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## 3-Year Education Plan 2021-2024

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New Horizons School

May 2021

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## Accountability Statement for Three-Year Education Plan

The Education Plan for New Horizons School commencing May 31 was prepared under the direction of the Board/Board of Directors 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 three years on May 19, 2021.

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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	<a href="#">Safe and Caring</a>	90.7	84.9	85.4	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	83.7	77.4	75.2	82.4	82.2	82.0	Very High	Improved	Excellent
	<a href="#">Education Quality</a>	92.2	88.4	89.6	90.3	90.2	90.1	Very High	Improved	Excellent
	<a href="#">Drop Out Rate</a>	0.0	*	4.0	2.7	2.6	2.7	Very High	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	93.8	93.6	95.2	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	57.1	53.6	53.8	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	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	<a href="#">Work Preparation</a>	83.0	79.6	79.9	84.1	83.0	82.7	High	Maintained	Good
	<a href="#">Citizenship</a>	84.4	79.8	81.3	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	87.2	81.4	84.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	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.

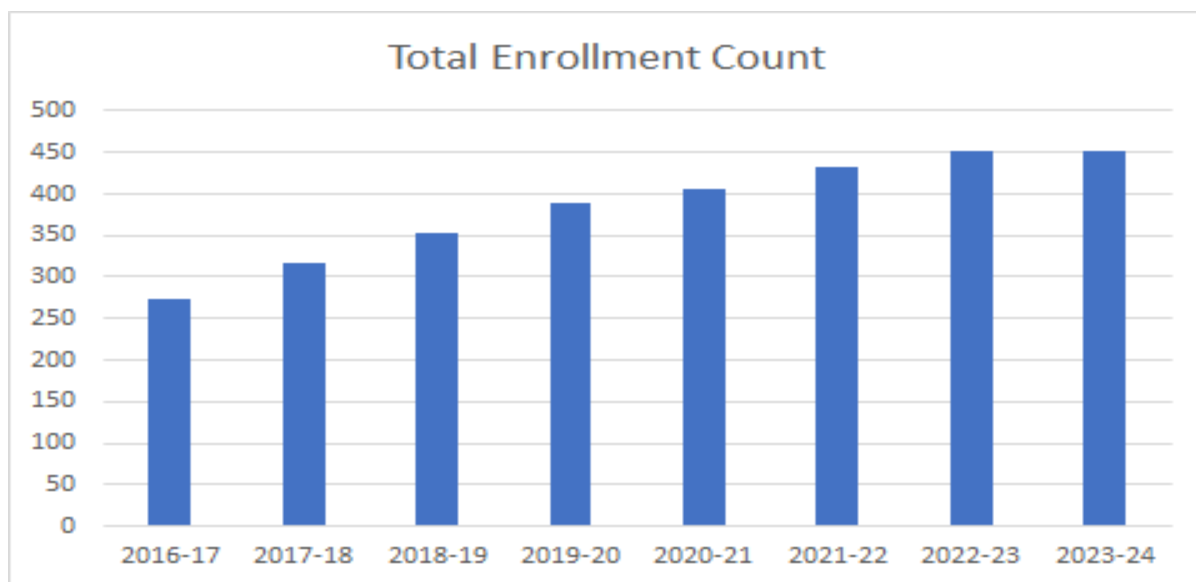
## Profile of the School Authority

New Horizons School is a public charter school serving 407 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 328 students and currently serves the needs of 407 gifted learners. The chart below shows our growth since 2001.



