
**Combined 3-Year Education Plan 2020-2023
&
Annual Education Results Report (AERR)**



New Horizons School

Fall 2020


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Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for New Horizons School were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020/2023 on November 25, 2020.



Dan Hanson
Board Chair

Combined 2020 Accountability Pillar Overall Summary



Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6001 New Horizons School

Measure Category	Measure	New Horizons School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.7	84.9	85.4	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	83.7	77.4	75.2	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	92.2	88.4	89.6	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.0	*	4.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	93.8	93.6	95.2	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Excellence	57.1	53.6	53.8	20.6	19.9	19.6	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.0	79.6	79.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	84.4	79.8	81.3	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.2	81.4	84.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.8	74.7	79.2	81.5	81.0	80.9	Very High	Maintained	Excellent

Foundation Statements

Mission Statement

The mission of New Horizons Charter School is to meet the special academic needs of gifted learners in a congregated setting in an environment that is low-anxiety, positive, and supportive of the individual. Gifted students need opportunities to be challenged, to think alternatively, and to pursue learning according to their own learning styles.

Vision Statement

New Horizons School will enable gifted students to strive for excellence in a positive academic learning environment that fosters social and emotional support for each student.

Philosophy and Educational Foundations

New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold: to address the academic, social, and emotional needs of gifted children.

New Horizons School strives to incorporate the best research and innovations from a growing body of professional and research literature on gifted education into the pedagogical and organizational programs of the school. The often-unique academic and social-emotional needs and strengths of gifted children are of primary consideration in the design of educational and support programs at the school. The school strives to be a renowned centre of excellence that is respected locally, nationally and internationally, and is sought after for its programming and its professional knowledge. It seeks to be a successful centre of best practice, research, and innovation in gifted education, open to partnerships with others within the limits of its resources.

Above all, New Horizons School strives to provide a student-focused, safe, supportive learning environment in which gifted students can be successful and well equipped to engage in whatever endeavours they choose to pursue in the future. The school program is designed to provide inclusive education and to consider the appropriate pedagogy and the individual characteristics of the students. This allows for flexibility in grouping for instruction and activities. At times, students will be assigned to work with those with similar achievement levels, but the possibility also exists to group students with different levels of skill/knowledge mastery. These experiences are designed to facilitate students' development in leadership and mentorship capacity, and to ensure that students are able to work with a range of individuals at various levels of ability.

Profile of the School Authority

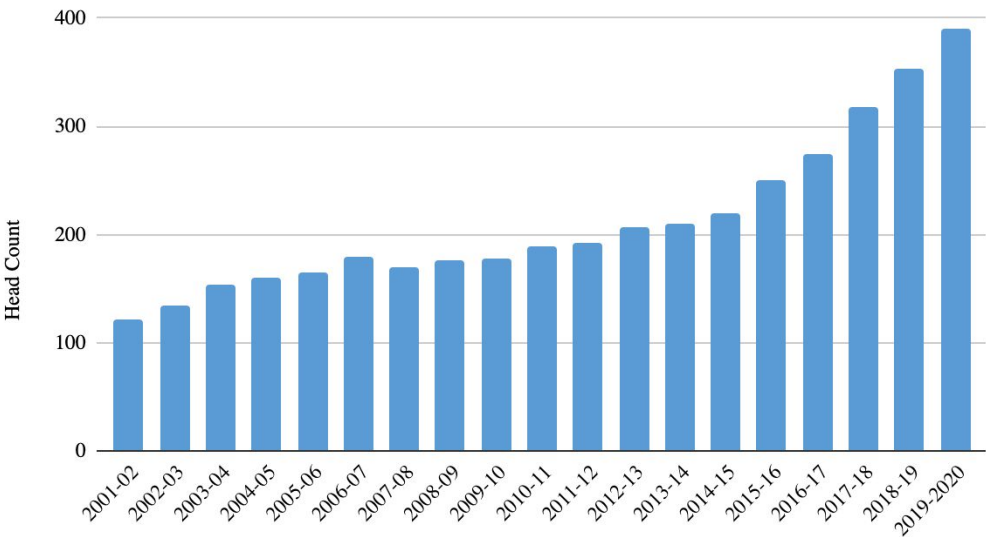
New Horizons School is a public charter school serving 390 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although a growing number of students commute from other communities throughout the Greater Edmonton area.

Like all charter schools in Alberta, New Horizons is designed to address the needs of a particular group of students through a specific program or teaching/learning approach, while following the Alberta Program of Studies. In our case, we focus on meeting the needs of intellectually-gifted children in a congregated setting and on providing our students with an environment that supports their unique intellectual, social and emotional needs.

New Horizons School was established in 1995 as Canada’s first public charter school. Operated by the New Horizons Charter School Society (a non-profit charitable society comprised of parents, teachers and interested community members) and governed by an elected Board of Directors, the school is funded by the Government of Alberta and therefore does not charge tuition fees.

The Society operates under the terms of a charter, or agreement, with the Minister of Education for the Province of Alberta. Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 25 years since that time, our school has grown by 311 students and currently serves the needs of 390 gifted learners. The chart below shows our growth since 2001.

