



Enchant School 3 year Education 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

2023—2026

Principal's message

Enchant School is a small rural school in the community of Enchant, Alberta. We are home to approximately 100 students in Early learning to Grade 9. We have a professional staff of five teachers and 4 support staff in various roles within our school. Enchant School has a diverse population of students that includes a large group of English Language learners that speak German, Ukrainian, and Spanish.

Our school community recognizes the opportunities that present themselves and thrives when working with a diverse student population. A majority of our families are connected directly to a strong and growing agricultural community that helps to keep our school viable. The Enchant community believes in the school and has shown strong commitment to assisting the school in various ways. Our students have access to community resources such as the skating rink, and golf course. Our strong School Council has supported extra curricular activities including a ski trip and a week long drama residency here at the school. We value our partnership with our School Council and work collaboratively to provide the best possible experience for our students in and out of the classroom. Many of our staff members have a very solid understanding of our context and have worked in our school community successfully for many years. This level of knowledge and understanding increases the effectiveness of meeting the unique needs of our students. The staff has a strong commitment to employing teaching strategies and methods that are most effective for our students and adjust their teaching to the individual needs of all students.

As the province continues moving forward in implementation of the new curriculum we are focused on ensuring that we are effectively meeting the requirements of effective instruction at all grade levels.

Literacy and numeracy continues to be a focus at the school. Our staff have been working on becoming trained with UFLI Foundations. UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade. We are excited about adding this tool to our toolkits to improve reading.

We are looking forward to continued efforts in reestablishing some after-school activities for our students. This year we had students run in cross country, hosted an exhibition basketball game for our jr. high. We had a strong badminton team that did well at divisionals and also had a strong contingent representing the school at our divisional track meet. With the support of parents, we were able to run an after school basketball program for our elementary students. We hope to continue with these efforts as it adds to a stronger sense of community and school spirit.

Enchant School has a very positive climate, and the staff work well together as a team. Students are treated fairly and strive to contribute to the school in a positive way.

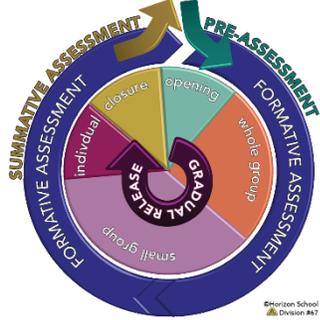


our strategic priorities

*quality teaching and optimum learning
response to intervention
Wellness & well-being*

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"> ● Continue 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. ● Begin to utilize UFLI foundations in day to day instruction and intervention at the school. ● Acquire necessary resources to support program implementation. ● Ongoing discussion and collaboration amongst teachers ● Enhancement of Library's role in promoting reading. ● Ongoing intervention time
		<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. ● Utilization of IXL math program that provides targeted practice to areas needing improvement based on completed work. ● Utilization of math program (Reflex Math) in grades 3 to 6 to target mastery of basic operations.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● \$1500.00 for subscriptions

		<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 style="text-align: center;">HORIZON INSTRUCTIONAL MODEL</p>  <p style="text-align: right; font-size: small;">Horizon School Division #17</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 • Build on key assessment principles to increase teacher conceptual understanding of assessment. • engage instructional coaches to support planning with new curriculum (book in PLC time with coaches) • Focus on the importance of challenging strong academic learners, and the need for opportunities for enrichment. Will be working on Enrichment type activities for those students not participating in German Instruction.
<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. <ul style="list-style-type: none"> ◦ 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. <ul style="list-style-type: none"> ◦ 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 ◦ Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> ◦ Ensure that all staff are aware of the cultural needs of our Low German Mennonite population. ◦ Continue to build skills and strategies that are best practice for English Language Learners. ◦ Strong utilization of displaced student funding to best meet the needs of our Ukraine students. ◦ Ensure that we have the resources to best meet the needs of English Language Learners. ◦ Continuation of Low German Instruction three times a week ◦ Continuation of Low German Concerts at both Christmas and Easter.
	<ul style="list-style-type: none"> • Budget Allocation N/A 		

		<ul style="list-style-type: none"> ■ Overall and results for parents, and students 	
		<ul style="list-style-type: none"> ○ Parent, and student agreement that students have a plan for life beyond high school ■ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Budget Allocation N/A ● Life plan <ul style="list-style-type: none"> ○ The school led by Mr. O'Connor organized and hosted its first Amazing Shake event, which was very well received by all involved. The activity built confidence and social skills in our junior high students through interactive role playing with community members. This is an event that we will do again in the future as it was great for everyone. ○ Create a set plan with HMAP and Vauxhall High School to have an orientation/information session with our grade 9 students and their parents about continuing to high school. ● Budget \$100
		<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> ○ Have focussed this year on getting the community back involved with the school community. ○ Report Cards and parent teacher interviews. Considering a second evening and trying a celebration of learning format. ○ Monthly newsletter ○ Utilize community newsletter ○ Provide more reasons for parents and community to come to the school. ○ Ongoing meetings with School Council ○ Work with School Council on new ways to improve communication ○ Some teachers are effectively using apps like Class DOJO ● Budget Allocation N/A
		<ul style="list-style-type: none"> ○ Percent of staff who fell 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 	<ul style="list-style-type: none"> ○ Regular formal and informal visits about teaching struggles and successes. ○ Offer opportunities to seek out the expertise of others on staff and other support available through learning coaches and other division staff. ○ Improve communication about conferences and other PD opportunities that meet the specific goals of individual teachers ○ Increase the frequency of classroom visits ● Budget Allocation