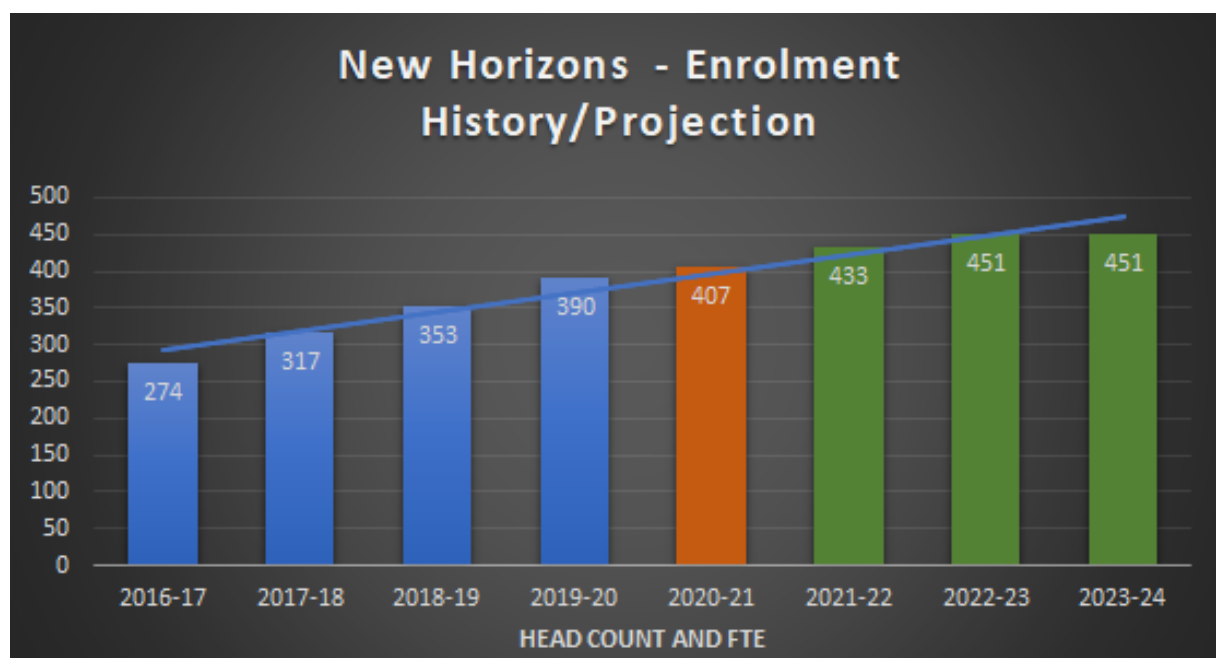
## Trends and Issues

### *Enrolment Growth*

Our educational purpose is to address the learning needs of gifted students. New Horizons Charter School has been 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 significantly, with a second class being added at each grade from 1 through 8. 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 in the 2021-22 school year and due to facility restraints, will remain at that level for years beyond.



### *Learning Space*

Our Board appreciates the May 2021 announcement that New Horizons School will receive two modulars during the 2021-22 school year. This announcement removes significant facility space issues that our school has been facing over the past few years.

Ever since moving to our current location in Sherwood Park, our elementary classes have doubled annually so that there were two classes per grade.

In the 2019-2020 school year, the doubled elementary classes moved into grade 7 and the junior high program. In 2020-2021, the doubling moved into grade 8, and in the 2021-2022, that doubling will enter grade 9.

With the current announcement that we will receive two modular classrooms, this provides sufficient space for our school to have the important Learning Commons space back for supporting student learning.

### *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. It was recently announced by the Government that the Francophone School, École Claudette-et-Denis-Tardif,



is receiving funding to build a new school. If this is realized, the current ECDT modular structure may also provide the required space needed for New Horizons to move forward with a high school. ECDT will likely be ready to move into their new school in three years time. 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.

### *Addressing Student Needs*

It is misleading to think that gifted learners are all independent, high achieving, and eager-to-learn. While that is true for some gifted learners, there is much more diversity in the gifted population than one might expect. Gifted literature consistently recognizes the following:

- While there are some common characteristics of gifted children, they vary greatly in their cognitive, creative, affective, and behavioral traits.
- A large part of that variety can be partly explained by what is referred to as asynchronous development. That is when cognitive, emotional, and physical development is out of synch, resulting in atypical behaviours and emotional responses.
  - Because of asynchronicity, gifted learners may be at greater risk for specific kinds of social-emotional difficulties if their social, emotional, and cognitive needs are not met.
  - Perfectionism and all of its associated emotional and behavioural concerns is an example and not uncommon.
- Gifted learners often display intense behaviours in the following domains by the sheer nature of being gifted:
  - sensual intensity (eg. highly sensitive to normal volume sounds, highly sensitive to certain light, etc.)
  - psychomotor intensity (eg. constant need to move, sometime misdiagnosed as ADHD)
  - emotional intensity (eg. intense emotional outbursts to seemingly insignificant setbacks, difficulty restraining negative emotions such as anger)
  - imaginational intensity (eg. intense fantasies and detailed visualizations)
  - intellectual intensity (eg. strong desire to learn deeply and volumously)
- Gifted learners often come with high social emotional needs that include heightened anxiety, stress, peer relationship issues, and concerns with identity and fit.

The above list describes the gifted population *without any other diagnosis other than being “gifted” with a very high cognitive ability.*

Similar to other populations, gifted children can also have other disabilities that complicate their needs.

- Autism Spectrum Disorder
- Obsessive-Compulsive Disorder
- Tourette Syndrome
- Learning Disabilities
- ADHD
- etc.

Because Alberta Education recognizes “gifted” as a special need, each student in our school requires an Individual Program Plan (IPP). Goals in the IPP address one area of strength that addresses some aspect of the student’s giftedness, and if necessary additional goals that address a variety of other cognitive, emotional, and behavioral needs are included. This is a monumental task that very few schools are required to have their teachers perform without extra support.

