



# 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

2025 -  
2028

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.



## *key insights* (strengths, areas for improvement, & emerging trends)

The division's Annual Education Results are accessible via our dashboard (<https://www.horizon.ab.ca/board/reports>).

- Six of fourteen provincial measures are above the previous year's results and seven of fourteen are above the provincial average.
- Provincial results show very high satisfaction related to citizenship, education quality, and parental involvement.
- Provincial Achievement Test acceptable results decreased over the last year in grade 6 but increased in grade 9.
  - The grade 6 decrease could be partially due to gaps in learning as the province shifts to a new curriculum.
  - Grade 9 PAT acceptable improved significantly for ELL students
  - Diploma excellence for ELL students was approximately 10% above provincial average
  - First Nations, Metis, and Inuit student five year completion is approximately 13% above the provincial average

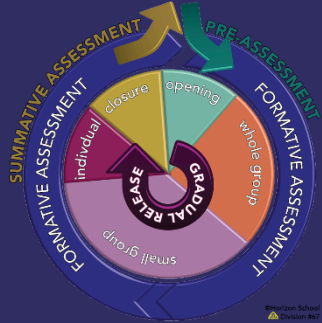
- Diploma results have also decreased over the last year, particularly in the standard of excellence.
  - This is primarily due to the fact that a significant number of veteran grade 12 teachers are no longer teaching diploma courses. New teachers with less experience with diplomas are not as familiar with the curriculum and diploma exams as previous veteran teachers.
- Students continue to share that they struggle with handling stress even though they feel that they have the skills to be resilient. A significant percentage also share that they do not chose healthy snacks, get enough sleep and have too much screen time.



## quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	Strategies (plan for implementation - resources, learning, and processes)
<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.	<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), and 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</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 survey results will show that parents and students agree that children are able to read and write at the level expected of them at school.               <ul style="list-style-type: none"> <li>◦ Overall and specific group</li> </ul> </li> <li>• Each grade level will use a list of the Alberta Education-approved screening assessments: LeNS, CC3, and the Alberta Education Numeracy test.</li> <li>• Total number of students assessed using the initial assessment at each grade level for K, 1, 2, 3.</li> <li>• A summary of support strategies used for students identified as being at risk at each grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy               <ul style="list-style-type: none"> <li>◦ Support schools with the division-wide assessment practices (Provincial K, and gr.1-5 Literacy and Numeracy screening assessments and Fountas and Pinnell) and follow-up intervention.                   <ul style="list-style-type: none"> <li>▪ Via division and school-based PD led by the learning services team and one-on-one teacher support via learning coaches.</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>o Overall 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>o Overall and specific group results</li> </ul> </li> <li>Teacher, parent, and student agree that students are engaged in learning at school               <ul style="list-style-type: none"> <li>o Overall and specific group results</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Parent surveys will show satisfaction that their children have grown in their ability to do math.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy               <ul style="list-style-type: none"> <li>o Support math curriculum implementation.                   <ul style="list-style-type: none"> <li>▪ Via division and school-based PD led by the learning services team and one-on-one teacher support via learning coaches.</li> </ul> </li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Assessment               <ul style="list-style-type: none"> <li>o Build on key assessment principles to increase best practices using outcomes-based assessment.</li> </ul> </li> <li>Curriculum Achievement               <ul style="list-style-type: none"> <li>o Horizon Instructional Model</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>o Foster discussions about challenging strong academic learners and deep and transfer learning.               <ul style="list-style-type: none"> <li>▪ Via division-wide PD supported by the learning services team and administrator/division office liaison conversations</li> </ul> </li> <li>o Working groups with veteran teachers and new teachers to create mentorship and collaboration in teaching strategies and assessment practices.</li> <li>o Support curriculum implementation               <ul style="list-style-type: none"> <li>▪ Via division and school-based PD led by the learning services team, and one-on-one teacher support via learning coaches.</li> </ul> </li> </ul>
<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.	<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>o Overall and specific group results</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>o Student belief that teachers provide different ways to make learning interesting</li> <li>o Students agreement that they can transfer learning skills to new situations</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 specific group results</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learning               <ul style="list-style-type: none"> <li>o Professional development for Administrators as per the admin PD plan.</li> <li>o Support new principals by pairing them with mentors and a division senior leadership liaison.</li> <li>o To support new teachers, we will provide the Horizon Induction Program (HIP) and a planning and assessment workshop in June.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>Life plan</li> </ul>