New Horizons School: Enrolment



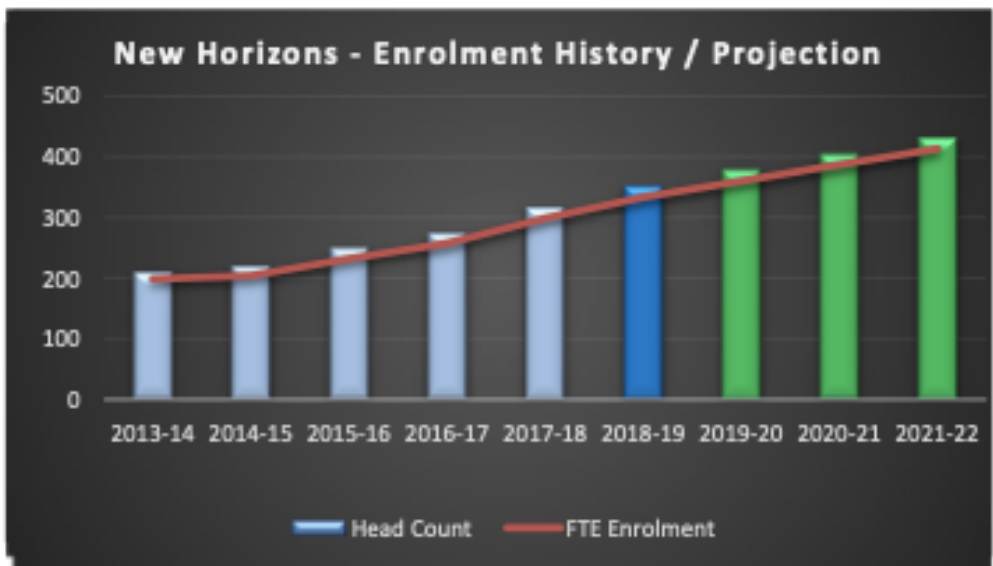
Trends and Issues

Enrolment Growth

Our educational purpose is to address the learning needs of gifted students. New Horizons Charter School has been a very successful meeting those needs from kindergarten through grade 9 and this is demonstrated by our Accountability Pillar results and our accompanying growth in student population above. Since relocating to Sherwood Park in the 2015-2016 school year, the school's enrolment has shown a strong upward trend. As the chart below demonstrates, enrolment in the year prior to the relocation to Sherwood Park (2014-2015) was 220 students. This was preceded by modest but steady growth over the course of the previous two decades. In the five years since our return to Sherwood Park, however, enrolment has grown by 77%, with a second class being added at each grade from 1 through 7. Enrolment for 2020/21 is 407 students.

For many years, the school was assigned an enrolment cap of 300 students (not including kindergarten). In response to strong demand for enrolment at the school, the Board submitted a request for a 150- student increase in the enrolment cap to the Minister of Education in November 2016. An increase to 355 full-time-equivalent (FTE) students was received from the Minister in September 2018. It would appear that another request for an enrolment cap increase will be needed in order to accommodate anticipated growth in the years ahead.

We expect our enrolment to peak to 456 students within the next two years at which point, due to facility restraints, will remain at that level for years beyond.



Ownership of Sherwood Park Facility and Lands

New Horizons School occupies its new Sherwood Park facility under the terms of a lease agreement with Elk Island Catholic Schools. In accordance with correspondence sent (June 5, 2014) by former Minister of Education Jeff Johnson to the Elk Island Catholic Board of Trustees, the New Horizons Board of Directors anticipates that ownership of the facility will be transferred to the New Horizons Charter School Society. Although the details of a transfer agreement have been reached between the respective legal counsels for the two school boards, approval of the ownership transfer by the current Minister of Education has not yet been received.

The New Horizons Board of Directors continues to advocate for the transfer of ownership at the earliest possible date.

High School Program

Since the inception of New Horizons Charter School, the inclusion of a high school program has always been part of the charter mandate to address the learning needs of our gifted students from kindergarten through high school. The Board has formed an ad hoc committee to begin the challenging work of investigating the establishment of a high school program. This will include engaging with our current students, their parents and school staff. This investigation will also include an in-depth analysis of the education and facility needs to undertake implementation of a high school.

In 2021/22 our school will have two classrooms for all grades kindergarten through grade 9. Student population will be sustainable for operating a high school for gifted students. The first year of the high school will be grade 10, with the following year grades 10 and 11 and then adding grade 12 in the third year of operations of the high school.

The challenge will be adequate space to offer the high school. To accomplish this, New Horizons Charter School will require the addition of six modulars, an ancillary space and an additional gymnasium over the first three years of operation of the high school. The other alternative is the government providing New Horizons Charter School with a second campus for high school operations.

We anticipate that with government support we can begin the transition to a high school during the 2022/23 school year.

A Note on Strategies and Measures

Measures for the 2020-2023 Education Plan

On March 16, 2020, Alberta Education ceased all in-class instruction in Alberta schools in response to the COVID-19 pandemic.

As a result, Provincial Achievement (PATs) Tests were not administered. Therefore, there is no PAT data included in this Education Plan.

As well, because of the disruption, the Annual Board Surveys were delayed and not completed until May at the height of the first wave of the pandemic and students were learning from home.

Because of the difficulties, Division I students were not included in the survey.

The number of respondents for the surveys are below:

- Parents: 109
- Students (4-6): 100
- Students (7-9): 66

Strategies

Strategies highlighted in blue are connected to the feedback from the Parent Forum held in February.

Strategy	Years In The Plan
Strategy from parent forum.	1
Strategy in the plan for a second year.	2
Strategy in the plan for a third year.	3

CHARTER GOALS

Charter Goal 1: Student Learning Is Improved

Outcome One: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.

Measure: Provincial Achievement Test Standard of Excellence

No Data Available: Provincial Achievement Tests not administered due to in-school provincial directive to end in-school instruction and move to remote learning.