Educating and meeting the social, emotional, and cognitive needs of gifted students in a congregated setting and managing an IPP for each student requires significant shifts to how teachers implement pedagogy and develop the requisite knowledge and skills. Focused and ongoing professional development of teachers and support staff is essential to ensure teaching and learning supports address the specific needs of the learners

Our population continues to grow. With that growth comes more students with special needs. To address these needs, it is becoming increasingly challenging financially to have sufficient teachers and support staff.

A common request at our stakeholder forums is for an increase in support for our students. Unfortunately, our current levels of funding are not keeping pace with our growth and increasing needs. Because of decreased funding, our support per student is decreasing, and we are in a position where we are not even able to maintain the current levels of support that were put in place two years ago when we had a smaller student population and fewer needs.

The chart below illustrates how per pupil funding has decreased over the past three years while enrollment has increased.

		NHCSS Funding By Year	2018/19	2019/20	2020-21	Projected 2021-22
Enrolment						
		Enrolment for Early Childhood Services	39	34	38	38
		Enrolment for Grades 1-12	314	356	369	395
		TOTAL FUNDING	\$3,172,897.43	\$3,337,000.00	\$3,399,229.00	\$3,425,052.00
		Per Student FTE	\$9,513.94	\$8,946.38	\$8,760.90	\$8,273.07

### *Specialized Learning Supports*

Charter schools receive approximately one-fourth of the Specialized Learning Supports grant that other public and separate schools receive for an equivalent number of students. Approximately 15% of New Horizons Charter School students are coded mild, moderate or severe. In most situations SLS grants would be used to provide trained staff and resources to support the needs of these students. Our goal is to disburse our funds based on our student needs related to support required for learning, however, due to the base allocation and student allocation rates used for Charter Schools for the SLS grant, the additional staff and resources required to support student learning must be taken from base instruction grants.

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### Strategies: Colour Code

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 the first year.	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:**

**1) 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.**

**2) School Based Measure (TBD)**

**a) Reading**

**i) CCAT 4 - Electronic (4-9)**

**ii) Scholastic Reading Assessment (K-3)**

**b) Writing**

**i) HLAT (1-3) - Fall**

**ii) Writing Rubrics (4-9) - Fall and Spring**

**c) Math**

**i) CCAT (Gr 1-9) - Fall**

**3) Board Survey (IPP Measure)**

Other Measures	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).						76%
<b>School Survey Students 7-9:</b> Percentage of students who agree that their IPP is helpful in their learning						95%
<b>School Survey Students 4-6:</b> Percentage of students who agree that their IPP is helpful in their learning						87%



Strategies	Year In The Plan
Increased visible expectations of excellence in junior high <ul style="list-style-type: none"> <li>increased accountability for students;</li> <li>higher expectations for achievement</li> </ul>	2
IPP Improvement: <ul style="list-style-type: none"> <li>Implement ideas generated through the Stakeholder Forum</li> </ul>	1
Writing: Continue to expand and implement the Flexible Pathways to Writing: Grades 7-9 . Continued focus on differentiating instructional writing goals.	4
Seek and purchase if necessary resources for new curriculum implementation in 2022 for K-6.	1
Provide inservice on new curriculum implementation for 2022 implementation for K-6 (April to June)	1

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

**Measure: Board Surveys**

	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> 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%	95%
<b>School Survey Parents:</b> 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%	95%
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	85.6%	87%	87%	85%	87%	87%
<b>School Survey Students 7-9:</b> 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%	88%
<b>School Survey Students 7-9:</b> 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%	85%
<b>School Survey Students 7-9:</b> Percent of students who they are being appropriately challenged	n/a	n/a/	n/a	91%	77%	71%
<b>School Survey Students 4-6:</b> 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%	82%
<b>School Survey Students 4-6:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their	n/a	n/a	93%	96%	91%	78%

schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.						
<b>School Survey Students 4-6:</b> Percent of students who feel they are being appropriately challenged.	n/a	n/a	n/a	79%	70%	78%

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.	2
<p>4-9: Increased Emphasis on “visible thinking” routines (Ron Ritchhart &amp; Project Zero)</p> <ul style="list-style-type: none"> <li>“Visible Thinking” is a collection of thinking routines (strategies) that promote the development of student thinking and that teachers can integrate across the various curricula.</li> <li>This is a multi-year strategy.</li> </ul>	2
<p>7-9: Increased Emphasis on “visible learning” &amp; “learning for transfer” instructional approaches.</p> <ul style="list-style-type: none"> <li>Use of varying research based instructional strategies to help students move through three stages of learning <ul style="list-style-type: none"> <li>surface learning (knowledge)</li> <li>deep learning (connecting)</li> <li>transfer (applying to a new context)</li> </ul> </li> <li>multi-year strategy to extend to elementary</li> </ul>	2

