

# assurance plan

# Barnwell School

## **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)*

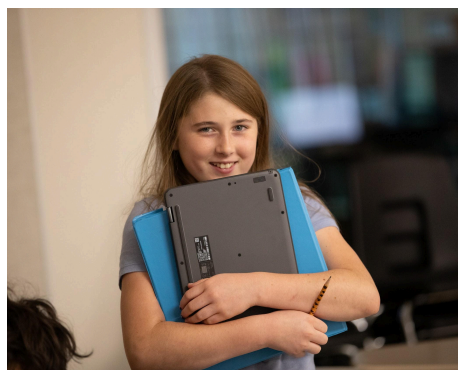
engaging and empowering all learners

*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

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 a wide variety of arts, athletic, and academic 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 and additional experiences in sciences, fine arts, and CTF. Strong academic programs and student support are our top priorities.

As residents of Treaty 7 territory, we hold land acknowledgements in the spirit of reconciliation and we look to incorporate Indigenous teachings across subject areas where appropriate.

Barnwell School offers a range of athletic opportunities including cross country, volleyball, basketball, badminton, and track and field. Students of all abilities are welcome to participate and build their athletic skills. 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 enriching the Barnwell School experience. They provide countless volunteer hours to make sure that special events including tournaments, field trips, drama productions, May Melodies (Barnwell's music showcase), Kiwanis music festival, sports days, student leadership activities, the lighting of the Christmas tree, hot lunches, school advisory council, the cake auction, staff appreciation to name a few. The Barnwell Society of Parents for a Quality Education also works countless fundraising hours to support purchasing equipment that supports learning in our school. At our school advisory council meetings, survey results are shared and discussed. The input from parents is used in the development of our school priorities.

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

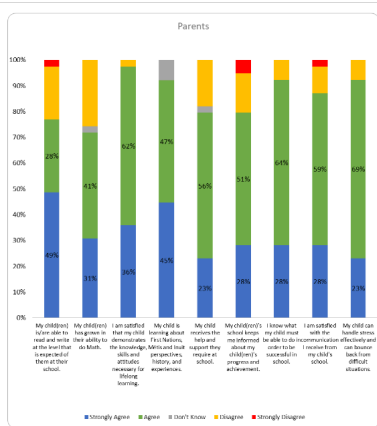


Student leadership development has become a focus of our school. Students who opted for our leadership class this year set goals and created teams to focus on student wellness and engagement. Our Purple Pride assemblies are organised and run by the student leadership class. Our assurance survey results were also shared with this group to help provide more student voice in our 3-year plan and some of their suggestions will be implemented in the 2024-2025 school year.

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

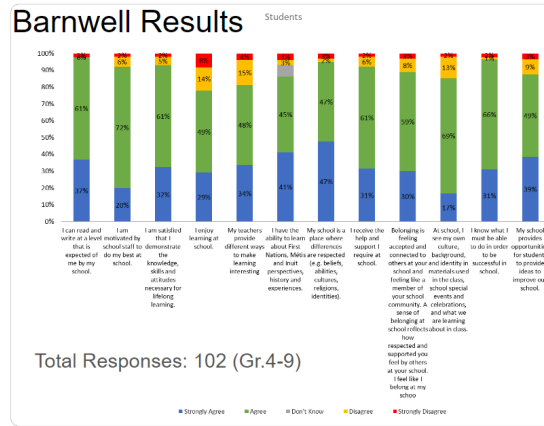


## ASSURANCE RESULTS COMMENTARY

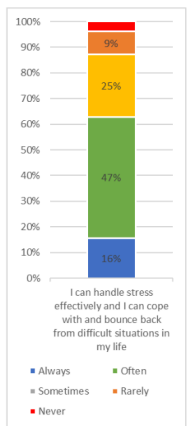


Total Responses: 38

- 1.) 77% (literacy)
- 2.) 72% (numeracy)
- 3.) 98% (lifelong learning)
- 4.) 92% (Indigenous)
- 5.) 79% (Support)
- 6.) 79% (Student Progress)
- 7.) 92% (Steps to success)
- 8.) 87% (School Communication)
- 9.) 92% (Student Stress)



Total Responses: 102 (Gr.4-9)



These results were shared with students, staff, and parents. As a result of this information, we have determined that we will focus on a school-wide NUMERACY project in the 2024-2025 school year. Teaching staff are looking at alternatives for classroom communication so that parents feel as though they are better informed about events in the classroom. Currently, they are comfortable with the level of communication from the school.

