
3-Year Education Plan 2022-2025



New Horizons School

October 2022

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Accountability Statement for Three-Year Education Plan 2022/2025

The Education Plan for New Horizons Charter School Society commencing (September 1) 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 2022/2025 Education Plan on May 25, 2022.



Dan Hanson
Board Chair

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.

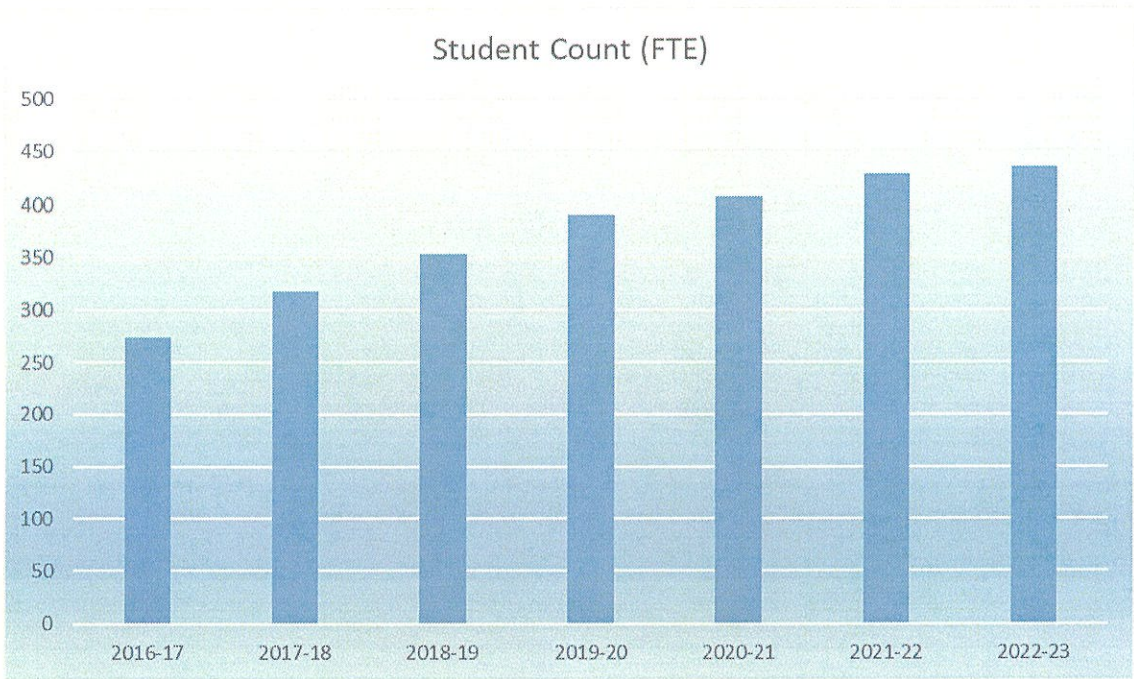
Profile of the School Authority

New Horizons School is a public charter school serving **427** 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 composed 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 **427** gifted learners. The chart below shows our growth since 2016.



Stakeholder Engagement

Each year, the Board invites all parents, including School Council members, to an annual Stakeholder forum. Approximately 30 parents and staff members participated in a virtual Stakeholder Forum held on January 24, 2022. Forum provided an opportunity for participants to generate input into the development of the school's Three-Year Education Plan for 2022-23 to 2024-25.

The results of the forum were then presented to the Board at a Board Planning Retreat, held on Saturday, March 12, 2022. The suggestions brought forward from the forum were ranked and those with the highest priority were included in this Education Plan.

In April, 2022, all teachers, parents and 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.

Strategies that reflect stakeholder input throughout this Education Plan are highlighted in blue.

Strategies: Colour Code

Strategies highlighted in blue signify feedback from the stakeholder forums.