## 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	2021
<b>School Survey Parents:</b> 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%	70%
<b>School Survey Parents:</b> 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%	71%
<b>School Survey Parents:</b> 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%	44%
<b>School Survey Parents:</b> 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%	81%
<b>School Survey Students 7-9:</b> 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%	46%
<b>School Survey Students 7-9:</b> 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%	81%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	n/a	n/a	n/a	64%	21%
<b>School Survey Students 7-9:</b> 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%	81%



<b>School Survey Students 4-6:</b> 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%	54%
<b>School Survey Students 4-6 :</b> Percentage of students who feel that their school provides them with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal..	n/a	n/a	n/a	84%	89%	90%
<b>School Survey Students 4-6:</b> 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%	25%
<b>School Survey Students 4-6:</b> 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%	69%

Strategies	Year in the Plan
Re-acquaint students (Grades 4-6) with Restitution Self-Discipline (Choice Theory) concepts to teach them school-wide conflict resolution strategies.	2
School-based Administration and counselling to increase the use of “Monitoring Approach” when a conflict arises to coach students with conflict resolution.	2
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	2021
<b>School Survey Parents:</b> 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%	64%
<b>School Survey Parents:</b> 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%	57%
<b>School Survey Parents:</b> 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%	80%
<b>School Survey Parents:</b> Percentage of parents who feel that their child is getting better taking social risks.	n/a	n/a	n/a	n/a	70%	73%
<b>School Survey Students 7-9:</b> 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%	65%
<b>School Survey Students 7-9:</b> 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%	65%
<b>School Survey Students 7-9:</b> 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%	63%
<b>School Survey Students 7-9:</b> 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%	57%

<b>Survey Students 4-6:</b> 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%	51%
<b>Survey Students 4-6:</b> 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%	73%
<b>Survey Students 4-6:</b> 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%	67%
<b>Survey Students 4-6:</b> Percentage of students who feel comfortable 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	67%	56%

Strategies	Year in the Plan
Increase student involvement in "service learning" activities (eg. Linking Generations Program).	2
Pilot the use of cross-school video meetings to increase interaction with students studying similar concepts in different communities and schools.	1

### 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	2021
<b>School Survey Parents:</b> 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%	61%
<b>School Survey Parents:</b> 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%	91%
<b>School Survey Parents:</b> 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%	79%
<b>School Survey Parents:</b> 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%	79%
<b>School Survey Parents:</b> 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%	67%
<b>School Survey Students 7-9:</b> 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%	42%
<b>School Survey Students 7-9:</b> 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%	72%
<b>School Survey Students 7-9:</b> 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%	75%



<b>School Survey Students 7-9:</b> 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%	72%
<b>School Survey Students 7-9:</b> 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%	66%
<b>School Survey Students 4-6:</b> 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%	77%
<b>School Survey Students 4-6:</b> 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%	79%
<b>School Survey Students 4-6:</b> 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%	77%
<b>School Survey Students 4-6:</b> 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%	72%
<b>School Survey Students 4-6:</b> 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%	65%

Strategies	Year in the Plan
Increase human resources to better match the more challenging student needs.	2
Emphasize the following attitudes and behaviours that will make students successful at work when they finish school? <ul style="list-style-type: none"> <li>• executive functioning (time management skills; improve accountability and responsibility; organization/prioritizing)</li> <li>• resilience: learn to fail; be able to deal with stressful and ambiguous situations</li> </ul>	2

<ul style="list-style-type: none"> <li>• understanding giftedness (compassion for others)</li> </ul>	
Create a scope and sequence for helping students understand what it means to be gifted (Grades 4, 7, 9).	2
Increase the full-time equivalency of school counselling services	3
Provide students with greater supports for social/emotional/mental health development. <ul style="list-style-type: none"> <li>○ Create a "Mindfulness Club"</li> </ul>	3
Provide parents and staff with additional tools to assist them in providing social/emotional support to their children	3

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

	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> 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%	82%
<b>School Survey Parents:</b> 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%	71%
<b>School Survey Parents:</b> 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%	68%
<b>School Survey Parents:</b> My child understands it is ok to make a mistake.	n/a	n/a	n/a	n/a	84%	77%
<b>School Survey Parents:</b> 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%	79%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	76%	89%	83%	73%
<b>School Survey Students 7-9:</b> 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%	72%
<b>School Survey Students 7-9:</b> 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%	59%
<b>School Survey Students 7-9:</b> 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%	71%
<b>School Survey Students 7-9:</b> 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%	72%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	87%	95%	79%	81%