Strategies	Year In The Plan
Increased visible expectations of excellence in junior high <ul style="list-style-type: none"> increased accountability for students; higher expectations for achievement 	1
K-9 Offer a remote learning alternative for students who are required to learn from home due to the COVID-19 pandemic.	1
7-9: Increased Emphasis on “visible thinking” strategies (Ron Ritchhart)	1
7-9: Increased Emphasis on “visible learning” strategies (Hattie)	1
Writing: Continue to expand and implement the Flexible Pathways to Writing: Grades 7-9 . Continued focus on differentiating instructional writing goals.	3

Outcome Two: Students will become creative risk takers academically.**Measure: Board Surveys**

	Results (in percentages)				
	2016	2017	2018	2019	2020
School Survey Parents: Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92.3%	95%	95%	92%	95%
School Survey Parents: Percentage of parents who feel that their child's school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92.3%	95%	93%	88%	92%
School Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	85.6%	87%	87%	85%	87%
School Survey Students 7-9: Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	89%	n/a	95%
School Survey Students 7-9: Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	92%	87%	88%
School Survey Students 7-9: Percent of students who they are being appropriately challenged	n/a	n/a/	n/a	91%	77%
School Survey Students 4-6: Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	97%	n/a	88%
School Survey Students 4-6: Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	93%	96%	91%

School Survey Students 4-6: Percent of students who they are being appropriately challenged	n/a	n/a	n/a	79%	70%
School Survey Students K-3: Percent of students who feel that their teachers let them use their imagination in their school work.	n/a	n/a	85%	88%	N/A

Strategies	Year in the Plan
Pilot the use of pre-tests in the junior high content area courses (Social Studies and Science) and explore how enrichment and/or acceleration can be addressed.	1

Charter Goal 2: Students Will Benefit from Opportunities for Positive Interaction

Outcome One: Students will develop positive interdependence skills.

Measure: Board Surveys

	Results (in percentages)				
	2016	2017	2018	2019	2020
School Survey Parents: Percentage of parents who feel that their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	68%	60%	71%	65%	67%
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal at school.	91.3	97%	93%	91%	87%
School Survey Parents: Percentage of parents who feel that their child has the opportunity to work with students in other grades.	n/a	n/a	n/a	85%	77%
School Survey Parents: Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	n/a	n/a	78%
School Survey Students 7-9: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	n/a	n/a	59%	56%
School Survey Students 7-9: Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	n/a	n/a	n/a	91%	86%
School Survey Students 7-9: Percentage of students who feel that their child has the opportunity to work with students in other grades.	n/a	n/a	n/a	n/a	64%
School Survey Students 7-9: Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	n/a	n/a	76%
School Survey Students 4-6: Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	n/a	n/a	82%	67%

School Survey Students 4-6 : Percentage of students who feel that their school provides opportunities to work with other students in other grades.	n/a	n/a	n/a	84%	89%
School Survey Students 4-6 : Percentage of students who feel that their child has the opportunity to work with students in other grades.	n/a	n/a	n/a	84%	89%
School Survey Students 4-6 : Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	n/a	n/a	76%
School Survey Students K-3 : Percentage of students who feel they get to work different students in their class.	n/a	n/a	n/a	92%	n/a
School Survey Students K-3 : Percentage of students who feel students in their class treat each other in a nice way.	n/a	n/a	93%	91%	n/a
School Survey Students K-3 : Percentage of students who feel that their classmates care about them.	n/a	n/a	91%	95%	n/a

Strategies	Year in the Plan
Re-acquaint students with Restitution Self-Discipline concepts to teach them school-wide conflict resolution strategies	1
School-based Administration and counselling to increase the use of “Monitoring Approach” when a conflict arises to coach students with conflict resolution.	1
Increase inter-house (Earth, Air, Fire, Water) and group-building activities	2

Outcome Two: Students will become creative risk takers socially.**Measure: Board Surveys**

	Results (in percentages)				
	2016	2017	2018	2019	2020
School Survey Parents: I am satisfied with the opportunities my child has to take on a leadership role if he/she wants one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	73%	67%	70%	70%	69%
School Survey Parents: Percentage of parents who feel that the school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	n/a	n/a	n/a	75%	72%
School Survey Parents: Percentage of parents who feel that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.)	83%	84%	85%	86%	78%
School Survey Parents: Percentage of parents who feel that their child is getting better taking social risks.	n/a	n/a	n/a	n/a	70%
School Survey Students 7-9: Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	n/a	n/a	n/a	87%	70%
School Survey Students 7-9: Percentage of students who agree that the school provides them with opportunities to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	n/a	n/a	n/a	85%	83%
School Survey Students 7-9: Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	n/a	n/a	n/a	72%	76%
School Survey Students 7-9: Percentage of students who feel they are becoming better at taking social risks (doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	n/a	n/a	58%

Survey Students 4-6: Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.).	n/a	n/a	n/a	70%	59%
Survey Students 4-6: Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	79%	82%	81%
Survey Students 4-6: Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	n/a	n/a	n/a	86%	68%
Survey Students 4-6: Percentage of students who feel something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	n/a	n/a	67%
School Survey Students K-3: Percentage of students who feel they get to work and play with kids from other classes.	n/a	n/a	92%	81%	n/a
School Survey Students K-3: Percentage of students who feel they are learning how to treat others in a nice way.	n/a	n/a	n/a	91%	n/a

Strategies	Year in the Plan
Develop strategies to increase student understanding of leadership attributes and how to implement them.	2
Increase student involvement in "service learning" activities (year two of Linking Generations Program).	2
Continue to increase student involvement in school-wide assemblies.	2

Charter Goal 3: Students' Emotional Needs Are Supported

Outcome One: Students will develop independence, self-direction and self-discipline in learning.

