

ENCHANT 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

2021 –
2025

Principal's Message

Enchant School is in the hamlet of Enchant, a small rural community, in the northern part of the Horizon School Division. The area supports a mixture of cattle operations, mixed farming, wind turbine electricity generation, and oil fields. Almost half of our students get to school by school bus, which is provided by First Student.

Enchant School will have about 95 to 105 students in Early Learning to Grade 9 for the 2022-23 school year. This year the school has a large Low German Mennonite population, about 70%. Our students and staff are like a large family, supporting and encouraging everyone to be as successful as possible and to encourage life-long learning. Although we are a small school, we offer many outside activities for students to engage their participation in various learning activities – both curricular and non-curricular. Athletics participation has decreased over the years due to smaller enrollment in our Junior High. If there are students interested in school sports, we try to provide opportunities for students to participate in both school division and zone (or multi-divisional) competitions. This may include contacting other schools to provide the opportunity for students to play on a combined school team.

We have facilities to provide specific options for junior high students, including a Foods Lab (kitchen and classroom) and a fully functional Shop for the CTF (Career and Technology Foundations). We also offer classes in Drama, Art, Health, Computers, Music, Languages (French and German), and Physical Education to help complement our core academic classes (Language Arts, Mathematics, Social Studies and Science). We also have our Learning Commons (formerly known as the Library) in which we are adding to collaborative projects and higher order thinking activities for students to try different types of engaging activities. We also have a classroom for Intervention - where students can get extra help with Literacy while working in small groups.

Use of the facilities is also available to outside community groups during evenings and weekends. Groups contact the school to make arrangements for use of the facilities, which are determined on the merits of each request.

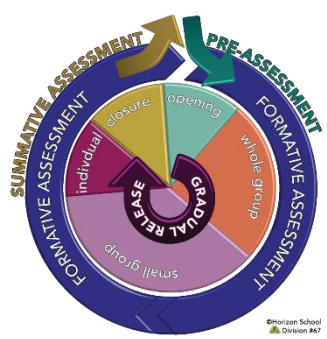
We look to develop these amazing qualities in our students: trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and respectful to name some of the more predominant qualities.

We have a unique, small town, “playground dynamics” where older students are often seen playing with or helping younger students.

Enchant School: “Where everybody knows your name!”



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 the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<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"> ○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ○ Use of ELL Benchmarks for our Low German Mennonite students
	<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"> ● 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"> ○ Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations.
	<ul style="list-style-type: none"> ● Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> ● Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> ● Curriculum Achievement <p>HORIZON INSTRUCTIONAL MODEL</p>  <p>The diagram illustrates the Horizon Instructional Model as a circular process. It features an outer ring with 'SUMMATIVE ASSESSMENT' on the left and 'FORMATIVE ASSESSMENT' on the right. Inside this is another ring with 'GRADUAL RELEASE' on the left and 'CLOSURE' on the right. The center of the model is divided into four quadrants: 'individual', 'small group', 'whole group', and 'closure'. Arrows indicate a clockwise flow from the center outwards. A 'PRE-ASSESSMENT' arrow points into the cycle from the top. A copyright notice for Horizon School Division #17 is visible at the bottom right of the diagram.</p> <ul style="list-style-type: none"> ○ 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"> ○ Build on key assessment principles to increase teacher conceptual understanding of assessment.

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.
 - 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.
 - 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
 - Teacher, parent, and student belief that children find school interesting
 - Overall and results for teachers, parents, and students
 - Percent of students who are motivated to do their best 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
 - Overall and results for parents, and students
 - Parent, and student agreement that students have a plan for life beyond high school
 - Overall and results for parents, and students

- Learning
 - Provide instruction for our community that includes a large Low German Mennonite population.
 - Provide Low German instructions for students in grades 1 to 9.

- Life plan
 - Provide opportunities for career exploration at all grade levels through various research projects within the Health curriculum.
 - Amazing Shake for Junior High that emphasizes manners, discipline, respect and professional conduct that will help students understand the importance of how to present themselves for opportunities in the future. Also, provides an opportunity for business leaders within the community to come into the school.