<b>School Survey Students 4-6:</b> 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%	66%
<b>School Survey Students 4-6:</b> 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%	69%
<b>School Survey Students 4-6:</b> 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%	71%
<b>School Survey Students 4-6:</b> 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%	72%

Strategy	Year in Plan
Continue to investigate other strategies to address student emotional health, and social emotional learning. (Choice Theory Concepts, Zones Of Regulation, Resiliency)	2
Increase ways to celebrate and recognize student accomplishments. <ul style="list-style-type: none"> <li>Assemblies</li> <li>Announcements</li> <li>eNews</li> </ul>	3
Increase a focus on Jr. High counselling, including career counseling.	3

## **Broad-Based Strategies**

### **Measures Review**

**Charter Goal 1;** Students Will Benefit from Opportunities for Positive Interaction (Outcome 2: Students will become creative risk takers academically.)

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

**Charter Goal 3:** Students' Emotional Needs Are Supported

### **Rationale**

The outcomes associated with these goals are largely “social emotional learning” skills. However, skills such as “creative risk taker socially” and “creative risk-taker emotionally” are not typical social emotional learning skills or concepts. As such, finding measures are difficult to find.

That creates two problems for our education plan:

- our measures may not be measuring what we are hoping they are
- our current measures are difficult to affect (eg. Percentage of students who agree that they want to try again even when things don't go as hoped.)

### **Strategy**

- For each of the five outcomes, identify 2-3 key social/emotional skills most closely related to that goal (eg, resiliency, empathy, perspective taking, etc)
- Seek out already existing instruments that can be used to measure the social emotional skill and, therefore, the charter outcome.

## 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"> <li>increased accountability for students;</li> <li>higher expectations for achievement</li> </ul>	2
Writing: Continue to expand and implement the Flexible Pathways to Writing: Grades 7-9 . Continued focus on differentiating instructional writing goals.	4
4-9: Increased Emphasis on “visible thinking” routines (Ron Ritchhart & Project Zero) <ul style="list-style-type: none"> <li>“Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters.” (<a href="http://www.pz.harvard.edu/projects/visible-thinking">http://www.pz.harvard.edu/projects/visible-thinking</a>)</li> <li>Multi-year strategy.</li> </ul>	2
7-9: Increased Emphasis on “visible learning” & “learning for transfer” instructional approaches. <ul style="list-style-type: none"> <li>Use of varying research based instructional strategies to help students move through three stages of learning               <ul style="list-style-type: none"> <li>surface learning (knowledge)</li> <li>deep learning (connecting)</li> <li>transfer (applying to a new context)</li> </ul> </li> <li>multi-year strategy to extend to elementary</li> </ul>	2

## 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. <ul style="list-style-type: none"> <li>Multi-year strategy</li> </ul>	3
Teachers integrate FNMI “ways of knowing” and their FNMI activities where appropriate into their instruction.	3
Expand FNMI learning and library resources.	1

## 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"> <li>increased accountability for students;               <ul style="list-style-type: none"> <li>review, establish and communicate expectations for achievement including late assignments, rewrites,</li> <li>review and communicate expectations for student behaviour                   <ul style="list-style-type: none"> <li>eg. cell phone use, working in alternate space, language, comments, etc.</li> </ul> </li> </ul> </li> </ul>	2
Develop 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> <ul style="list-style-type: none"> <li>review, establish, and communicate expectations for communication</li> <li>review and communicate assessment and grading practices</li> </ul>	2
Increased emphasis (school-wide) on effective communication regarding <ul style="list-style-type: none"> <li>student progress (academic, social, and emotional)</li> <li>school/classroom events</li> </ul>	2
IPP Improvement: <ul style="list-style-type: none"> <li>Implement ideas generated through the Stakeholder Forum</li> </ul>	1
Focussed, intentional promotion of current programming so that the school community is aware of the quality and range of programs. <ul style="list-style-type: none"> <li>eNews</li> <li>Facebook</li> <li>Website posts</li> </ul>	2



