

# assurance plan

## horizon<sup>+</sup> school division

### **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

2020-  
2024

The Horizon School Division is a rural jurisdiction situated between the cities of Medicine Hat and Lethbridge spanning from Coutts on the Canada/US border to Lomond in the County of Vulcan. The Division provides education services to approximately 3500 students and consists of 20 schools of various grade configurations in the communities of Barnwell, Enchant, Grassy Lake, Hays, Lomond, Milk River, Taber, Vauxhall, and Warner, plus two Christian Alternative School, and three Outreach schools. Additionally, there are 19 Hutterian Brethren schools scattered throughout the Division as well as one elite sport academy (Vauxhall Academy of Baseball). Horizon serves, a substantial population of Low German-speaking Mennonite families. As a result, a significant percentage of Horizon's student population are English Language Learners.



# *our strategic priorities*

*quality teaching and optimum learning  
response to intervention*

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	Strategies
<p><b>Student Growth &amp; Achievement</b></p> <p>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 the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> <li>• A measure of student engagement in their learning at school</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> <li>• Parent satisfaction that their children are able to do math at the level that is expected of them at school.</li> <li>• Teacher, parent, and student agreement that children will be prepared for the next grade level               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Literacy               <ul style="list-style-type: none"> <li>○ Support schools with the division-wide practice of benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.</li> <li>○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> </ul> </li> <li>• Numeracy               <ul style="list-style-type: none"> <li>○ Extend a balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations.</li> <li>○ Mobilize knowledge gained from Alberta Research Partnership Project with the University of Lethbridge on the impact of a sustained instructional coaching model on middle years math instruction and assessment.</li> </ul> </li> <li>• Curriculum Achievement               <ul style="list-style-type: none"> <li>○ Horizon Instructional Model</li> </ul> </li> </ul> <div data-bbox="1161 919 1485 1243" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>○ Support high school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, professional learning activities with Administrators and the division Curriculum Implementation committee.</li> <li>○ Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.</li> <li>• Assessment               <ul style="list-style-type: none"> <li>○ Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> </ul> </li> </ul>

<p><b>Teaching &amp; Leading</b> 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"> <li>• Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and students</li> </ul> </li> <li>○ Teacher, parent, and student belief that children find school interesting (ask principal) <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and students</li> </ul> </li> <li>○ Percent of students who are motivated to do their best at school (ask principal)</li> <li>○ 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> </li> </ul>	<ul style="list-style-type: none"> <li>• Learning <ul style="list-style-type: none"> <li>○ Review supervision, evaluation, and professional learning practices through the lens of the updated teacher growth supervision and evaluation policy</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>○ Parent, and student agreement that students have a plan for life beyond high school (ask principals if include gr.) <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>○ Take a coordinated approach with CALM teachers, career counsellors, off campus coordinators and career transitions to strengthen post school planning</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>○ Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>○ 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>○ Schools will undertake a review of communication practices and explore ways to enhance communication</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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>○ Percentage of staff satisfied with the professional development opportunities provided by the school and division</li> <li>○ 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>○ Principals will develop comprehensive school professional learning plans that focus on three year education plan priorities and the teaching quality standard.</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>○ 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>○ 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>○ The division will review inclusive practices through the lens of the new Standards for Inclusive Education</li> </ul> </li> </ul>
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## response to intervention

Domain	Provincial Measures	Horizon Measures	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>○ 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>○ 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> <li>● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized</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>○ Horizon’s Indigenous committee is developing a strategic action plan to address the FNMI component of the Quality Standards.</li> <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>○ 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>○ Facilitate a community National Indigenous Peoples day celebration in Taber on June 21</li> <li>○ Examine current data and create strategies for schools to maximize the success of FNMI students</li> <li>○ 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>○ Redefine role of FNMI 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 FNMI students recognize themselves in the curriculum, feel safe and welcome</li> </ul> </li> <li>● Collaborative Response <ul style="list-style-type: none"> <li>○ Utilize a response to intervention framework within all schools that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team</li> </ul> </li> </ul>

		<p>supports and services, consistent with the principles of inclusive education.</p> <ul style="list-style-type: none"> <li>○ 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>○ Percent of staff who feel the school's collaborative response meetings are effective</li> <li>○ Percent of students reaching age-appropriate developmental milestones</li> </ul>	<p>meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</p> <ul style="list-style-type: none"> <li>○ 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>● Early Learning <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</li> </ul> </li> </ul>
<p><b>Governance</b> Public assurance occurs when the division demonstrates stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> <li>● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> <li>○ Overall and results for teachers and parents</li> </ul> </li> <li>● 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 %).</li> </ul>	<ul style="list-style-type: none"> <li>● 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"> <li>○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> <li>○ List of partnerships/collaborative projects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Resource Management <ul style="list-style-type: none"> <li>○ Transparent budgeting and reporting process</li> <li>○ Stakeholder input and feedback regarding priority and budgeting processes</li> <li>○ Collaborative partnerships to leverage expertise, learning, and cost efficiencies</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>● 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 School Councils Regulation, section 12. <ul style="list-style-type: none"> <li>○ Percent of staff who feel the school is cohesive and supportive of one another</li> <li>○ Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder engagement <ul style="list-style-type: none"> <li>○ Engage school councils at both school and divisional levels with regard to priority setting and budgeting</li> <li>○ Enhance student engagement to lend their voice to jurisdiction initiatives and promote student leadership opportunities beyond school.</li> <li>○ Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services.</li> <li>○ Update planning and reporting requirements and transition to the assurance framework</li> </ul> </li> </ul>



## further information

The Education Plan for the Horizon School Division commencing (2020-2021) was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2020-2021 to 2022-2023 on May 27, 2020.

A handwritten signature in black ink, appearing to read 'Marie Logan'.

Marie Logan, Board Chair

Parents, students, and staff provided feedback and input regarding, vision, mission, strategic priorities, and values. School councils and staff are engaged in discussions regarding school and division plans. Parents and staff contribute further as members of the council of school councils, division committees and via school and division wide surveys. The division is committed to providing opportunities to engage parents, students, and staff and incorporate their perspectives.

Capital Plan

<https://www.horizon.ab.ca/download/195393>

Infrastructure Maintenance and Renewal Plan

<https://www.horizon.ab.ca/download/223242>

Audited Financial Statement

<https://www.horizon.ab.ca/download/223242>

2020-2021 Budget

<https://www.horizon.ab.ca/download/223242>

Horizon School Division

6302 – 56 Street

Taber, AB T1G 1Z9

Phone: (403) 223-3547