



Barnwell 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*

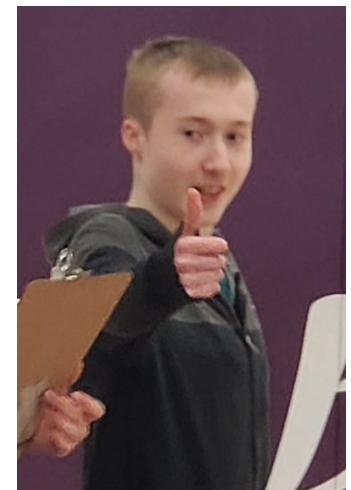
our desired future)

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



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 11.10 teachers and 6 support staff who care deeply for their students. They provide a safe environment for students to learn and grow in core subject areas as well as additional experiences in sciences, fine arts, and CTF. We aim to be a inclusive school that responds to the needs of the students and are welcoming to all students.

Our 7 Grandfather's teachings character education program combines the development of strong character traits while building an understanding of indigenous culture, especially that of the Blackfoot as we work and learn on Treaty 7 territory.

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. With this philosophy, we've worked with and trained many athletes who have gone on to win zone and provincial championships.

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, May Melodies (Barnwell's music showcase), Kiwanis music festival, spaghetti supper, student leadership activities, the lighting of the Christmas tree, hot lunches, school advisory council, the cake auction, students exchange, staff appreciation, and the poetry slam are successful events. The Barnwell Society of Parents for a Quality Education also work countless fundraising hours in order to buy equipment that supports learning in our school.



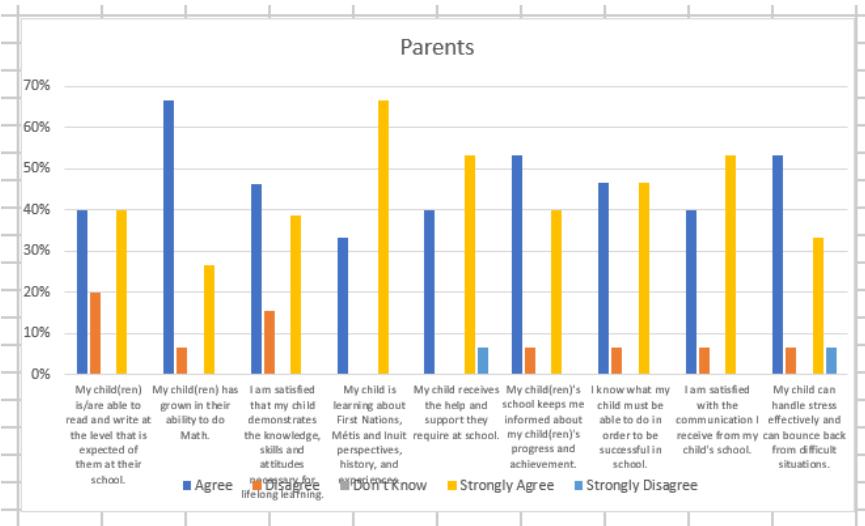
Drama and music continue to be a focus for enriching the educational experience for students. Our band program continuing to produce excellent musicians and our drama program continues to provide experiences for our students to find the joy of acting.

Student academic success is strong, so is the citizenship demonstrated within our school. This year students lead fundraising initiatives to support those impacted by the earthquake in Turkey, and nearly \$2000 was raised by the students involved in the 30 Hour Famine to fight against youth hunger in third world countries. Students in our younger grades have had a community improvement focus and look for ways to give back to the place where they living, including doing a community clean-up. We believe that we are contributing to the development of lifelong learners and global citizens.