## 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

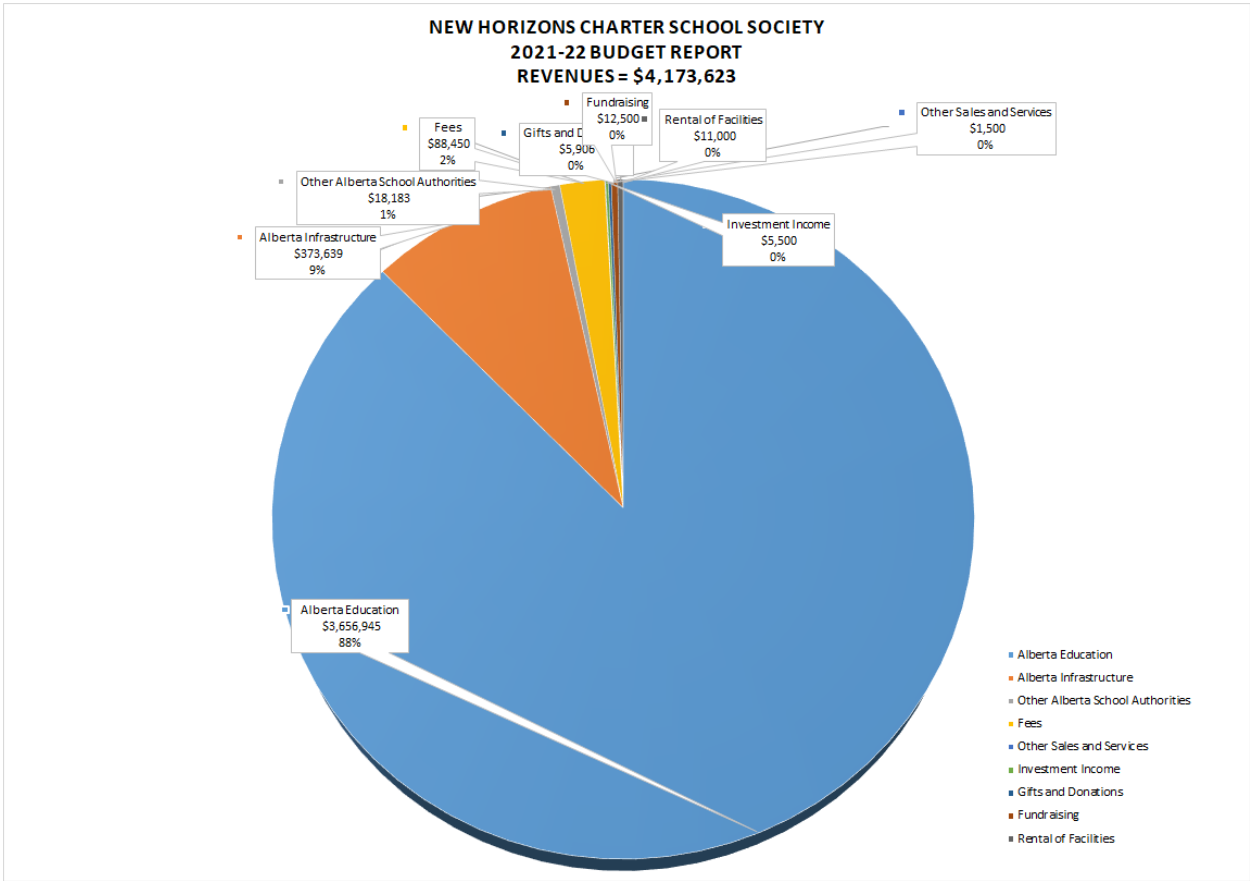
Strategies	Year in the Plan
Engage stakeholders at the winter Stakeholder Forum.	1
Plan, implement and monitor the school's COVID protocols and procedures.	1
Review traffic and parking management plan to respond to increased population and the likelihood of increased parents drop-off due to COVID.	1
Create Board Task Force to investigate establishment of New Horizons High School Program.	3
Increase emphasis on financial literacy and career planning. <ul style="list-style-type: none"> <li>Review the extent to which the new/current provincial curriculum includes instruction focused on career and financial health education.</li> </ul>	2

<ul style="list-style-type: none"> <li>○ Provide greater emphasis on career and financial health education instruction.</li> <li>○ <b>Ensure that, either in the context of the new curriculum, or through new and innovative ways within the instructional program, these issues are addressed.</b></li> </ul>	
Plan and implement a lunch hour supervisor inservice.	1
Develop a substitute teacher handbook.	1
Finalize a revised parent handbook.	1
Explore ways to increase capacity building for volunteers (ig. responding to students while assisting a teacher, confidentiality, etc.)	1