Our Student Leadership Group, on behalf of the student body, requested an opportunity to develop more clubs to help with student engagement and a feeling of belonging in the new school year. They have also requested a longer break time for more student socialisation and involvement, this has been incorporated into next year's schedule.

Links to the presentation shared with parents and the students can be found here if you would like a closer look at the data received from the surveys and some of the questions we have asked.

[School Council Data Presentation](#)

[Student Leadership Presentation](#)



## quality teaching and optimum learning

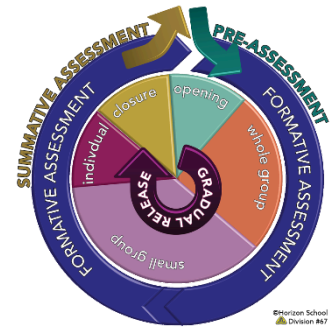
Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Student Growth &amp; Achievement</b> Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> <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</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, 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"> <li>○ Overall and results for parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Literacy               <ul style="list-style-type: none"> <li>● Continuation of F&amp;P assessment and LLI Intervention</li> <li>● Support provided to staff and students with LST time.</li> <li>● Sub time provided for F&amp;P testing</li> <li>● Collaboration time for teachers teaching Language Arts</li> <li>● Support and materials for teachers for new curriculum implementation</li> <li>● Allocated teacher time for embedded intervention programs</li> <li>● Use of Ufli in K-3 classrooms for scaffolded approach to phonics</li> <li>● Use of K-4 printing/handwriting program for scaffolded approach to letter formation</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Parent satisfaction that their children are able to do math at the level that is expected of them at school.</li> </ul>
	<ul style="list-style-type: none"> <li>● Budget Allocation               <ul style="list-style-type: none"> <li>● \$1000 for additional supports or manipulatives not already in the school.</li> </ul> </li> </ul>		

- 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 new curriculum planning, and 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 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
  - 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

- Learning
  - 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 and engagement

		<ul style="list-style-type: none"> <li>o Percent of students who are motivated to do their best at school</li> <li>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"> <li>▪ Overall and results for parents, and students</li> </ul> </li> </ul>	
			<ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>
		<ul style="list-style-type: none"> <li>o Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> <li>▪ Overall and results for parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Life plan <ul style="list-style-type: none"> <li>o Working with HS career counsellors for transition sessions with Grade 9 students.</li> <li>o Partnership with Career Transitions so that students can participate in Epic Career Fair, Skills Exploration events &amp; cardboard boat races..</li> <li>o Involvement with Financial Literacy program for students in Junior High</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation <ul style="list-style-type: none"> <li>● \$300 for bussing for events</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>o Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>o 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>o Weekly updates of school events sent out to families via text &amp; email</li> <li>o Parent-Teacher interviews prior to report cards to discuss progress and intervention.</li> <li>o Social media presence to showcase positive events in the school.</li> <li>o Positive contact challenge/ initiative for 2024-2025 school year</li> <li>o Ensuring clearer contact information for parents to reach out to teachers if they have questions.</li> <li>o Development of a</li> <li>o School Messenger reminders of upcoming events</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>
		<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>o Percentage of staff satisfied with the professional development opportunities provided by the school and division</li> <li>o Executive summary of Joint Horizon/ATA PD activities</li> </ul>	<ul style="list-style-type: none"> <li>● Continual improvement <ul style="list-style-type: none"> <li>o A focus on the use of AI for staff and students (Let's learn what the future holds!)</li> <li>o An intervention block was created for every core subject teacher to provide time to support the struggling learners in their class.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation <ul style="list-style-type: none"> <li>● \$500 for AI PD session for staff</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusion and respecting diversity <ul style="list-style-type: none"> <li>o culture day</li> <li>o Work with student leadership team to help develop more opportunities for building community within the school.</li> <li>o Encouragement of Headstrong team in Grade 9.</li> <li>o Creation of a “diversity and inclusion group” for students looking for a place of belonging.</li> <li>o Providing monthly meeting opportunities for support staff to receive training or PD so that they are better trained to work with their students.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation</li> <li>● Will provide funding as needed, at the moment, this can be covered with what we currently have within the school.</li> </ul>

## response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Learning Supports</b> 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"> <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>o 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>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"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> <li>o Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.</li> <li>o complete the pebbles lessons.</li> <li>o erect a tipi and reflect on its sacred significance.</li> <li>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.</li> <li>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).</li> <li>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</li> <li>o 2 staff members are currently on Horizon’s Indigenous Allies Steering Committee.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation <ul style="list-style-type: none"> <li>o \$500 for Honorariums for Elder visits</li> <li>o \$200 new resources</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative Response <ul style="list-style-type: none"> <li>o Utilize a response to intervention framework that includes a universal benchmark assessment, a continuum of</li> </ul> </li> </ul>