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



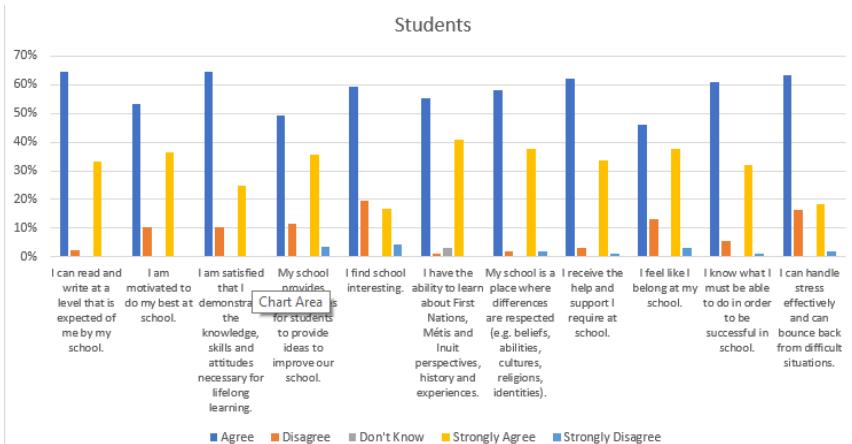
ASSURANCE RESULTS COMMENTARY



These results are from Horizon's 2023 Assurance Survey conducted in the spring.

Overall, the data shows a level of satisfaction from parents and students.

Areas of focus for Barnwell need to be on continuing to improve student engagement, inclusive practices and offering ways for student to grow in their social/emotional learning.





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"> 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. 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 Collaboration time for teachers teaching Language Arts Support and materials for teachers for new curriculum implementation Increase number of staff trained for LLI implementation Allocated teacher time for embedded intervention programs Use of Ufli in K-3 classrooms for scaffolded approach to phonics Use of K-4 printing/handwriting program for scaffolded approach to letter formation Budget Allocation <ul style="list-style-type: none"> Estimated \$3600 for release time to allow for F&P Testing
		<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"> Numeracy <ul style="list-style-type: none"> Use of mathology program for K-3 School-based intervention program for basic math skills Increased access to math manipulatives for hands-on learning experiences Budget Allocation <ul style="list-style-type: none"> \$500 for additional supports or manipulatives not already in the school.

	<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"> ● Teacher, parent, and student agreement that children will be prepared for the next grade level o Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> ● Curriculum Achievement <p>HORIZON INSTRUCTIONAL MODEL</p>
			<ul style="list-style-type: none"> o Coach work on new curriculum planning, 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 <ul style="list-style-type: none"> o Build on key assessment principles and professional development on new reporting system. 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 Purchase differentiated learning website memberships (readinga-z & twinkl) ● Budget Allocation <ul style="list-style-type: none"> ● Funds allocated as required up to \$1000.
<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. 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. 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. 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 	<ul style="list-style-type: none"> ● Learning <ul style="list-style-type: none"> 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 Continuation 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 and art offered as options to meet the interests and needs of students. o Support student leadership initiatives (30 hr famine, other fundraising efforts)

- 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
 - Overall and results for parents, and students

- Budget Allocation

- o Parent, and student agreement that students have a plan for life beyond high school
 - Overall and results for parents, and students

- Life plan
 - 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 High

- Budget Allocation
 - \$300 for bussing for events

- 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

- Communication
 - 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.
 - o School Messenger reminders of upcoming events

- Budget Allocation

- 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

- Continual improvement
 - 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 relevant PD that will lead to school improvement.

- Budget Allocation
 - \$500 for Science of Reading resources and other PD materials.