Measure: Board Surveys

	Results (in percentages)				
	2016	2017	2018	2019	2020
School Survey Parents: Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interests him/her.	52%	82%	87%	58%	61%
School Survey Parents: Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	80%	82%	80%	77%	76%
School Survey Parents: Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	80%	78%	77%	n/a	70%
School Survey Parents: Percentage of parents who agree that their child is becoming better to self-regulate (better able to recognize their emotional state and control it.)	n/a	n/a	n/a	n/a	77%
School Survey Parents: Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	n/a	n/a	62%
School Survey Students 7-9: Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	71%	75%	59%	70%	55%
School Survey Students 7-9: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	89%	72%	80%
School Survey Students 7-9: Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	87%	87%	86%
School Survey Students 7-9: Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	n/a	n/a	73%

School Survey Students 7-9: Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected even or result).	n/a	n/a	n/a	n/a	66%
School Survey Students 4-6: Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	98%	100%	75%
School Survey Students 4-6: Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	92%	93%	80%
School Survey Students 4-6: Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	98%	100%	87%
School Survey Students 7-9: Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	n/a	n/a	72%
School Survey Students 7-9: Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected even or result).	n/a	n/a	n/a	n/a	70%
School Survey Students K-3: Percentage of students who agree that they like learning about things in my Independent Study (I.S.) project.	n/a	n/a	94%	97%	n/a
School Survey Students K-3: Percentage of students who agree that they are learning to work without much help.	n/a	n/a	95%	94%	n/a

Strategies	Year in the Plan
Increase resources to better match the more challenging student needs.	1
Emphasize the following attitudes and behaviours that will make students successful at work when they finish school? <ul style="list-style-type: none"> • executive functioning (time management skills; improve accountability and responsibility; organization/prioritizing) 	1

<ul style="list-style-type: none"> • resilience: learn to fail; be able to deal with stressful and ambiguous situations • understanding giftedness (compassion for others) 	
Create a scope and sequence for helping students understand what it means to be gifted (Grades 4, 7, 9).	1
Increase the full-time equivalency of school counselling services	2
Provide students with greater supports for social/emotional/mental health development. <ul style="list-style-type: none"> ○ Create a “Mindfulness Club” 	2
Provide parents and staff with additional tools to assist them in providing social/emotional support to their children	2

Outcome Two: Outcome 2: Students will become creative risk takers emotionally.**Measure: Board Surveys**

	Results (in percentages)				
	2016	2017	2018	2019	2020
School Survey Parents: Percentage of parents who agree that their child is able to identify his/her emotions when he/she feels them.	81%	88%	88%	90%	84%
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	71%	72%	74%	76%	71%
School Survey Parents: Percentage of parents who agree their child wants to try again even when things don't go as hoped.	n/a	n/a	n/a	n/a	61%
School Survey Parents: My child understands it is ok to make a mistake.	n/a	n/a	n/a	n/a	84%
School Survey Parents: Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	82%	79%	85%	82%	77%
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	76%	89%	83%
School Survey Students 7-9: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	85%	67%	79%
School Survey Students 7-9: Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	n/a	n/a	n/a	76%
School Survey Students 7-9: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	n/a	n/a	65%
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	87%	95%	79%
School Survey Students 4-6: Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	87%	34%	72%
School Survey Students 4-6: Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	n/a	n/a	n/a	78%

School Survey Students 4-6: Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	n/a	n/a	79%
School Survey Students 7-9: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	51%	83%	74%
School Survey Students 4-6: Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	86%	80%	73%
School Survey Students K-3: Percentage of students who agree that they can tell when they are feeling sad, upset or happy.	n/a	n/a	94%	90%	n/a
School Survey Students K-3: Percentage of students who agree that when they feel sad, upset or happy, they know how to share their feelings in a way that is safe and fair.	n/a	n/a	92%	88%	n/a
School Survey Students K-3: Percentage of students who agree that they are able to keep trying when things are not going their way.	n/a	n/a	n/a	93%	n/a
School Survey Students K-3: Percentage of students who agree that they feel safe if they make a mistake at school.	n/a	n/a	n/a	93%	n/a

Strategy	Year in Plan
Continue to investigate other strategies to address student emotional health, e.g. social emotional learning (SEL), resiliency (e.g. use of daily speaking circles.)	2
Increase ways to celebrate and recognize student accomplishments.	2
Increase a focus on Jr. High counselling, including career counseling.	2

PROVINCIAL GOALS

Outcome One: Alberta's students are successful

No Data Available: Provincial Achievement Tests not administered due to in-school provincial directive to end in-school instruction and move to remote learning.

Citizenship (Provincial Measure)

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.4	84.1	80.1	79.8	84.4	Very High	Maintained	Excellent

Strategies	Year In The Plan
Increased visible expectations of excellence in junior high <ul style="list-style-type: none"> increased accountability for students; higher expectations for achievement 	1
K-9 Offer a remote learning alternative for students who are required to learn from home due to the COVID-19 pandemic.	1
7-9: Increased Emphasis on "visible thinking" strategies (Ron Ritchhart)	1
7-9: Increased Emphasis on "visible learning" strategies (Hattie)	1
Writing: Continue to expand and implement the Flexible Pathways to Writing: Grades 7-9 . Continued focus on differentiating instructional writing goals.	3

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Strategies	Years in the Plan
Include an “Indigenous Perspectives” portion of staff meetings to explore indigenous culture and issues.	3
Teachers integrate FNMI “ways of knowing” into their instruction.	3

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Broad Program of Studies

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.5	75.2	73.0	77.4	83.7	Very High	Maintained	Excellent

Strategies	Year In the Plan
Increased visible expectations of excellence in junior high <ul style="list-style-type: none"> increased accountability for students; higher expectations for achievement 	1
More consistency at the junior high level between teachers and across the program (expectations, communication, structure) <i>while maintaining diversity in teaching styles and approaches.</i>	1
Increased emphasis on effective communication.	1
IPP Improvement: <ul style="list-style-type: none"> More specific and defined outcomes and measures more holistic inclusion of goals in daily routines more collaboration 	1
Focussed, intentional promotion of current programming so that the school community is aware of the quality and range of programs. (Year 1)	1

Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.2	86.9	84.4	84.9	90.7	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.7	92.1	88.3	88.4	92.2	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	87.2	82.8	77.4	79.6	83.0	High	Maintained	Good
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	56.4	55.2	55.0	51.9	51.9	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.2	87.8	84.2	81.4	87.2	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.2	88.7	74.0	74.7	81.8	Very High	Maintained	Excellent

Strategies	Year in the Plan
Engage stakeholders at the winter Stakeholder Forum.	1
Plan, implement and monitor the school's COVID protocols and procedures.	1
Revise traffic and parking management plan to respond to increased population and the likelihood of increased parents drop-off due to COVID.	1
Create Board Task Force to investigate establishment of New Horizons High School Program.	2
Collaborate with School Council and the Fundraising Association of New Horizons School for the enhancement of our playground and outdoor spaces.	2

<p>Increase emphasis on financial literacy and career planning.</p> <ul style="list-style-type: none">○ Review the extent to which the new/current provincial curriculum includes instruction focused on career and financial health education.○ Provide greater emphasis on career and financial health education instruction.○ Ensure that, either in the context of the new curriculum, or through new and innovative ways within the instructional program, these issues are addressed.	2
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Budget Summary

The 2020-21 budget will maintain current levels of services to the students, despite the change to a new funding module. It projects an overall deficit of \$140,337.

The student enrolment count as of September 30, 2020 is 388 FTE students. This is an increase of 15 FTE students, or 9.6%, over last year's enrollment.

Full budget details for 2020-21 can be viewed at

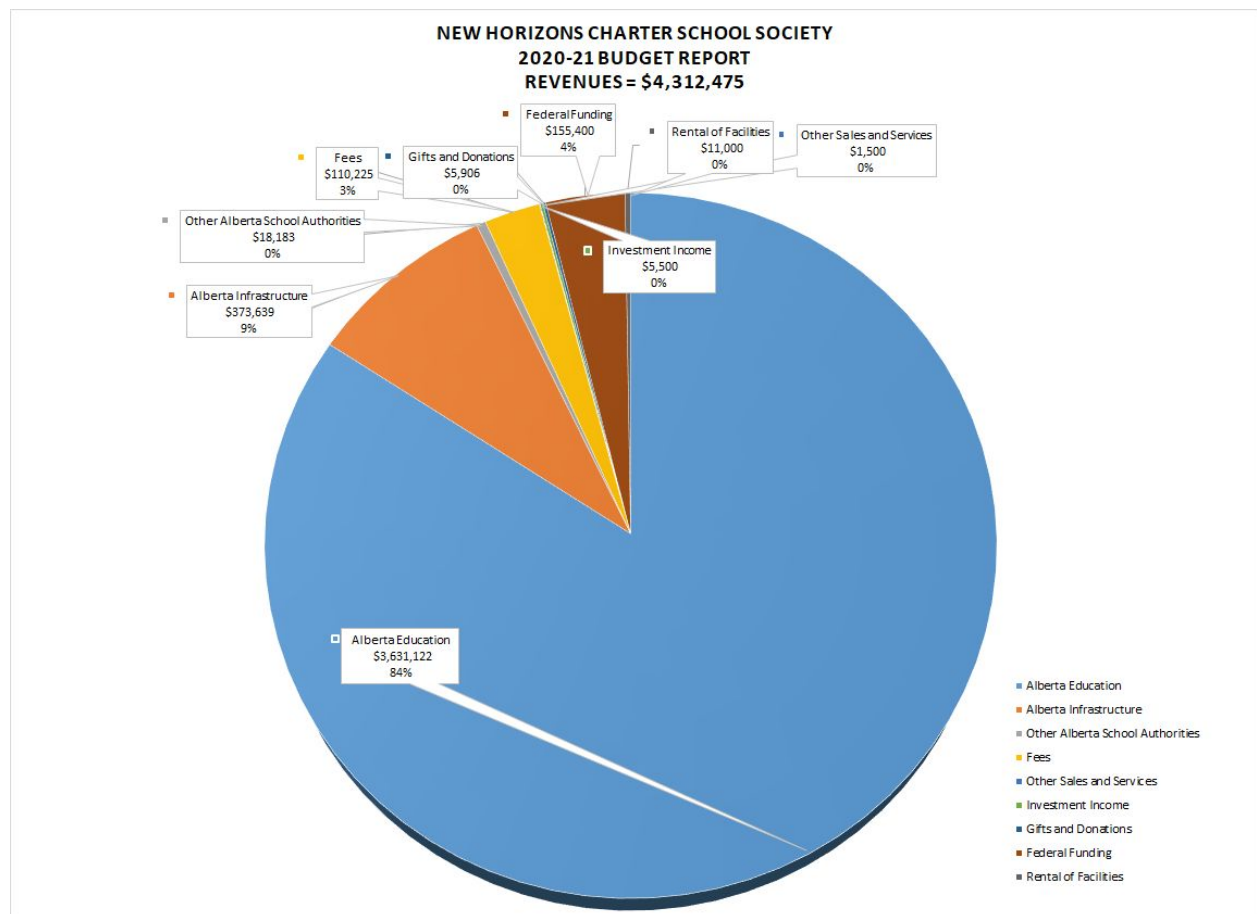
<https://newhorizons.ca/wp-content/uploads/2020/11/2020-21-Fall-Budget.pdf>