		<p>continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.</p> <ul style="list-style-type: none"> <li>o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> <li>o Percent of staff who feel the school's collaborative response meetings are effective</li> <li>o Percent of students reaching age-appropriate developmental milestones</li> </ul>	<p>support strategies for intervention based upon, and regular collaborative response team meetings transitions, attendance, and re-entry.</p> <ul style="list-style-type: none"> <li>o School-wide after school CTM to address areas of concern &amp; key issues we see that students are struggling with.</li> <li>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.</li> <li>o Purchase differentiated learning website memberships (readinga-z &amp; twinkl) so teachers have access to leveled materials for students</li> <li>o Support staff scheduling so that there is appropriate coverage for high needs students.</li> </ul> <ul style="list-style-type: none"> <li>● Early Learning <ul style="list-style-type: none"> <li>o Provide professional learning opportunities that include Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</li> <li>o Sharing of resources between early learning and kindergarten for more opportunities for both groups.</li> <li>o Provide support for attendance of PD events for early learning</li> <li>o A Welcome to Kindergarten Session for Early Learning Parents to help them understand how to support their child going into Kindergarten</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation <ul style="list-style-type: none"> <li>o \$500 for PD funds</li> </ul> </li> </ul>

## *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"> <li>● Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> <li>o My opinions and suggestions are considered at work.</li> <li>o My supervisor shows appreciation for extra effort made by employees.</li> <li>o My workload is appropriate for the time I am assigned.</li> <li>o I can handle stress effectively and can bounce back from difficult situation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Sharing of school results/ plans/ documents with opportunity for feedback in meetings or using Google docs.</li> <li>● Allocate funds for staff appreciation and offer at least 2 social gathering opportunities per year for staff to socialize.</li> <li>● Gather staff input and feedback regarding timetables that are created.</li> <li>● Ensure that supervision duties are equitable</li> <li>● Have an alternate support staff schedule for when subs are not available.</li> <li>● Have on-site support staff trained as classroom supervisors in case there are no subs available and a teacher is sick.</li> <li>● Development of Staff Wellness teams assigned with providing one wellness opportunity for the staff as a whole per month (8 in total)</li> </ul>



# 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"> <li>• Treaties and agreements with First Nations;</li> <li>• Legislation and agreements negotiated with Metis; and</li> <li>• Residential schools and their legacy</li> </ul>	<ul style="list-style-type: none"> <li>• Student assignments will demonstrate an understanding of treaties, legislation, residential schools</li> <li>• In JH, instruction on these issues should be done beyond the Social Studies Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with staff education and training on Indigenous issues</li> <li>• Provide “hands-on PD” for teachers to develop their understandings so they can share and develop experiences with students.</li> <li>• Invite Elders to PD sessions for Staff (teachers need to build their understanding of culture and protocols).</li> <li>• Promote the use of Local resources such as the Galt Museum which can provide materials to be used as primary documents</li> </ul>
<p>(b) supporting student achievement by engaging in collaborative, whole-school approaches to capacity building in First Nations, Metis and Inuit education;</p>	<ul style="list-style-type: none"> <li>• Monitor the level 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Junior High Students participate in the Kairos Blanket Exercise</li> <li>• Participate in Orange Shirt Day as well as the Orange Shirt Logo Contest</li> <li>• Rock Your Mocs event</li> <li>• Assemblies with a demonstration by Indigenous Guests (Jerry Firstcharger Dancers, etc.)</li> <li>• 7 Grandfather Teachings Character Education Program will continue to be referenced in student wellness classes.</li> </ul>
<p>(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</p>	<ul style="list-style-type: none"> <li>• Long-range plan reviews identify connections with TQS 5</li> <li>• Student articulation of their learning in the Grandfather Teachings Program</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Long range plans for teachers should demonstrate connections to Indigenous learning across the curriculum</li> </ul>
<p>(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.</p>	<ul style="list-style-type: none"> <li>• Teachers will utilise a variety of resources in more than just the social studies curriculum, they will look to engage in cross-curricular planning and include an Indigenous perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to invest in newer resources created by Indigenous Authors</li> <li>• Invite guest speakers/ elders into the school for visits other than “Indigenous Celebrations”.</li> <li>• Develop on-site “Kits” that have relevant resources on a topic that staff can use in their planning/ lessons.</li> </ul>

