teachers Conceptual Understanding resource.

Plan for action

* Learning pebbles will be taught at every school based PD
* Ongoing staff development during staff meetings
* Provide awareness to teachers about online resources and courses.
* Encourage teaches use PD funds to access more knowledge and training.

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| **Key Action 2 –** Response to intervention to meet the needs of all students |

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| **Collaborative Response Model** |

Strategies

* Barnwell School is committed to using the collaborative response model to ensure that all student needs are accounted for and that no students fall between the cracks.
* A commitment has been made by all staff members that CRM would be a major focus for the year.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

* Identifying students academically and behavioral/social emotional
* CRM meetings at all school based PD days.
* As needs be noon meetings throughout the year
* Revisit student placements on the pyramid of intervention.