

assurance plan



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

2022-

2025

Principal's message

Barnwell School is a small rural school of nearly 200 students in grades Pre-K to 9. It is located in a wonderful community where the students are respectful and the parents are engaged in their student's learning. The community sees the value of keeping a school that offers a great education and wide variety of experiences for its children.

Barnwell has a staff of 11.35 teachers and 8 support staff who care deeply for their students. They provide an opportunity for the students to experience many areas of learning in sciences, fine arts, and CTS.

Barnwell School offers a wide range of athletic opportunities including cross country, volleyball, basketball, badminton, and track and field. Students of all abilities are welcome to participate and no one is excluded if they show commitment to the sport.

Community members and parents are very involved in the enrichment of the Barnwell School experience. They provide countless volunteer hours to make sure that special events such as tournaments, fieldtrips, drama productions, music Monday, Kiwanis music festival, spaghetti supper, Valentine dinner, Halloween and Christmas parties, the lighting of the Christmas tree, hot lunches, parent council, the cake auction, students exchange, staff appreciation, and the poetry slam are successful events.

Drama and music continue to be a focus for enriching the educational experience for students. Our band program continuing to produce excellent musicians and our drama program continues to provide experiences for our students to find the joy of acting.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 6601 Barnwell School



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	86.6	90.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.3	91.6	92.8	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	89.9	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	32.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.6	92.8	97.3	89.0	89.6	90.3	Very High	Declined Significantly	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.7	93.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	90.0	83.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.7	81.3	92.3	78.8	79.5	81.5	Very High	Maintained	Excellent

Excelling in the 3 A's: Academics, Arts, Athletics!



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"> ○ 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 	<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"> ○ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ● Continuation of F&P assessment and LLI Intervention ● Support provided to staff and students with LST time. ● Sub time provided for F&P testing ● Mentorship and support for teachers teaching Language Arts ● Support and materials for teachers for new curriculum implementation ● Involvement in the District initiatives to address COVID lag. ● School-based intervention pull-out program for specific literacy skills.
			<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"> ● Budget Allocation <ul style="list-style-type: none"> ● \$500 for additional supports or manipulatives not already in the school. 		

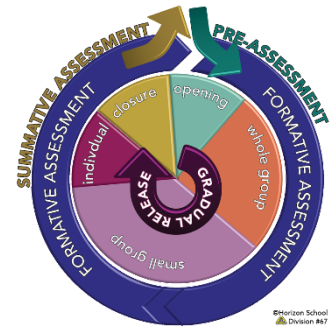
the characteristics of active citizenship.
 o Overall and results for teachers, parents, and students

- 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

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- o Coach work on conceptual learning and new curriculum, professional learning activities with teachers.
- 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.
 - o Development of common assessment language use across the school so that parents are provided with consistent interpretations of marking criteria.
 - o Look for more opportunities for cross-curricular connections in assessment and performance/project-based assessments
 - o

- Budget Allocation
 - Funds allocated as required up to \$1000.

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
 - o Teacher, parent, and student belief that children find school interesting
 - Overall and results for teachers, parents, and students
 - o Percent of students who are motivated to do their best at school

- Learning
 - o In addition to JH option classes, we will offer a CTF challenge course which will allow students to explore more opportunities and areas of interest/skills.
 - o Introduction of 1-to-1 technology for all students so that they are able to work on 21st century skills on chromebooks.
 - o Coding, outdoor education, drama, cooking, second languages, guitar, sports camps offered as options to meet the interests and needs of students.

		<ul style="list-style-type: none"> 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"> ● 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 Working with HS career counsellors for transition sessions with Grade 9 students. o Partnership with Career Transitions so that students can participate in Epic Career Fair and Skills Exploration events. o Involvement with Financial Literacy program for students in Junior Hig
		<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 Weekly updates of school events sent out to families. o Parent-Teacher interviews prior to report cards to discuss progress and intervention. o Social media presence to showcase positive events in the school. o Creation of school-based survey to be delivered in the fall to get more insight into how parents are feeling about the school.
		<ul style="list-style-type: none"> o 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 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"> ● Continual improvement <ul style="list-style-type: none"> o see School PD plans o Introduction of a collaboration block for teachers. Teachers are partnered with another member for a shared learning block. Focus will be on the Science of Reading and then relevent PD that will lead to school improvement.
		<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) 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> o culture day o Work with student leadership team to help develop more opportunities for building community within the school.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● \$500 for Science of Reading resources and other PD materials.

		<ul style="list-style-type: none"> 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"> o Encouragement of Headstrong team in Grade 9. o Creation of a “diversity and inclusion group” for students looking for a place of belonging. o Providing monthly meeting opportunities for support staff to receive training or PD so that they are better trained to work with their students.
			<ul style="list-style-type: none"> ● Budget Allocation ● Will provide funding as needed, at the moment, this can be covered with what we currently have within the school.

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>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.</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"> ▪ Overall and results for teachers, parents, and student 	<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 complete the pebbles lessons. o erect a tipi and reflect on its sacred significance. 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 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 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
			<ul style="list-style-type: none"> ● Budget Allocation
		<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"> ● Collaborative Response <ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> o 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 o Percent of staff who feel the school's collaborative response meetings are effective o Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> 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. • Early Learning <ul style="list-style-type: none"> o Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills. o Sharing of resources between early learning and kindergarten for more opportunities for both groups.
<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"> o 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"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges o List of partnerships / collaborative projects 	<ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> o Budget is shared with staff and school council for input. Resources are allocated where need is greatest. o Look for the opportunities for partnerships and grants to provide more opportunities for our students.
		<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"> 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"> • Stakeholder engagement <ul style="list-style-type: none"> o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. o Support of student-led initiatives such as fundraising for specific community/ school goals. o Allow students to pursue social activities such as dances, etc.
			<ul style="list-style-type: none"> • Budget Allocation

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

School Measures

- percent of staff who feel that school planned PD supports their personal growth plans.
- percentage of staff and students who feel that Barnwell school supports an inclusive environment.

School Strategies

- Administration to participate in collaboration sessions with teachers in order to be more aware of what needs are.
- Professional Development opportunities to be selected to support both elementary and junior high practices (eg: looking at curriculum, assessment, indigenous learning).
- Encouragement of staff members to share best practices and learning at PD / Staff meeting days.
- Create a survey of needs for inclusivity. Provide mentorship opportunities for staff to work on inclusive practices.



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