		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ 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. ○ 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"> ○ culture day ○ Work with student leadership team to help develop more opportunities for building community within the school. ○ Encouragement of Headstrong team in Grade 9. ○ Creation of a “diversity and inclusion group” for students looking for a place of belonging. ○ Providing monthly meeting opportunities for support staff to receive training or PD so that they are better trained to work with their students. ● Budget Allocation ● Will provide funding as needed, at the moment, this can be covered with what we currently have within the school.
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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"> ○ 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"> ○ 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"> ○ Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ○ complete the pebbles lessons. ○ erect a tipi and reflect on its sacred significance. ○ 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. ○ 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). ○ 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 ● Budget Allocation <ul style="list-style-type: none"> ○ \$500 for Honorariums for Elder visits ○ \$200 new resources
		<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, 	<ul style="list-style-type: none"> ● 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

		<p>consistent with the principles of inclusive education.</p> <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"> to enhanced engagement, transitions, attendance, and re-entry. 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. o Purchase differentiated learning website memberships (readinga-z & twinkl) so teachers have access to leveled materials for students o Support staff scheduling so that all high needs kids <ul style="list-style-type: none"> ● 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. o Provide support for attendance of PD events for early learning o A Welcome to Kindergarten Session for Early Learning Parents to help them understand how to support their child going into Kindergarten <ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o \$500 for PD funds
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wellness and well-being

- Resource Management
 - 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.
 - o Barnwell is partners with Breakfast Club of Canada & Healthy Heroes to help provide nutrition support within our school

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"> ● Sharing of school results/ plans/ documents with opportunity for feedback in meetings or using google docs. ● Allocate funds for staff appreciation and offer at least 2 social gathering opportunities per year for staff to socialize. ● Gather staff input and feedback regarding timetables that are created. ● Ensure that supervision and duties are equitable ● Have an alternate support staff schedule for when subs are not available. ● Have on-site support staff trained as classroom supervisors in case there are no subs available and a teacher is sick.

indigenous learning plan

Indicator	School Measures	School Strategies
<p>(a) understanding the historical, social, economic, and political implications of;</p> <ul style="list-style-type: none"> ● Treaties and agreements with First Nations; 	<ul style="list-style-type: none"> ● Student assignments will demonstrate an understanding of treaties, legislation, residential schools ● In JH, instruction on these issues should be 	<ul style="list-style-type: none"> ● Continue with staff education and training on Indigenous issues ● Provide "hands-on PD" for teachers to develop their own understandings so that they are able to share and develop experiences with students. ● Invite Elders to PD sessions for Staff (teachers need to build on their own education).

<ul style="list-style-type: none"> Legislation and agreements negotiated with Metis; and Residential schools and their legacy 	done beyond the Social Studies Curriculum	<ul style="list-style-type: none"> Promote use of Local resources such as the Galt Museum who can provide materials to be used as primary documents
(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Metis and Inuit education;	<ul style="list-style-type: none"> Monitor leve of participation by grades for various school events. If some grades have less participation, determine whether more understanding needs to be built within that group. 	<ul style="list-style-type: none"> Junior High Students participate in the Kairos Blanket Exercise Participate in Orange Shirt Day as well as the Orange Shirt Logo Contest Rock Your Mocs event Assemblies with demonstration by Indigenous Guests (Jerry Firstcharger Dancers) 7 Grandfather Teachings Character Education Program will continue to be developed.
(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary context of First Nations, Metis, and Inuit; and	<ul style="list-style-type: none"> Long range plan reviews clearly identify connections with TQS 5 Student articulation of their learning in the Grandfather Teachings Program 	<ul style="list-style-type: none"> 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. Long range plans for teachers should demonstrate connections to Indigenous learning across the curriculum Plan a tipi sleepover for JH Class as part of Indigenous Learning option
(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.	<ul style="list-style-type: none"> Teachers will utlize a variety of resources in more than just social studies curriculum, they will look engage in cross-curricular planning and include an indigenous perspective 	<ul style="list-style-type: none"> Continue to invest in newer resources created by Indigenous Authors Invite guest speakers/ elders into the school for visits other than "Indigenous Celebrations". Develop on-site "Kits" that have relevant resources on a topic that staff can use in their planning/ lessons. 

Contact Info:
Barnwell School
320 Heritage Road
Barnwell, AB TOK 0BO
Phone: (403) 223-2902