Strategy	Years In The Plan
Strategy from stakeholder input.	1

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.*

Measures:

- 1) **Provincial Achievement Test Standard of Excellence**
 - a) *Data Not Available*
- 2) **School Administered Canadian Achievement Test 4 (CAT4) Reading and Math (September)**

CAT 4 Assessment	Below Average	Average	Above Average
Reading			
Grades 1-3	8%	76%	16%
Grades 4-6	3%	51%	46%
Grades 7-9	6%	45%	50%
Math			
Grades 1-3 Math	9%	65%	26%
Grades 1-3 Computation	12%	42%	60%
Grades 4-6 Math	1%	53%	46%
Grades 4-6 Computation	14%	68%	19%
Grades 7-9 Math	0%	39%	61%
Grades 7-9 Computation	3%	68%	29%

Strategies	Year In The Plan
<p>Implement the new K-6 Physical Education and Health & Wellness curriculum and K-3 Math and Language Arts and Literature curriculum.</p> <ul style="list-style-type: none"> • teacher inservice & support (planning, delivery, assessment) • resources 	1
<p>Assessment:</p> <ul style="list-style-type: none"> • Ensure classroom assessments reflect current research & best practice <ul style="list-style-type: none"> ○ Pre-testing: <ul style="list-style-type: none"> ■ Revisit in-class K-9 Math pre-testing & enrichment ■ Continue to explore pre-testing & enrichment in content-based courses • Explore new assessments (eg. Star Renaissance) to replace current numeracy and literacy assessments and allow for multiple check-points throughout the year. 	1
<p>Complete Grade 1-3 early literacy and numeracy assessments in the fall to determine the level of need and provide early literacy and numeracy intervention & support.</p> <ul style="list-style-type: none"> • Assessment Tools: <ul style="list-style-type: none"> ○ <i>The Letter Name-Sound (LeNS) Test</i> ○ <i>The Castles and Coltheart 3 (CC3) Test</i> ○ <i>Provincial Numeracy Screening Assessments (EMA@School)</i> 	1

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

Measure: Board Surveys & Stakeholder Forum

	Results (in percentages)					
	2017	2018	2019	2020	2021	2022
Score	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree					
				3.23	3.30	3.25
Board 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.	95%	93%	88%	92%	95%	93%
Board Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	87%	87%	85%	87%	87%	92%
Board Survey Parents: Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	87%	87%	85%	87%	87%	92%
Board Survey Teachers: Percentage of teachers who feel that their students' 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.	n/a	n/a	n/a	n/a	n/a	100%
Board Survey Teachers: Percentage of teachers who agree that their students receive classroom work that is appropriately challenging.	n/a	n/a	n/a	n/a	n/a	100%
Board Survey Teachers: Percentage of teachers who agree that their child receives classroom work that is appropriately challenging.	n/a	n/a	n/a	n/a	n/a	100%
Board 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	89%	n/a	95%	88%	90%

Board 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	92%	87%	88%	85%	78%
Board Survey Students 7-9: Percent of students who they are being appropriately challenged	n/a/	n/a	91%	77%	71%	78%
Board 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	97%	n/a	88%	82%	95%
Board 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	93%	96%	91%	78%	86%
Board Survey Students 4-6: Percent of students who feel they are being appropriately challenged.	n/a	n/a	79%	70%	78%	81%
Board Survey Comments: <ul style="list-style-type: none"> Comments from students and parents are mixed. While many parents and students agree that their learning is challenging, many report that they are not. 						

Strategies	Year in the Plan
<p>Continue to inservice staff on a variety of sound pedagogical approaches to ensure they support the development of student competencies as they teach towards the curricular outcomes.</p> <ul style="list-style-type: none"> Visible Thinking Routines Learning for Transfer Project Based Learning/Inquiry/Creative Problem Solving Cooperative Learning 	3

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)					
	2017	2018	2019	2020	2021	2022
Score	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree					
				3.12	2.91	3.08
School Survey Parents: My child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	60%	71%	65%	67%	70%	79%
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.	97%	93%	91%	87%	71%	80%
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	85%	77%	44%	56%
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	78%	81%	88%
School Survey Teachers: My students 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	n/a	n/a	92%
School Survey Teachers: Percentage of teachers who feel that their students have the opportunity to work with other students to complete a task or accomplish a goal at school.	n/a	n/a	n/a	n/a	n/a	100%
School Survey Teachers: Percentage of teachers who feel that their students have the opportunity to work with students in other grades.	n/a	n/a	n/a	n/a	n/a	77%