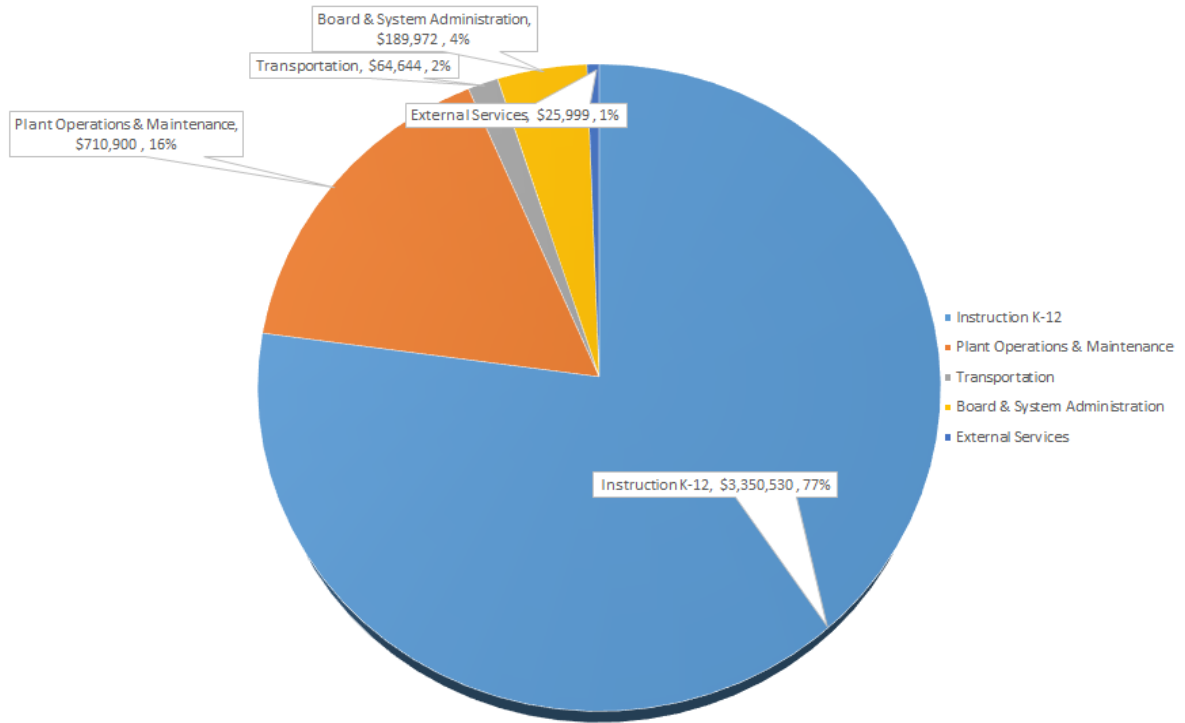
## Budget Summary

New Horizons School Budget 2021-22

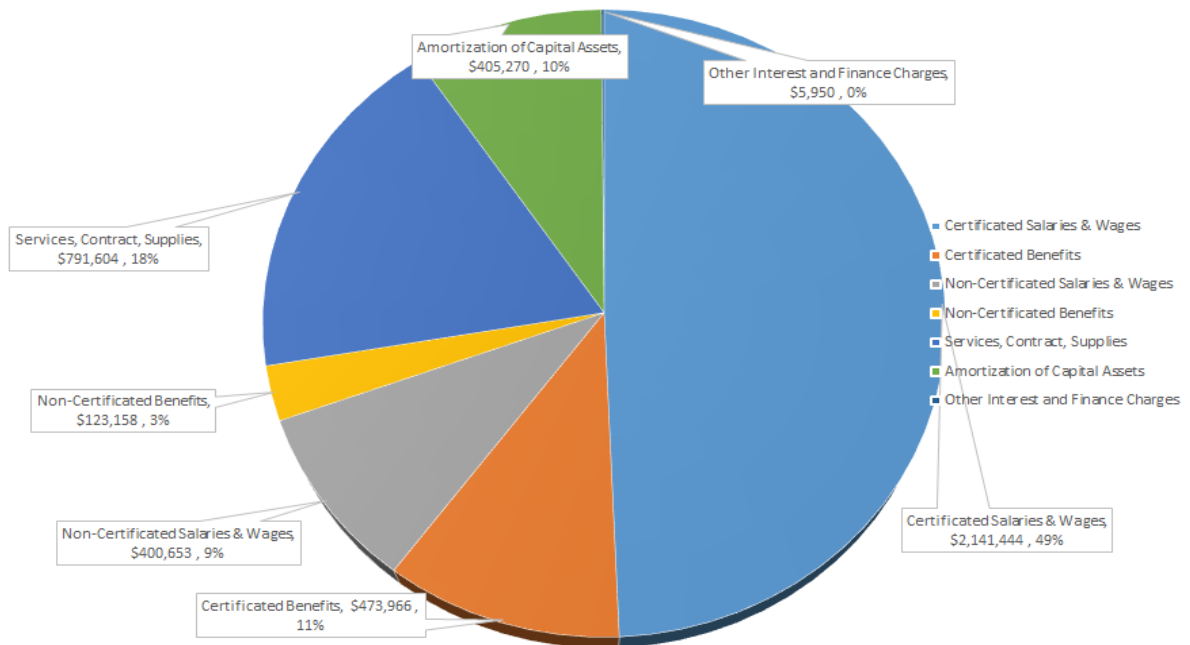
Revenues	Amount	% of Total
Alberta Education	\$ 3,656,945	87.62%
Alberta Infrastructure	\$ 373,639	8.95%
Other Government of Alberta	\$ -	0.00%
Federal Government and First Nations	\$ -	0.00%
Other Alberta School Authorities	\$ 18,183	0.44%
Out of Province Authorities	\$ -	0.00%
Property Taxes	\$ -	0.00%
Fees	\$ 88,450	2.12%
Other Sales and Services	\$ 1,500	0.04%
Investment Income	\$ 5,500	0.13%
Gifts and Donations	\$ 5,906	0.14%
Fundraising	\$ 12,500	0.30%
Rental of Facilities	\$ 11,000	0.26%
Gain on Disposal of Capital Assets	\$ -	0.00%
Other Revenue	\$ -	0.00%
<b>TOTAL</b>	<b>\$ 4,173,623</b>	<b>100.00%</b>
Expense by Program	Amount	% of Total
Instruction K-12	\$ 3,350,530	77.16%
Plant Operations & Maintenance	\$ 710,900	16.37%
Transportation	\$ 64,644	1.49%
Board & System Administration	\$ 189,972	4.38%
External Services	\$ 25,999	0.60%
<b>TOTAL</b>	<b>\$ 4,342,045</b>	<b>100.00%</b>
<b>Surplus (Deficit)</b>	<b>\$ (168,422)</b>	
Expense by Object	Amount	% of Total
Certificated Salaries & Wages	\$ 2,141,444	49.32%
Certificated Benefits	\$ 473,966	10.92%
Non-Certificated Salaries & Wages	\$ 400,653	9.23%
Non-Certificated Benefits	\$ 123,158	2.84%
Services, Contract, Supplies	\$ 791,604	18.23%
Amortization of Capital Assets	\$ 405,270	9.33%
Other Interest and Finance Charges	\$ 5,950	0.14%
<b>TOTAL</b>	<b>\$ 4,342,045</b>	<b>100.00%</b>