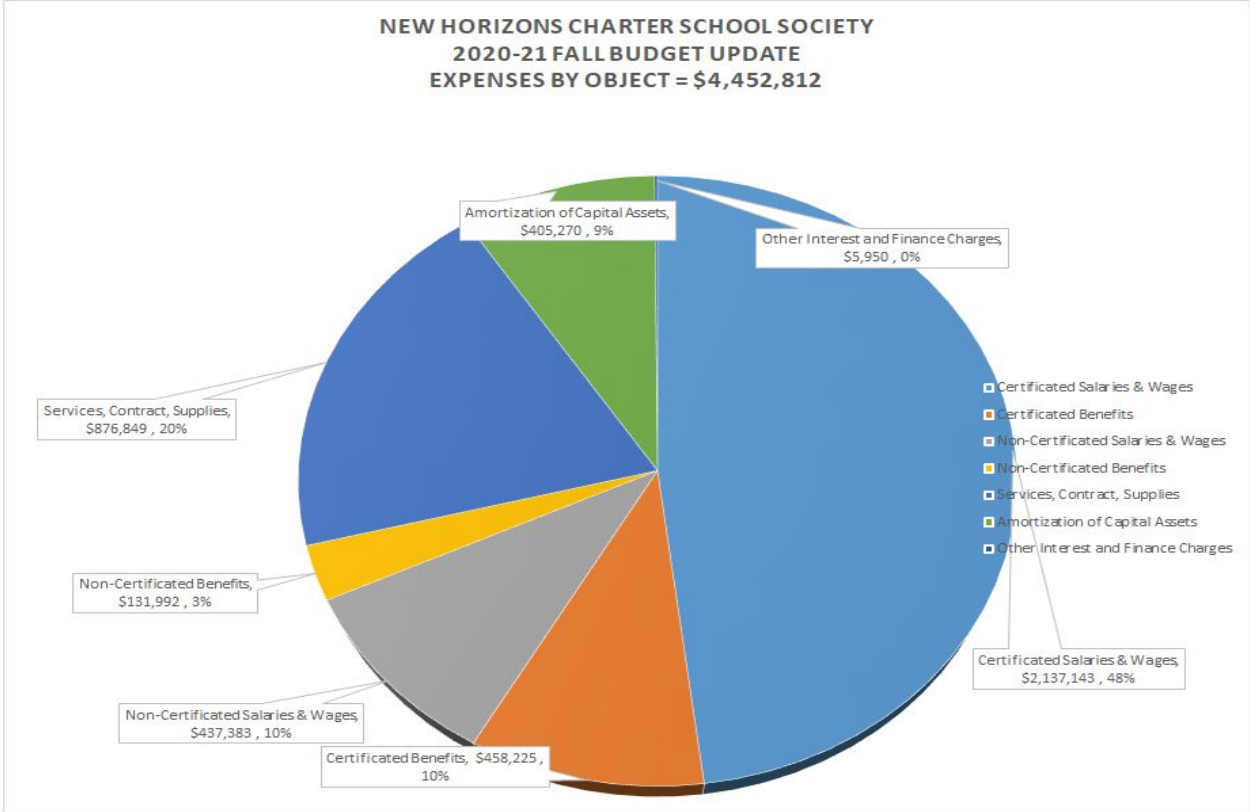
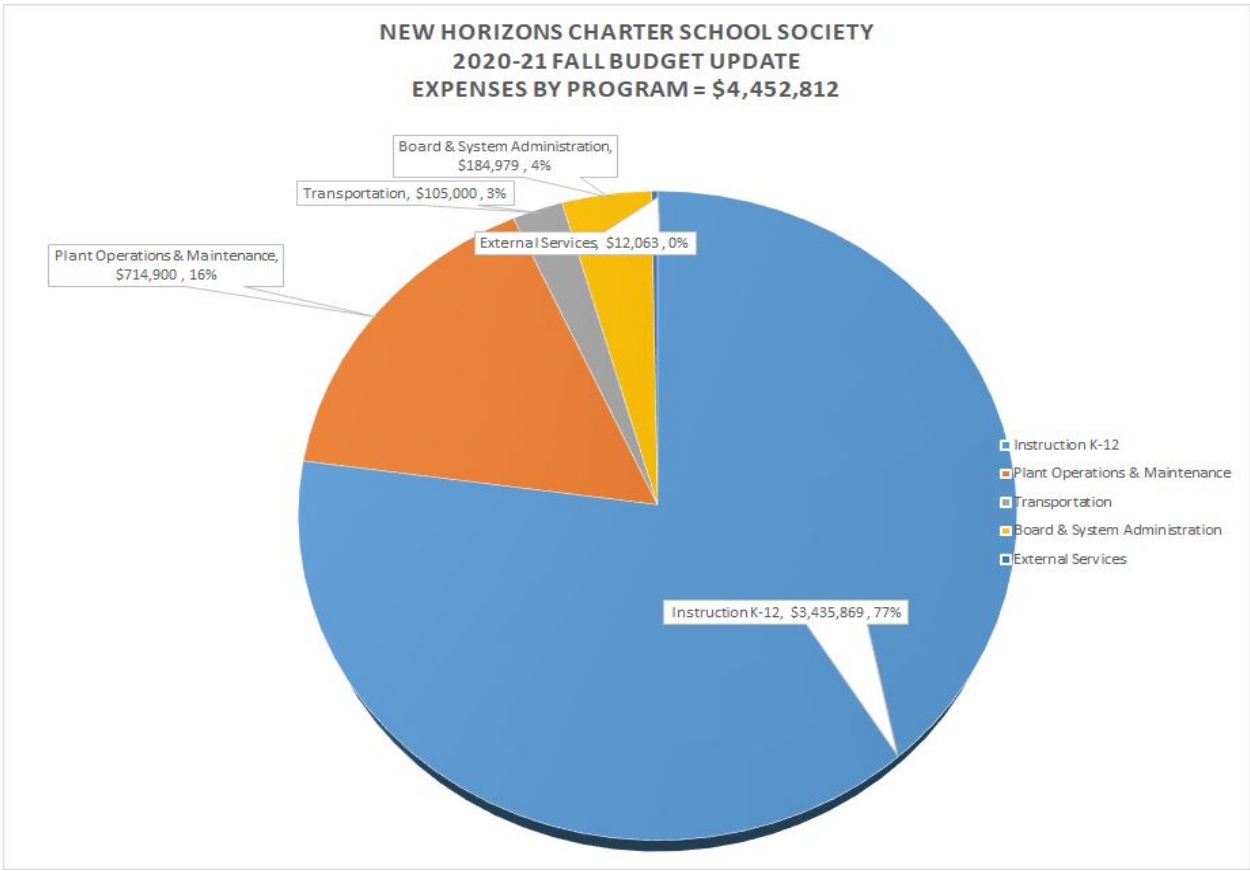
New Horizons School