School Survey Teachers: Percentage of teachers who feel their students are displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.)	n/a	n/a	n/a	n/a	n/a	92%
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	59%	56%	46%	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	91%	86%	81%	87%
School Survey Students 7-9: Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	n/a	n/a	64%	21%	50%
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	76%	81%	71%
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	82%	67%	54%	84%
School Survey Students 4-6 : 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	84%	89%	90%	93%
School Survey Students 4-6: Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	n/a	84%	89%	25%	55%
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	76%	69%	93%
Other Measures: Board Surveys <ul style="list-style-type: none"> A large number of parent and students comments from the Board Surveys expressed the need for increased student interaction. <ul style="list-style-type: none"> cross grade interaction, clubs, extracurricular, etc. 						

Strategies	Year in the Plan
Student interaction activities will be increased in a variety of ways including, but not limited to these examples: <ul style="list-style-type: none">• revive the use of buddies• increase interhouse (Air, Fire, Water, Earth) events	3
Revive clubs and extra-curricular sports that were paused while following Covid-19 Protocols (ie. chess club, 5-6 sports).	1
Investigate a number of existing, social emotional curriculums and use them to create a scope and sequence for Social Emotional Learning (K-9) including Growth Mindset, Self-Regulation Strategies and Conflict Resolution.	1

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

	Results (in percentages)					
	2017	2018	2019	2020	2021	2022
Score	1. 1 = Strongly Disagree 2. 2 = Disagree 3. 3 = Agree 4. 4 = Strongly Agree					
				3.03	3.09	3.05
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.)	67%	70%	70%	69%	64%	59%
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	75%	72%	57%	69%
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.)	84%	85%	86%	78%	80%	76%
School Survey Parents: Percentage of parents who feel that their child is getting better at taking social risks.	n/a	n/a	n/a	70%	73%	85%
School Survey Teachers: Percentage of teachers who feel that their students have the opportunity 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	n/a	n/a	92%
School Survey Teachers: Percentage of teachers who feel that they provide their students 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	n/a	n/a	92%
School Survey Teachers: Percentage of teachers who feel that their students 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	n/a	n/a	100%

School Survey Teachers: Percentage of teachers who feel that their students are getting better at taking social risks.						92%
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	87%	70%	65%	63%
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	85%	83%	65%	77%
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	72%	76%	63%	64%
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	58%	57%	57%
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	70%	59%	51%	70%
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	79%	82%	81%	73%	87%
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	86%	68%	67%	74%
Survey Students 4-6: 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	67%	56%	67%

Strategies	Year in the Plan
Increase student involvement in school-wide “service learning” activities.	3
Pilot the use of cross-school video meetings to increase interaction with students studying similar concepts in different communities and schools.	2
In past Education Plans, we addressed this area by ensuring that students could make leadership one of their IPP goals, and we created a Leadership options which always has extra space. During the year, the school will work with students and parents to create a common understanding of “leadership opportunities.”	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)					
	2017	2018	2019	2020	2021	2022
Score	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree					
				3.10	3.04	3.03
Board 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 interest him/her.	82%	87%	58%	61%	61%	54%
Board 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.	82%	80%	77%	76%	91%	89%
Board 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.	78%	77%	n/a	70%	79%	79%
Board 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	77%	79%	84%
Board 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	62%	67%	79%
Board Survey Teachers: Percentage of teachers who agree that their students find Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them..	n/a	n/a	n/a	n/a	n/a	62%
Board Survey Teachers: Percentage of teachers who agree that they are helping their students develop skills to become more independent and self-directed in their learning.	n/a	n/a	n/a	n/a	n/a	100%

