

# New Horizons School

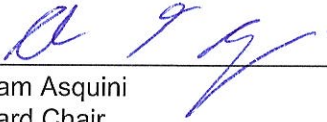
Education Plan 2024-2027



## Accountability Statement for Three-Year Education Plan 2024/2027

The Education Plan for New Horizons Charter School Society commencing (August 29) 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 2024/2027 Education Plan on May 15, 2024

  
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Adam Asquini  
Board Chair

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### 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

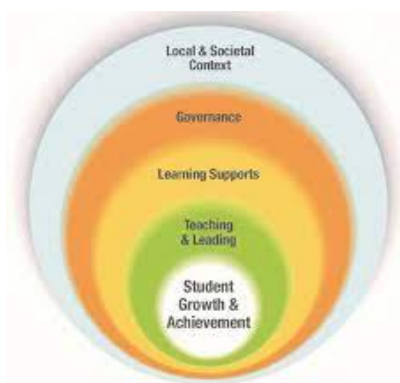
New Horizons School was originally established to best serve the learning needs of gifted children. This continues to be its fundamental reason for existence. The goals of the charter and of the school itself are threefold: to address the academic, social, and emotional needs of gifted children.

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.

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## Assurance Domains



New Horizons Education Plan outlines priorities in alignment with the Alberta Education Assurance Framework.

New Horizons Charter School goals are integrated into the Assurance Domains of this document. Outcomes were measured using local and provincial assessment tools.

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## Stakeholder Engagement

Stakeholder engagement is a priority for New Horizons School. Input from parents, students and staff is valued and guides the development of the Education Plan. Engagement takes place in a variety of ways and data is collected on an ongoing basis throughout the school year.

- Alberta Education Assurance Survey\*
- New Horizons School Board Created Survey\*
- Stakeholder Forum held in January 2023\*
- Provincial Achievement Tests\*
- Alberta Education Curriculum implementation expectations
- Meet the Teacher Evening (September)
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff (twice a year)
- Digital school updates (e-news weekly)
- Monthly Staff meetings
- Monthly Board meetings
- Monthly School Council meetings and communications
- Report Card comments and indicators
- Google Classroom Communications from teachers
- Parent/Teacher/Student Conferences (twice a year)
- Information Night (January)
- Parent information sessions from community experts
- Student focus groups
- Open-door policy to address student, parent and staff concerns

*\*results from these measures can be found in our [AERR](#).*

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## Provincial Domain: Student Growth and Achievement

<b>Charter Goals and Outcomes</b>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Outcome 1:</b> Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.</p>
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<p>Strategies</p>	<ul style="list-style-type: none"> <li>● Continue to support New K-6 curriculum implementation</li> <li>● 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> <li>○ Continue use of Junior Achievement (Junior high) and Junior ATB Financial Literacy (grades 5-6).</li> </ul> </li> </ul>
<p>Measures and Evidence</p>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Provincial Achievement Tests (Grade 6)</li> <li>● Literacy and Numeracy Assessments as directed by Alberta Education</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Pre-testing for enrichment and remediation</li> <li>● Report Card results and comments</li> <li>● LeNs, CC3 Reading Assessments</li> <li>● Cat4 Assessments</li> <li>● ReadTheory Assessment</li> <li>● Writing Assessments</li> </ul>

<p>Charter Goals and Outcomes</p>	<p><b>Goal 1:</b> Student learning is Improved</p> <p style="padding-left: 40px;"><b>Outcome Two:</b> Students will become creative risk takers academically.</p> <p><b>Goal 3:</b> Students' Emotional Needs Are Supported</p> <p style="padding-left: 40px;"><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> <li>● 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"> <li>○ Visible Thinking Routines</li> <li>○ Learning for Transfer</li> <li>○ Project Based Learning/Inquiry/Creative Problem Solving</li> <li>○ Cooperative Learning</li> </ul> </li> <li>● Improve Independent Studies (I.S.) <ul style="list-style-type: none"> <li>○ Independent Learning Models have been explored and teachers are implementing new ways to increase engagement. These include Divisional models of inquiry learning that are developmentally appropriate. <ul style="list-style-type: none"> <li>■ Kindergarten to Grade 3: Wonder Learning</li> <li>■ Grades 4-6 Discovery Learning</li> <li>■ Grades 7-9 Investigations</li> </ul> </li> <li>○ Engagement of the school community through</li> </ul> </li> </ul>