Fall 2020 Update to the 2020-21 Spring Budget

Revenues	Amount	% of Total
Alberta Education	\$3,631,122.00	84.20
Alberta Infrastructure	\$373,638.59	8.66
Other - Government of Alberta	\$0.00	0.00
Federal Government and First Nations	\$0.00	0.00
Other Alberta School Authorities	\$18,182.91	0.42
Out of Province Authorities	\$0.00	0.00
Alberta Municipalities - Special Tax Levies	\$0.00	0.00
Property Taxes	\$0.00	0.00
Fees	\$110,225.00	2.56
Other Sales and Services	\$1,500.00	0.03
Investment Income	\$5,500.00	0.13
Gifts and Donations	\$5,906.08	0.14
Federal Funding	155,400.00	3.60
Rental of Facilities	\$11,000.00	0.26
Fundraising	\$0.00	0.00
Gain on Disposal of Capital Assets	\$0.00	0.00
Other Revenue	\$0.00	0.00
Total Revenues	\$4,312,474.58	100.0
Expenses by Program	Amount	% of Total
Instruction - Early Childhood Services	\$89,135.00	2.00
Instruction - Grades 1 - 9	\$3,346,734.28	75.16
Plant Operations and Maintenance	\$714,900.34	16.06
Transportation	\$105,000.00	2.36
Board & System Administration	\$184,979.00	4.15
External Services	\$12,062.94	0.27
Total Expenses	\$4,452,811.56	100.00
Surplus (Deficit)	\$(140,336.98)	

Expenses by Object	Amount	% of Total
Certificated Salaries & Wages	\$2,137,143.00	48.00
Certificated Benefits	\$458,225.00	10.29
Non-certificated Salaries & Wages	\$437,383.00	9.82
Non-certificated Benefits	\$131,992.00	2.96
Services, Contracts, Supplies	\$876,848.94	19.69
Amortization Expense - Supported	\$405,269.62	9.10
Interest on Capital Debt - Supported	\$0.00	0.00
Interest on Capital Debt - Unsupported	\$0.00	0.00
Other Interest and Finance Charges	\$5,950.00	0.13
Losses - Disposal of Tangible Capital Assets	\$0.00	0.00
Other Expenses	\$0.00	0.00
Total Expenses	\$4,452,811.56	100.00





Capital and Facilities Projects / Summary of Facility and Capital Plans

In keeping with the longstanding objective of the New Horizons Charter School Society to obtain a suitable facility in Sherwood Park, the school relocated to the former St. Theresa Catholic School, located at 1000 Strathcona Drive, during the summer of 2015. In the year leading to the move, extensive renovations were undertaken in order to optimize the facility's suitability for occupancy. During the 2015-16 school year, the school community, including staff, parents, students, and directors, worked with officials from Alberta Education and Alberta Infrastructure, together with ONPA Architects, to develop plans for an \$8 million major modernization of the school.

A construction contract for the modernization was awarded to Fillmore Construction of Edmonton in September 2016, with actual project work beginning in November 2016. The project was completed in late November 2017, with the one-year warranty period expiring in November 2018. The school is very nice and meets the current educational needs of our K – grade 9 student population. Overcrowding is becoming an issue at the school. For the past number of years modulars have been added to the school to accommodate the school moving to two classrooms of each grade level. Currently the Learning Commons is used as classroom space.

A new modular classroom was added to the school in the 2018/19 school year and the Board purchased (using capital reserves) another modular for the 2019/20 school year. In order to address anticipated growth in the next two years, the school's current Capital Plan calls for two additional classrooms, either as new construction or as modular structures. Accordingly, a request for two new modular classrooms was submitted to Alberta Education in November 2020. Further space is required for the addition of a high school (see page 7 for details of high school requirement for learning space).

Our school's enrolment cap was increased to 388 FTE students in September 2020. With a current school capacity of 407 students, we are well below the needed capacity; two additional modular classrooms would provide the capacity we need.

Historical Enrolment History and Projection

Class/Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	32	36	34	37	39	34	38	36
Grade 1	22	42	44	39	43	44	42	42
Grade 2	21	26	44	45	39	47	44	44
Grade 3	23	22	29	45	46	42	46	44
Grade 4	23	24	31	37	48	50	45	46
Grade 5	20	24	24	39	40	48	47	48
Grade 6	24	20	24	22	45	43	48	45
Grade 7	19	20	16	25	20	40	38	42
Grade 8	18	18	16	17	21	20	38	41
Grade 9	18	18	12	11	12	22	21	36
Total FTE Enrolment	204	232	257	298.5	333.5	373	388	406
Total Head Count	220	250	274	317	353	390	407	424

Figure 1: Enrolment History and Projection at New Horizons School as at September 30, 2020

A copy of the school's Three-Year Capital Plan 2019-20 to 2021-22 can be viewed at <https://newhorizons.ca/wp-content/uploads/2019/03/NHS-Capital-Plan-2020-23.pdf>

Parental Involvement

Approximately thirty-five parents, staff members, and students participated in a Stakeholder Forum held on February 24, 2020. The Forum provided opportunity for participants to generate input into the development of the school's Three-Year Education Plan for 2020-21 to 2022-23

Following the Forum, a summary of the input gathered at the Forum was circulated to the Board of Directors. The results were then included among the data considered at a Board Planning Retreat, held on Saturday, August 15, 2020, as a key step in the process leading to the development of the Three-Year Education Plan.