			<ul style="list-style-type: none"> <li>o To strengthen career planning, take a coordinated approach with CALM teachers, career practitioners, the off-campus coordinator, career transitions, and careers.</li> <li>o Support Dual Credit and career exploratory opportunities.</li> <li>o Participation in the Multijurisdictional Collegiate program</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 Regular division-wide distribution of "Inside Scoop" newsletter.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>o 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</li> <li>o Percentage of teachers satisfied with the professional development opportunities provided by the school</li> </ul>	<ul style="list-style-type: none"> <li>• Continual improvement <ul style="list-style-type: none"> <li>o Principals will develop comprehensive school professional learning plans that focus on the three-year education plan priorities, the annual education results report, and the teaching quality standard.</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 students who would encourage others to attend their school.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion and respecting diversity <ul style="list-style-type: none"> <li>o Support the PEW curriculum implementation. <ul style="list-style-type: none"> <li>▪ Via division-wide PD supported by the learning services team and administrator/division office liaison conversations.</li> </ul> </li> </ul> </li> </ul>

## *responding with intervention*

Domain	Provincial Measures	Horizon Measures	Strategies (plan for implementation - resources, learning, and processes)
<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	<ul style="list-style-type: none"> <li>• Teacher, parent and student agreement that learning environments are welcoming, caring, respectful, and safe. <ul style="list-style-type: none"> <li>o Overall and specific group results</li> </ul> </li> <li>• Teacher, parent, and student agreement that students have access to the appropriate supports and services at school. <ul style="list-style-type: none"> <li>o Overall and specific group results</li> </ul> </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 Parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and</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 Horizon's Indigenous committee has a strategic action plan.</li> <li>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.</li> <li>o Utilize elders to connect learning to culture in a holistic way</li> <li>o Utilize a part-time learning coach to work with intervention in the early years in a push in support with co-teaching.</li> </ul> </li> </ul>

context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.		<p>experiences, treaties, agreements, and the history and legacy of residential schools</p> <ul style="list-style-type: none"> <li>Overall and specific group results</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 continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.</li> <li>Parent, and student agreement that students receive the help and support they require at school               <ul style="list-style-type: none"> <li>Overall and specific group results</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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 continuum of supports, and regular collaborative response team meetings that includes a focus on engagement, regulation, literacy, numeracy, transitions, attendance, and re-entry.</li> <li>Training for Educational Assistants: over a 2 year cycle, provide foundational training for EAs in the following areas: supporting students with complex behaviour, Autism, Anxiety, Mathematics, Literacy, English as Additional Language Learners.</li> </ul> </li> </ul>
<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.	<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 specific group results</li> </ul> </li> <li>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 %).</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.</li> <li>Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> </ul>	<ul style="list-style-type: none"> <li>Resource Management               <ul style="list-style-type: none"> <li>Transparent budgeting and reporting process (e.g. dashboard)</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.</li> <li>Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school.</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 strategic planning and budgeting and regular Council of School Council meetings.</li> </ul> </li> </ul>

finding wellness in the work

	Horizon Measures	Strategies (plan for implementation - resources, learning, and processes)
	<ul style="list-style-type: none"> <li>Local measures that indicate the percent of students and staff that agree               <ul style="list-style-type: none"> <li>Percent of staff who drive energy and joy from their job.</li> <li>Percent of staff who can handle stress effectively.</li> <li>Percent of staff who can bounce back from difficult situations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Leverage partnership with EdCan Network and build wellness momentum.</li> <li>Utilize wellness steering committee to capture staff voice and create advice and recommendations for potential action</li> </ul>



## accountability statement

Under the direction of the School Board, the Education Plan for the Horizon School Division commencing September 2025 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 School 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 School Board reviewed and approved the 2023/2026 Education Plan in May 2023. (Updated Annually after 2023 and reapproved on May 27, 2025).

A black and white image of a handwritten signature, which appears to be 'Marie Logan'.

Marie Logan, Board Chair

## stakeholder engagement

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, as well as provided details of results from provincial and division qualitative (assurance surveys) and quantitative results, which impact future plans. The division wishes to thank parents and staff for contributing 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/510234>

### Audited Financial Statement

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

### Budget

<https://www.horizon.ab.ca/download/512414>

Horizon School Division

6302 – 56 Street

Taber, AB T1G 1Z9

Phone: (403) 223-3547

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