Board Survey Teachers: Percentage of teachers who agree that their students are able to apply independence and self-direction in their learning to their studies in an effective manner.	n/a	n/a	n/a	n/a	n/a	100%
Board Survey Teachers: Percentage of teachers who agree that their students are becoming better to self-regulate (better able to recognize their emotional state and control it.)	n/a	n/a	n/a	n/a	n/a	100%
Board Survey Teachers: Percentage of teachers who agree that their students are 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	n/a	100%
Board 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.	n/a	59%	70%	55%	42%	42%
Board 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	89%	72%	80%	72%	76%
Board 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	87%	87%	86%	75%	76%
Board 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	73%	72%	66%
Board 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 event or result).	n/a	n/a	n/a	66%	66%	60%
Board Survey Students 4-6: 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.	n/a	88%	88%	88%	77%	84%
Board 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	92%	93%	80%	79%	89%
Board 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	98%	100%	75%	77%	93%

Board Survey Students 4-6: 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	72%	72%	83%
Board Survey Students 4-6: 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 event or result).	n/a	n/a	n/a	70%	65%	76%
Board Survey Parents: Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).				68%	76%	78%
Board Survey Teachers: Percentage of teachers who are satisfied with the effectiveness of their students' Individual Program Plan (IPP).						77%
Board Survey Students 7-9: Percentage of students who agree that their IPP is helpful in their learning.					95%	24%
Board Survey Students 4-6: Percentage of students who agree that their IPP is helpful in their learning.					87%	63%
Other Measures: Board Surveys <ul style="list-style-type: none"> A number of students expressed the need for more input on IPP goals to better address needs and more support in addressing these needs. 						

Strategies	Year in the Plan
IPP Improvement: <ul style="list-style-type: none"> Implement ideas generated through the Stakeholder Forum (2021) Gather student input for IPP improvement. 	2
Provide parents with additional tools to assist them in providing social/emotional support to their children	2
Independent Studies (IS) Improvement: Gather data to determine ways to increase engagement with IS. <ul style="list-style-type: none"> Seek stakeholder input (student, teacher, parent) Review current IS procedures/components in light of against other successful independent/passion learning models. 	1

Investigate a number of existing, social emotional curriculums and use them to create a scope and sequence for Social Emotional Learning (K-9) including Growth Mindset, Self-Regulation Strategies and Conflict Resolution.	
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Outcome Two: *Students will become creative risk takers emotionally.*

Measure: Board Surveys

	Results (in percentages)					
	2017	2018	2019	2020	2021	2022
Score	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree					
School Survey Students Parents: Percentage of parents who agree that their children are able to identify their emotions when they feel them.	88%	88%	90%	84%	82%	91%
School Survey Parents: Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	72%	74%	76%	71%	71%	74%
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	61%	68%	77%
School Survey Parents: My child understands it is ok to make a mistake.	n/a	n/a	n/a	84%	77%	83%
School Survey Students Teachers: Percentage of teachers who agree that their students are able to identify their emotions when they feel them.	n/a	n/a	n/a	n/a	n/a	92%
School Survey Teachers: Percentage of teachers who agree that their students are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	n/a	n/a	n/a	85%
School Survey Teachers: Percentage of teachers who agree their students want to try again even when things don't go as hoped.	n/a	n/a	n/a	n/a	n/a	69%
School Survey Teachers: My students understand it is ok to make a mistake.	n/a	n/a	n/a	n/a	n/a	100%
School Survey Students 7-9: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	76%	89%	83%	73%	74%

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	85%	67%	79%	72%	65%
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	76%	59%	59%
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	65%	71%	56%
School Survey Students 4-6: Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	87%	95%	79%	81%	71%
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	87%	34%	72%	66%	59%
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	78%	69%	62%
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	79%	71%	75%

Strategies	Year in Plan
Deliver classroom activities to assist students with the following: <ul style="list-style-type: none"> executive functioning (time management skills; improve accountability and responsibility; organization/prioritizing) resilience: learn to fail; be able to deal with stressful and ambiguous situations 	3
Create a scope and sequence for helping students understand what it means to be gifted (Grades 4, 7, 9).	3
Investigate a number of existing, social emotional curriculums and use them to create a scope and sequence for Social Emotional Learning (K-9) including Growth Mindset, Self-Regulation Strategies and Conflict Resolution.	1