The School Council met monthly throughout the year and had opportunity on each occasion to discuss school activities, priorities, and issues. On two occasions during the year, the School Council provided a report to the Board of Directors with respect to its activities.

Summary of Financial Results

The Board in its 2019-20 budget was committed to maintaining/improving the level of services to its children/students.

Enrolment increased from 373 FTE in the 2019-20 school year to 388 FTE in the 2020-21 school year.

The 2019-20 Budget anticipated a deficit of \$103,217.78; however, the year ended with a surplus of \$182,523. This was due to the COVID-19 pandemic as the physical school was closed on March 13, 2020.

The underlying principle in budget planning and the execution thereof was to maintain a high level of service to the Society's student population.

New Horizons School remains financially stable.

Total revenues for the 2019-2020 year were \$4,005,414. Revenues from Alberta Education for the year were \$3,507,193 or 88% of revenues. Other Government of Alberta and School Authorities were \$393,636 or 10% and the remainder of \$104,585 or 2% came from other sources such as student fees, other sales and services, and gifts and donations.

Information concerning all financial data can be accessed on the New Horizons School website at

<https://newhorizons.ca/wp-content/uploads/2019/12/2018-19-AFS-AE-Signed.pdf> or by contacting Patti Dundas, Secretary-Treasurer by phone at 780-416-2353 or by email at pdundas@newhorizons.ca. For a provincial summary of audited financial statements visit this site:

https://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector

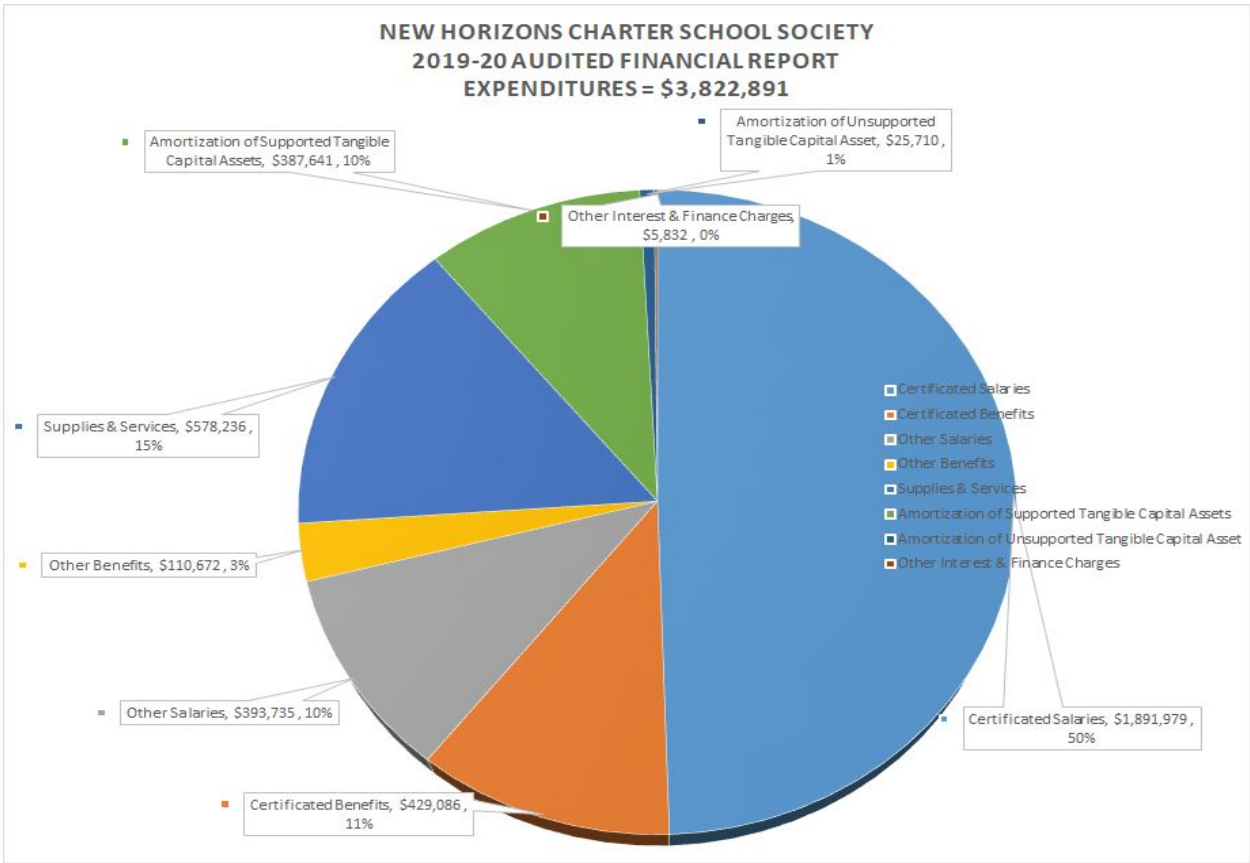
School Generated Funds

Fundraising activities are determined by the school principal in consultation with the school council and staff. Detailed information may be obtained in the Audited Financial Statements, which have been posted on the school website at newhorizons.ca/about/school-information-documents/. To obtain more information please contact Patti Dundas, Secretary-Treasurer, by phone at 780-416-2353, or by email at pdundas@newhorizons.ca.

Provincial Rollup of Financial Information

Information on all Alberta school jurisdictions is available on the Alberta Education website at.

https://www.alberta.ca/k-12-education-financial-statements.aspx?utm_source=redirector



Whistleblower Report

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities included in their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

There were no disclosures made during the 2019-2020 school year.