**NEW HORIZONS CHARTER SCHOOL SOCIETY  
2021-22 BUDGET REPORT  
EXPENSES BY PROGRAM = \$4,342,045**



**NEW HORIZONS CHARTER SCHOOL SOCIETY  
2021-22 BUDGET REPORT  
EXPENSES BY OBJECT = \$4,342,045**



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## IMR Expenditure & 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. We are very pleased that this request was granted and we will be adding two new modulars in the 2021-22 school year. Further space is required for the addition of a high school (see page 7 for details of high school requirement for learning space).

The Government recently announced that the Francophone School, École Claudette-et-Denis-Tardif, received funding to build a new school. The current modular structure they reside in may also provide the required space needed for New Horizons to move forward with a high school. ECDT will likely be ready to move into their new school in three years time.

A copy of the [2019-2020 Audited Financial Statements](#) can be viewed on the school website.

Our school's enrolment cap will increase to 414 FTE students in September 2021. With a current school capacity of 433 students, we are well below the needed capacity; the two additional modular classrooms will provide the capacity we need.

### Historical Enrolment History and Projection

Class/Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	34	37	38	34	38	38	38	38
Grade 1	44	39	44	44	42	43	40	40
Grade 2	44	45	39	47	44	43	42	42
Grade 3	29	45	46	42	46	43	44	44
Grade 4	31	37	48	50	45	46	45	46
Grade 5	24	39	40	48	47	48	48	47
Grade 6	24	22	45	43	48	48	48	48
Grade 7	16	25	19	40	38	48	50	48
Grade 8	16	17	22	20	38	38	48	50
Grade 9	12	11	12	22	21	38	48	48
Total FTE Enrolment	257	298.5	334	373	397	414	432	432
Total Head Count	274	317	353	390	407	433	451	451

Figure 1: Enrolment History and Projection at New Horizons School as at May, 31, 2021

A copy of the school's [Three-Year Capital Plan 2021-22 to 2024-25](#) can be viewed on the school website.

## Stakeholder Engagement

Approximately parents and staff members participated in a virtual Stakeholder Forum held on January 25, 2021. The Forum provided opportunity for participants to generate input into the development of the school's Three-Year Education Plan for 2021-22 to 2023-24. All students from Grades 4-9 were asked to contribute to the same focus questions as the parent and teacher stakeholders.

The results of the forum were then included among the data considered at a Board Planning Retreat, held on Saturday, March 20, 2021, as a key step in the process leading to the development of the Three-Year Education Plan.

In May, 2021, all parents and all students from grades 4-9 were surveyed for their feedback on a variety of topics including seeking input through open-ended questions about what is working well at our school and what areas require improvement. These open-ended-questions were part of the Annual Board Survey.

The School Council meets monthly throughout the year and has opportunities on each occasion to discuss school activities, priorities, and issues. On two occasions during the year, the School Council provides a report to the Board of Directors with respect to its activities.