- Percent of parents who feel the school keeps them informed about their child's progress and achievement
- Percent of parents who are satisfied with the communication they receive from their child's school

- Communication
 - Report Cards – Three times per year
 - Parent Teacher Interviews
 - Phone calls, texts, emails to parents from staff throughout the year
 - Monthly Newsletters

- Percent of staff who felt that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice
- 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
- Percentage of staff satisfied with the professional development opportunities provided by the school and division
- Executive summary of Joint Horizon/ATA PD activities

- Continual improvement
 - see School PD plans

		<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"> ○ Provide an opportunity for a cultural bulletin board within the school to highlight student's ethnic diversity. ○ Highlight Mennonite Culture Week (second week) in September to help all students understand the Mennonite culture – music, food, etc. ○ Provide Low German instruction as a languages option class for all students in Grades 1-9. ○ Allow students to speak Low German in class. ○ Investigate the idea of a Cultural Fair.
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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"> ● Teachers, parents, and students agree 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. ○ 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). ○ Partake in the National Indigenous Peoples day celebration in Taber on June 21 ○ Examine current data and create strategies for schools to maximize the success of FNMI students ○ 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 ○ 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

			<p>themselves in the curriculum, feel safe and welcome</p> <ul style="list-style-type: none"> ○ Utilize the CASS Guide to Relationships and Learning with Indigenous Peoples of Alberta.
<p>Governance Public assurance occurs when demonstrating 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"> ○ 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"> ● 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"> ○ 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 ○ Percent of staff who feel the school's collaborative response meetings are effective ○ Percent of students reaching age-appropriate developmental milestones 	<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 to enhanced engagement, transitions, attendance, and re-entry. ○ 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. ○ CRM meetings set up for 5 times during the school year 2022-23: <ul style="list-style-type: none"> -CRM Group 1 for Grades K to 4: Oct 6, Nov 24, Jan 26, Mar 23, May 11. -CRM Group 2 for Grades 5 to 9: Oct 13, Dec 1, Feb 2, Mar 30, May 25. ● Early Learning <ul style="list-style-type: none"> ○ Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.
		<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 ○ List of partnerships / collaborative projects 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ○ Budget reviews monthly ○ Bi-Monthly Enchant School Advisory Council meetings with parent council. ○ ISP meetings with parents regarding their child's program plans twice yearly. ○ Terry Fox Run ○ Heart & Stroke Skip-a-thon ○ Vauxhall Ag Society
		<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"> ○ Percent of staff who feel the school is cohesive and supportive of one another ○ 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"> ○ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. ○ Opportunities for staff to provide input into yearly timetabling, the school's Three-Year Plan and Professional Development Plan.

School strategic priority (based on “what we can do better” feedback)

School Measures	School Strategies
<ul style="list-style-type: none"> ● Increase parental involvement in the school 	<ul style="list-style-type: none"> ● Provide opportunities for parents to be a part of ESAC (Enchant School Advisory Council). Parent Representatives for each homeroom class to sit on parent council. ● Invite parents to attend Parent Teacher Interviews in November. ● Invite parent participation in various events occurring within the school (volunteer helper in classrooms, mystery reader, help with meal and serving at Christmas Potluck lunch, track meet lunch, be apart of Terry Fox run, Amazing Shake, Help as readers when doing Reading Buddies, assemblies at the end of each month).
<ul style="list-style-type: none"> ● Planning for implementation of New Curriculum to begin in September 2022. <ul style="list-style-type: none"> - K to Grade 3 – Math - K to Grade 3 – English Language Arts - K to Grade 6 – Health and Wellness ➤ Optional implementation of the following: <ul style="list-style-type: none"> - Grade 4 – 6 – Math - Grade 4 – 6 – English Language Arts - Grades K –6 – Science 	<ul style="list-style-type: none"> ● Planning to occur in previous school year with Division Wide access to Professional Learning committees looking at the New Curriculum ● Continued access to these professional learning committees for new or optional implementation subject areas. ● Use time on School Based Professional Development Days (October 21, March 3, and May 18) to continue preparing for the new curriculum with implementation set for other courses in September of 2023. ● Use as a major focus for professional development here at the school.

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