



assurance plan

horizon⁺ 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

2024 -
2027

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.

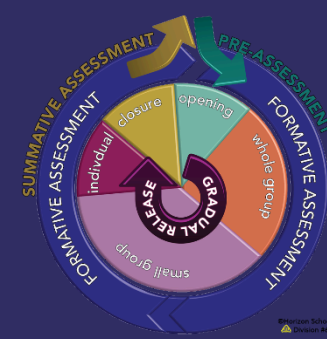


our strategic priorities

quality teaching and optimum learning
responding with intervention
finding wellness in the work

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	Strategies
<p>Student Growth & Achievement</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"> • 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), and Diploma Examinations. <ul style="list-style-type: none"> o Overall and specific course results for all students o 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"> o Overall and for 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"> o Overall and specific group results • Teacher, parent, and student agree that students are engaged in learning at school <ul style="list-style-type: none"> o Overall and specific group results 	<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"> o Overall and specific group • A list of the Alberta Education approved screening assessments used at each grade level; • Total number of students assessed at the beginning of the school year in gr 1, 2, & 3. • Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, & 3. • Total number of students identified as being at risk at the end of the school year in gr 1, 2, & 3. • Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, & 3. • Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, & 3. • A summary of support strategies used for students identified as being at risk at each grade level. 	<ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> o Support schools with the division-wide assessment practices (Provincial gr.1-5 Literacy and Numeracy screening assessments, as well as Fountas and Pinnell) and follow up intervention. o Promote the Horizon Literacy Framework as a reference tool for instructional support for strong literacy practices and optimal learning. o Support K-6 ELAL curriculum implementation
		<ul style="list-style-type: none"> • Parent satisfaction that their children have grown in their ability to do math. 	<ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> o Promote the Horizon Numeracy Framework as a reference tool for instructional support for strong numeracy practices and optimal learning. o Extend a balanced approach to math instruction in K-6 with the support of rich tasks, math embedded in literature, and math workstations. o EDC Research Partnership Program Grant: (Building equity in middle years with number talks) o Support K-6 Math curriculum implementation
			<ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> o Build on key assessment principles to increase best practices using outcomes based assessment.

			<ul style="list-style-type: none"> Curriculum Achievement <ul style="list-style-type: none"> Horizon Instructional Model  <ul style="list-style-type: none"> Foster discussions about challenging strong academic learners, and deep and transfer learning. Support K-6 curriculum implementation
<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 specific group results 	<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"> Student belief that teachers provide different ways to make learning interesting Students agreement that they enjoy learning 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"> Overall and specific group results Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> Overall and specific group results 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 Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice Percentage of teachers satisfied with the professional 	<ul style="list-style-type: none"> Learning <ul style="list-style-type: none"> Professional development for Administrators as per PD plan. Support new principals Life plan <ul style="list-style-type: none"> Take a coordinated approach with CALM teachers, career practitioners, off campus coordinator, career transitions, and careers to strengthen career planning Support Dual Credit and career exploratory opportunities. Multijurisdictional Collegiate program Communication <ul style="list-style-type: none"> Regular division wide distribution of "Inside Scoop" newsletter Continual improvement <ul style="list-style-type: none"> Principals will develop comprehensive school professional learning plans that focus on three year education plan priorities, annual education results report, and the teaching quality standard.

		development opportunities provided by the school	
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of students who feel connected and have a sense of belonging at school o Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations o Percent of staff who feel that the school is 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. 	<ul style="list-style-type: none"> • Inclusion and respecting diversity <ul style="list-style-type: none"> o Support K-6 PEW curriculum implementation

responding with intervention

Domain	Provincial Measures	Horizon Measures	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 learning environments are welcoming, caring, respectful, and safe. <ul style="list-style-type: none"> o Overall and specific group results • Teacher, parent, and student agreement that students have access to the appropriate supports and services at school. <ul style="list-style-type: none"> o Overall and specific group results 	<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"> o 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 specific group results 	<ul style="list-style-type: none"> • Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Horizon's Indigenous committee has a strategic action plan. o Promote and implement use of culturally appropriate resources and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. o Utilize elders to connect learning to culture in a holistic way
		<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"> o Parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and specific group results 	<ul style="list-style-type: none"> • Collaborative Response <ul style="list-style-type: none"> o Utilize a response to intervention framework within all schools that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that includes a focus on engagement, transitions, attendance, and re-entry.

<p>Governance 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"> • Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> o Overall and specific group results • Budget-Actual Comparison: "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"> • 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"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges 	<ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> o Transparent budgeting and reporting process (e.g. dashboard) o Collaborative partnerships to leverage expertise, learning, and cost efficiencies
		<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 School Councils Regulation, section 12. <ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another o 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"> o Engage school councils at both school and divisional levels with regard to strategic planning and budgeting

finding wellness in the work

	Horizon Measures	Strategies
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Local measures that indicate the percent of students and staff that agree <ul style="list-style-type: none"> o Percent of staff satisfied with their job o Percent of staff who can handle stress effectively and can bounce back from difficult situations 	<ul style="list-style-type: none"> • Leverage partnership with EdCan and build momentum for action based on Guarding Minds survey results and EdCan well-at-work report • Utilize wellness steering committee, admin advisory committee, and staff advisory committee to capture staff voice and create advice and recommendations to superintendent for potential action • Mental Health in Schools Pilot focused on school leader wellness, and staff and student wellness



further information

The Education Plan for the Horizon School Division commencing August 19, 2024 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting 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 2024-2025 to 2026-2027 on May 28, 2024.



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/416578>

Audited Financial Statement

<https://www.horizon.ab.ca/download/404885>

Budget

<https://www.horizon.ab.ca/download/452534>

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