STRATEGIC GOALS

Domain: Student Growth and Achievement

Measures: Provincial Achievement Tests *N/A*; Assurance Survey

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Assurance Survey: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.1	80.1	79.8	84.4	83.9	n/a	n/a	n/a
Assurance Survey: The percentage of teachers, parents and students who agree that students are engaged in their learning at school. <i>(Note: 67.5% of students reported being engaged).</i>	n/a	n/a	n/a	n/a	86.9	n/a	n/a	n/a
Board Survey Comments <ul style="list-style-type: none"> While many student comments reflect engagement with their learning, many express a need for more engaging classroom experiences (which is reflected in the second measure above). 								

Strategies	Year in Plan
Continue to inservice staff on a variety of sound pedagogical approaches to ensure they support the development of student competencies as they teach towards the curricular outcomes. <ul style="list-style-type: none"> Visible Thinking Routines Learning for Transfer Project Based Learning/Inquiry/Creative Problem Solving Cooperative Learning 	3

Domain: Learning Supports

Measures: Board Surveys, Stakeholder Forum, CAT 4 Assessment

FNMI Achievement CAT 4 Assessment	Below Average	Average	Above Average
Reading	0%	57%	43%
Math	0%	29%	71%
Computation	10%	70%	20%

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Assurance Survey: 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.	86.9	84.4	84.9	90.7	92.1	n/a	n/a	n/a
Assurance Survey: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	n/a	n/a	n/a	n/a	82.6	n/a	n/a	n/a
Board Survey: <ul style="list-style-type: none"> The Board Survey shows that 55% of parents & teachers are satisfied with the school's discipline procedures to address inappropriate behaviors, while 23% were dissatisfied and 22% did not know. 								
Board Survey Comments <ul style="list-style-type: none"> Many teacher and parent comments from the Board Survey suggest that increased learning supports be made available to students including a psychologist. A number of students also expressed the need for additional students support resources to help address frustrations (more sensory tools, counselling support) Many parent and teacher comments reflect the need to review and clarify classroom and school behavior management (discipline) 								
Stakeholder Forum results <ul style="list-style-type: none"> More mental health support (ie.additional counselling) staff. More unique supports for students (ie. fidgets, brain breaks, animal supports). More support for behavioural management for some of our higher needs behavioural students and follow-up 								

Outcomes, measures and strategies must address First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools

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"> Multi-year strategy 	4
Teachers integrate FNMI "ways of knowing" and their FNMI activities where appropriate into their instruction.	4
Expand FNMI learning and library resources.	2
Increase the full-time equivalency (FTE) of school counselling services	4
Increase human resources to better match the more challenging student needs (eg. EA; counsellor; OT, etc)	2
Purchase a variety of supports for students including fidgets, furniture, and additional sensory room items. <ul style="list-style-type: none"> seek additional unique and feasible supports. 	1
Enhance understanding around our behaviour management plan through communication (parents and staff) and coaching (staff).	1

Domain: Teaching and Leading

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Assurance Survey: 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.	75.2	73.0	77.4	83.7	82.1	N/A	N/A	N/A
Stakeholder Forum: <ul style="list-style-type: none"> Feedback from the stakeholder forum called for additional programming options (ie. acceleration in other areas; creative thinking, non-academic programs and student engagement). More unique experiential learning opportunities for students in the classroom and outside. 								
Board Survey <ul style="list-style-type: none"> Many parents commented that communication from teacher to parents indeed improvements and needs to be streamlined, survey data shows that 85% of parents are satisfied with the communication about their child's progress and 82% are satisfied that the school informs parents of its activities and plans in a timely manner. Student comments reflect the need for more diverse/engaging program delivery. 								