	<p style="text-align: center;">Independent Study Fairs</p> <ul style="list-style-type: none"> <li>● Individual Program Plans (IPPS) <ul style="list-style-type: none"> <li>○ Increased communication around the IPP planning and reporting process will be provided to parents and caregivers. This will include strategies and tools for supporting students in their goals.</li> </ul> </li> <li>● Increased programming for creative learning <ul style="list-style-type: none"> <li>○ Curricular and Extracurricular activities will be programmed to utilize alternative learning spaces (Makerspace, Outdoor Classroom).</li> <li>○ Leverage emerging technology to improve student engagement and student learning.</li> </ul> </li> </ul>
Measures and Evidence	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: In the 2023 Board Survey, Students indicated the need for increased creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness in their school work.</li> <li>● Student Feedback</li> </ul>

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**Provincial Domain: First Nations, Metis and Inuit Student Success**

Charter Goals and Outcomes	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will Benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
Strategies	<ul style="list-style-type: none"> <li>● Include an “Indigenous Perspectives” portion of staff meetings to explore indigenous culture and issues.</li> <li>● Teachers integrate FNMI “ways of knowing” and their FNMI activities where appropriate into their instruction.</li> <li>● Assign Indigenous Teacher Leads from each division to collaborate, plan and provide resources for teachers and students to increase FNMI Success</li> <li>● Expand FNMI learning and library resources</li> <li>● Connect with local Indigenous groups (ie. Bent Arrow Traditional Healing Society) to increase Indigenous understanding.</li> <li>● Create an Equity, Diversity and Inclusion team to meet with Dr. Farha Shariff and implement inclusive practices throughout the school.</li> </ul>
Measures and Evidence	<p><b>Local Measures:</b></p> <ul style="list-style-type: none"> <li>● Board Surveys</li> <li>● Stakeholder Forum</li> </ul>

**Provincial Domain: Learning Supports**

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 2:</b> Students will benefit from opportunities for positive social interaction</p> <p><b>Outcome 1:</b> Students will develop positive interdependence skills.</p> <p><b>Goal 3:</b> Students’ Emotional Needs Are Supported</p> <p><b>Outcome 2:</b> Students will become creative risk takers emotionally</p>
<p><b>Strategies</b></p>	<p>Student interaction activities will be increased in a variety of ways including, but not limited to these examples:</p> <ul style="list-style-type: none"> <li>● Buddy Activities             <ul style="list-style-type: none"> <li>○ Students engage in cross-grade collaborations in a variety of ways. Students in upper grades are paired with students in lower grades to build relationships, provide academic and social mentoring and foster community.</li> </ul> </li> <li>● Increase House (Air, Fire, Water, Earth) events             <ul style="list-style-type: none"> <li>○ All students are members of one of our four House Teams. These teams meet to participate in collaborative and competitive activities throughout the year including STEM activities and intramural events.</li> </ul> </li> <li>● Clubs and Extra-Curricular sports             <ul style="list-style-type: none"> <li>○ Students have a variety of clubs and sports that they may participate in throughout the year. These include but are not limited to: Junior High Sports as part of the Elk Island Athletics Association; Chess Club, School Reach, Lego Club.</li> </ul> </li> <li>● Social-Emotional Learning             <ul style="list-style-type: none"> <li>○ Teachers utilize a number of social-emotional learning tools including Growth Mindset, Self-Regulation Strategies, Conflict Resolution, and Mindfulness.</li> <li>○ Development of a Scope and Sequence for Social-Emotional Learning to improve consistency of language throughout the grades as well as provide additional support for parents and caregivers in the social-emotional development of their child(ren).</li> </ul> </li> </ul>
<p><b>Measures and Evidence</b></p>	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys</li> <li>● Stakeholder Forum: Stakeholders indicated that additional mental health supports and social emotional support is needed for our students especially following the Pandemic.</li> <li>● Student Feedback</li> </ul>