		<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"> ○ We did a few simple activities for Mennonite Cultural week and plan on expanding these activities to include other cultural groups within our school community. i.e. mexican, ukrainian ○ Explore the possibility of exploring culture through theme days and nutrition spending with themed Healthy snacks. ● Budget Allocation \$1000
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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. ○ 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). ○ 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 themselves in the curriculum, feel safe and welcome ○ As a staff this year we went at the beginning of the year to a sacred site nearby. FNMI liaison accompanied us and we learned about the site and its

			<p>meaning. We will be doing another visit this next Fall to continue our learning</p> <ul style="list-style-type: none"> ○ This year marks the third year of our Indigenous games in June. We have Jaron WeaselBear is joining us on this day to set up a tipi and demonstrate some of the games. This is an event that we will continue on an annual basis in June as we are no longer in School on June 21, 2023
		<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. These weekly meetings continue to be an integral and effective method of improving support for groups of students and individual students. These meetings are open, honest and efficient. The focus of the meetings are on solutions and strategies to improve learning and instruction. ○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming. Increased involvement of our Wellness Coach in classrooms. ○ Continuation of Bell Lets Talk activity and Hats on for Mental Health ● 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. ○ Strive to ensure Early Learning staff are connected to the supports available in the school and have access to what they need to meet the needs of the program. ○ Work on staffing the program in a way that those working in the program are also working in other parts of the school to build a more complete community between Pre-K and K to 9 programming
<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"> ○ 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 	<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, 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ○ Monthly review of the schools budgets including de centralized and School Generated Funds. ○ Collaborate with stakeholders to gain input on budgetary needs and areas needing support. ○ Regular meetings with School Council to discuss school needs and goals. ○ Community engagement and involvement to assist in supporting some of the extra activities that are

	amount budgeted, the actual spent and the variance (in both amount and %).	<p>solve problems, and overcome challenges</p> <ul style="list-style-type: none"> ○ List of partnerships / collaborative projects 	<p>available to our students. Casino Board support for Missoula Childrens theatre and Ski Trip.</p> <ul style="list-style-type: none"> ○ Community Fundraiser completed last fall to assist with costs associated with extra curricular activities and field trips.
			<ul style="list-style-type: none"> ● Budget Allocation N/A
		<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"> ○ Looking to provide opportunities for Jr. High Students to take the lead with planning events and activities here at the school. Theme days and activities planned by students for other students will be the goal. ○ Ensure that time is taken to listen to the goals and ideas of all stakeholders. Parents, Teachers, support staff and students all need to have a voice in the direction the school takes. ○ Make decisions collaboratively to empower all stakeholders as they strive to improve the school community.
	<ul style="list-style-type: none"> ● Budget Allocation 		

wellness and well-being

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"> ○ My opinions and suggestions are considered at work. ○ My supervisor shows appreciation for extra effort made by employees. ○ My workload is appropriate for the time I am assigned. ○ I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> ● Continued opportunities to gather together as a staff through the following activities: <ul style="list-style-type: none"> ○ Snack Thursdays ○ Salad Day ○ Potluck Lunches ● Provide staff with opportunities to visit and share struggles and successes ● Continue to involve the whole staff in planning and organizing events and activities here at the school. ● Look for opportunities to help during busy times by being flexible with deadlines and recognizing the many demands of staff members. ● Strive to maintain the positive aspects of the School Culture. There is a sense of community and belonging within our school community and work to ensure new staff members sense this culture and are welcomed into it. ● Take time to laugh with students, parents, and co-workers. ● Focus on ways to build community with Early Learning staff.

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

School Measures	School Strategies
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<p>Increase Parental Involvement</p>	<ul style="list-style-type: none"> • A large focus this year and will continue to be a focus is increasing parental involvement in the school. COVID restrictions made it difficult for parents to connect with staff and feel connected to the school community. • The reintroduction of some after school sports programs has provided reasons for parents to come back to the school. Our elementary after school BBALL program brought out many parents to watch or help with coaching. • Our junior highs competed at the division level in 3 of the 5 main sports. We will be looking to increase this amount in the new year. • Our community fundraiser was a huge success bringing the whole community back into the building for a great cause. The support was a wonderful surprise. • Parents have helped out with BBQ's, volunteered in classrooms, on field trips, and are seen in the hallways more than in the past few years. • We will be continuing to find ways to bring parents back into the school. • Grade ½ hosted a Mother's Day tea and will be doing Father's Day activity as well. • Possible Celebration of Learning in the spring of next year to bring parents into the classroom to see what students are learning. • A goal to have all ISP meetings in person at the school.
<ul style="list-style-type: none"> • Continued implementation of new curriculum • Implementation of UFLI Reading program. • Work on ensuring that intervention programming is supporting all students through best practice instruction 	<ul style="list-style-type: none"> • Teachers continue to work collaboratively within the school and across the division to be better prepared for curriculum changes. • Optional implementation over the last year has increased teacher confidence. • All primary teachers in the school have taken the first PD for UFLI and we have been able to utilize our budget to acquire the necessary resources to properly introduce this program in each of our classrooms. • New funding for interrupted learning displaced students has allowed us to increase support for students in our school. We are excited about the extra human resources we will have in the school next year and will be utilizing that to positively impact the learning of all students in our school