Strategies	Year In the Plan
■	
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"> review, establish, and communicate expectations for communication review and communicate assessment and grading practices 	2
Increased emphasis (school-wide) on effective communication regarding <ul style="list-style-type: none"> student progress (academic, social, and emotional) school/classroom events 	2
Increase emphasis on financial literacy and career planning. <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. Continue use of Junior Achievement (Junior high) and Junior ATB Financial Literacy (grades 5-6). 	3

<ul style="list-style-type: none"> ○ Ensure that, either in the context of the new curriculum, or through new and innovative ways within the instructional program, these issues are addressed. 	
Increase spaces and technology for creative learning including a "Maker Space."	1

Domain: Governance

Performance Measure	Results (in percentages)					Evaluation		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall
Assurance Survey: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.8	84.2	81.4	87.2	91.1	N/A	N/A	N/A
Assurance Survey: 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.	86.9	84.4	84.9	90.7	92.1	n/a	n/a	n/a
Assurance Survey: Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.1	88.3	88.4	92.2	93.8	n/a	n/a	n/a
Assurance Survey: 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.	82.8	77.4	79.6	83.0	92.7	n/a	n/a	n/a
Assurance Survey: 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>	55.2	55.0	51.9	51.9	84.1	n/a	n/a	n/a
Assurance Survey: Percentage of teachers and parents satisfied with parental	87.8	84.2	81.4	87.2	91.1	n/a	n/a	n/a

involvement in decisions about their child's education.								
Assurance Survey: 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.	88.7	74.0	74.7	81.8	86.8	n/a	n/a	n/a
Stakeholder Forum <ul style="list-style-type: none"> Increased parental engagement and involvement was seen as a key area for improvement. Communication regarding what is available for student activities (web page?) 								
Board Survey Comments <ul style="list-style-type: none"> Increased parental engagement Many parents commented that communication from teacher to parents indeed improvements and needs to be streamlined, survey data shows that 85% of parents are satisfied with the communication about their child's progress and 82% are satisfied that the school informs parents of its activities and plans in a timely manner. 								

Strategies	Year in the Plan
Engage stakeholders at the winter Stakeholder Forum.	Always
The Board High School Task Force will continue to investigate establishment of New Horizons high school program.	4
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"> review, establish, and communicate expectations for communication review and communicate assessment and grading practices 	2
Increased emphasis (school-wide) on effective communication regarding <ul style="list-style-type: none"> student progress (academic, social, and emotional) school/classroom events 	2
Review and monitor the school's COVID protocols and procedures.	2
Develop a substitute teacher handbook.	2
Explore ways to increase capacity building for volunteers (ig. responding to students while assisting a teacher, confidentiality, etc.)	2
Community Re-Engagement <ul style="list-style-type: none"> Seek, plan, and create events and opportunities for parents to re-engage with the school, other parents, and with the staff (continued on next page) In conjunction with parent groups, seek ways to increase parent engagement in assisting at school (lunch hour, before school, after school) School Council, FANHS, and the Board. 	1

Implementation Plan

New Horizons School Implementation Plan 2022-23

Implementation Plan		
Resources Needed	Professional Learning Required	Process for Monitoring
<ul style="list-style-type: none"> Targeted funding for Social Emotional Curriculum Targeted funding for school counsellor and associated resources Targeted funding for literacy and numeracy assessment including teacher release time. Funding for new curriculum implementation including teacher release time and resources. 	<ul style="list-style-type: none"> Training for teachers on Social Emotional Learning through a gifted lens Training for staff on FNMI teaching and learning Training for staff on pedagogical practices for new curriculum implementation and current curriculum Remaining current with gifted education research. Training for staff on best practices with assessment. 	<ul style="list-style-type: none"> Report to Board in February on Strategic Plan Monthly reports at Senior Admin meetings to review progress of goals Classroom observations

Budget Summary

New Horizons School Budget 2022-23

Follow the link below for the 2022-2023 budget.

- <https://newhorizons.ca/wp-content/uploads/2022/06/Website-Budget.pdf>

Capital Plans

New Horizons School Capital Plan 2022-23

Follow the link below for the 2022/23 to 25/26 capital plan.

- <https://newhorizons.ca/wp-content/uploads/2022/06/Capital-Plan-2022-23-to-2025-26.pdf>