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 2:</b> Students will benefit from opportunities for positive social interaction</p> <p><b>Outcome 2:</b> Students will become creative risk takers socially.</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Increase Service-Learning Opportunities <ul style="list-style-type: none"> <li>○ Students are encouraged, through Individual Program Plans (IPPs) to create leadership goals which provide service to students throughout the school. These may include fundraisers for charitable organizations, peer-to-peer tutoring as part of our Buddy Activities, and lesson plans developed by students and delivered to groups outside their classroom.</li> </ul> </li> <li>● Increase understanding of active citizenship and create more opportunities for students to engage within the school community.</li> <li>● Junior High Options such as Leadership. <ul style="list-style-type: none"> <li>○ These options provide opportunities for students to take on leadership roles both within the school and in the greater community.</li> </ul> </li> </ul>
<p><b>Measures and Evidence</b></p>	<p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Surveys: Students, Parents and Teachers emphasized the importance of opportunities for social interactions both in class and throughout the school.</li> <li>● Stakeholder Forum: Stakeholders indicated the importance of increased instruction on conflict resolution and citizenship within the classroom.</li> <li>● IPP input forms</li> </ul>

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 3:</b> Students' Emotional Needs Are Supported</p> <p><b>Outcome 1:</b> Students will develop independence, self-direction and self-discipline in learning.</p> <p><b>Outcome 2:</b> Students will become creative risk takers emotionally</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Maintain and increase School Counselling Services <ul style="list-style-type: none"> <li>○ Continue Pilot with Educational Counselling Support Services</li> </ul> </li> <li>● Maintain human resources to support the more challenging student needs (eg. EA; counsellor; Occupational Therapist; Speech Pathologist, etc).</li> <li>● Research ways to increase universal supports to students.</li> <li>● Maintain Classroom Supports for student needs <ul style="list-style-type: none"> <li>○ Furniture, self-regulation tools, Sensory room items, etc.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Increase school-wide classroom instruction on Executive Functioning skills that allow us to plan, meet goals and demonstrate self-control.</li> <li>• Increase school-wide classroom instruction on metacognition and giftedness to help students understand their own giftedness and develop strategies to be successful.</li> </ul>
Measures and Evidence	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Board Survey</li> </ul>

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### Provincial Domain: Teaching and Leading

Charter Goals and Outcomes	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will Benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
Strategies	<ul style="list-style-type: none"> <li>• Development of Communication Protocol to ensure communication is effective, timely and multi-directional.</li> <li>• Support the leadership capacity through professional development and experiential learning for Curriculum, Indigenous Learning and Student Engagement.</li> <li>• Establishment of Parent/Volunteer Orientation Sessions to ensure understanding around our Code of Conduct, Behaviour Management, IPPs, Assessment and Reporting and Learning Approaches.</li> </ul>
Measures and Evidence	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>• Board Survey</li> </ul>

## Provincial Domain: Governance

<p><b>Charter Goals and Outcomes</b></p>	<p><b>Goal 1:</b> Student learning is Improved</p> <p><b>Goal 2:</b> Students will Benefit from opportunities for positive interaction</p> <p><b>Goal 3:</b> Student Emotional Needs are Supported</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>● Increase Parent/Caregiver Engagement through volunteering, fundraising, School Council, FANHS, and the NHS Board.</li> <li>● The Board High School Task Force will continue to investigate the establishment of a New Horizons high school program. The board is committed to engage stakeholders around high school planning (ie. Value Scope).</li> </ul>
<p><b>Measures and Evidence</b></p>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>● Alberta Education Assurance Survey</li> </ul> <p><b>Local Measures</b></p> <ul style="list-style-type: none"> <li>● Board Survey</li> <li>● Stakeholder Forum: Parents met to discuss priorities for establishing a high school program.</li> </ul>

## Implementation Plan

Resources Needed	Professional Learning Required	Process for Monitoring
<ul style="list-style-type: none"> <li>● Targeted funding for Social Emotional Curriculum</li> <li>● Targeted Funding for specialized supports including school counsellor, Speech Language Pathologist, and Occupational Therapist</li> <li>● Targeted funding for literacy and</li> </ul>	<ul style="list-style-type: none"> <li>● Training for teachers on Social Emotional Learning through a gifted lens</li> <li>● Training for staff on FNMI teaching and learning</li> <li>● Training for staff on pedagogical practices for new curriculum implementation and current curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Report to Board at monthly meetings</li> <li>● Monthly reports at Senior Admin meetings to review progress of goals</li> <li>● Classroom observations</li> </ul>

<p>numeracy assessment including teacher release time.</p> <ul style="list-style-type: none"> <li>• Funding for new curriculum implementation including teacher release time and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Remaining current with gifted education research.</li> <li>• Training for staff on best practices with assessment.</li> </ul>	
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### Budget Summary

Follow [this link](#) for the 2024-2025 budget.

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### Capital Plans

Follow [this link](#) for the 2024/25 to 2027/28 capital plan.