

## Horizon Assurance Plan 2021-2022

Goals	Academic Excellence	Social Emotional Well-being	Career Connections (Life Skills & Employability)
<b>Understanding the Context</b>	CESD students will reach their highest academic potential.	<p>Students will have the knowledge, skills and attributes to respond to their social emotional needs.</p> <p>Staff will have the knowledge and skills to respond to the social emotional needs of themselves, their students and colleagues.</p>	CESD students will enrol in formalized post secondary learning or career training beyond high school.
<b>Target</b>	<p>100% of students at Horizon School will achieve progress/acceptable standard in the framework dictating their program (Life Skills Programming, SEW, TEP, CESD Essential Outcomes, AB Ed Curriculum)</p> <p>80% of students in the 'Pathways Programs' will read at or above a functional reading level (Gr. 5-6)</p> <p>The CESD Life Skills Framework will be the programming document used to determine outcomes for students working on a completely modified program</p> <p>The achievement gap seen in Indigenous students will be eliminated.</p>	<p>Any student or staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p>Each student will achieve an attendance rate of 90% or higher and when unable to attend in person will maintain connection via Google Classroom.</p> <p>85% of CESD staff will complete the Social Emotional Well-being Certification Series.</p> <p>100% students who are cognitively able will complete the social emotional wellness course or access the SEW curriculum.</p>	<p>100% of Horizon students will achieve 3-year High School Completion.</p> <p>100% of students/families will participate in 'Pathways' meetings alongside programming reviews in Grades 10 &amp; 11 to determine goals for transition to adulthood at 18.</p>
<b>Refined Strategies</b>	<p>Grade 1-9 who are cognitively able will participate in diagnostic, standardized assessments in reading, writing, and mathematics to determine level of ability and inform teaching practice.</p> <p>Teacher teams will analyze student data and put necessary interventions in place. Teachers, parents, and students will work together in creating an academic plan to support students unable to achieve at grade level.</p> <p>Teachers and school teams will accommodate, adapt and modify content where appropriate to ensure students can reach their</p>	<p>Staff members will respond to the social emotional needs of their students through use of the collaborative response model and intervention plans.</p> <p>Staff members will use the supportive process (<a href="#">KITE</a>) for the most vulnerable students.</p> <p>Horizon School staff will use the <a href="#">Social Emotional Framework</a> tool to identify student needs and plan interventions.</p> <p>Horizon School staff will use a self-evaluation survey to enhance their skill set in supporting student social emotional well-being.</p>	<p>High school career teams will identify strategies that positively impact FNMI high school completion and successful transition to post secondary or world of work.</p> <p>LST will meet with every student enrolled in a high school program to plan intentional exploration of possible career and post secondary opportunities.</p> <p>Introduce MyBlueprint for career exploration beginning in grade 7.</p> <p>Division staff will support the implementation of online distributed learning opportunities to enhance high school course offerings for</p>



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<b>Refined Strategies</b>	<p>highest academic potential (CRM + RTI Meetings)</p> <p>Effective use of technology will be embedded into instruction, assessment, and student learning (Google Classroom)</p> <p>School teams will identify interventions to support our Indigenous students.</p> <p>K-12 flexible learning options will be available for students unable to attend full time in the regular classroom through the use of technology.</p> <p>Student portfolios (purple binders) will be updated in line with report cards</p> <p>Teachers will report assessment data to parents using an outcomes based report card or Power Teacher Pro/Gradebook (10-12).</p>	<p>School teams will examine attendance data and its impact on student success, working through a system of support with students and families. Given the unique student make-up of Horizon, opportunities to access learning on days not present will be available.</p> <p>School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the <a href="#">10 Key Division Supports in CESD</a>.</p> <p>Student Success (YES) Program will be expanded to support all students.</p> <p>All Horizon School students who are cognitively able will engage in a social emotional wellness course.</p>	<p>students.</p> <p>Division staff will continue to support Dual Credit opportunities, processes, and funding.</p>
<b>Success Measures</b>	<p>Acceptable standard and standard of excellence</p> <ul style="list-style-type: none"> <li>● PAT 6 and 9 (AE)</li> <li>● Diploma exams (AE)</li> <li>● HLAT (CESD)</li> <li>● MIPI (CESD)</li> <li>● Gradebooks (CESD and customized)</li> </ul> <p>CESD Reading Support Level Data (RSL Data)</p> <p>Indigenous student achievement:</p> <ul style="list-style-type: none"> <li>● Assurance data (AE)</li> <li>● Division level RSL (CESD)</li> <li>● Attendance data (CESD)</li> </ul>	<p>Student Attendance data (CESD)</p> <p>90 % of Horizon School Staff that have completed the Social Emotional Well-being Certification Series.</p> <p>100 % of students in the Pathways Program will have completed acceptable standard and standard of excellence in the social emotional wellness course.</p>	<p>Annual Education Assurance Survey Data:</p> <ul style="list-style-type: none"> <li>● Transition Rates</li> <li>● 3-Year High school completion rate</li> </ul> <p>School based data:</p> <ul style="list-style-type: none"> <li>● Grade 12 survey</li> </ul>