

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	356.000	Custodial	2.688000	Salaries	\$3,038,160	94.49%
Weighted	467.314	Exempt	0.000000	Supplies, Equip., Services	\$177,031	05.51%
Regular	370	Support	10.900000			
		Teacher	<u>18,294000</u>			
Year Opened	1953	Total 31.882000			Total \$3,215,191	100.00%
				Internal Revenue	\$16,026	

School Philosophy

Continuing our legacy since 1953, the mission of Horse Hill School is to collaboratively empower every student's emotional well-being, provide focused academic rigor in literacy and numeracy, and cultivate leaders who thrive within a safe, caring, and inclusive community. We are committed to working closely with students, families, and partners to ensure student success and to foster a culture of excellence. We are committed to the emotional and social wellness of every child and celebrate our safe and caring school community. With a focus on high-impact literacy and numeracy practices, our inclusive learning community challenges students at their independent learning levels. We believe that staff, families, and partners work alongside students to support them in reaching their highest academic and personal potential. Everyone at Horse Hill is a learner and a leader, and we make that learning journey together.

Community Profile

Horse Hill is home to approximately 370 students and over 30 staff. An ever-growing and celebrated community in the NE corner of Edmonton, it is nestled in an idyllic and tranquil setting. A highly engaged and committed Parent Advisory Association (PAA) is a deeply valued part of the Horse Hill community, funding many initiatives to support quality learning and promote safe and caring learning environments. Through the PAA's dedicated work, Horse Hill has seen advancements in access to technology, teaching and learning resources, and exciting enrichment opportunities for students. Student belonging and citizenship are facilitated through an emphasis on global citizenship, conflict resolution, and self-regulation.

Programs and Organization

Horse Hill School offers programming from kindergarten to grade six, with full-day kindergarten. French as a Second Language is offered in Cogito (grades 1-6) and regular Division II classes. We believe in providing high-quality programming for every student in an inclusive environment. We are committed to supporting student success through best practices such as guided reading, assessment for learning, integrated technology and a focus on global citizenship. To foster an inclusive, high-quality learning community, in close partnership with families, our staff ensures every student achieves academic growth and feels a strong sense of belonging at the school.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Boston Pizza, City of Edmonton, Edmonton Oil Kings courtesy of MLC Developers, Edmonton Public Library (EPL), Marquis Developments, Qualico Development Ltd, Sobeys Belmont

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2025, Horse Hill will increase its overall reading 'at and/or above grade level' by 2%. Horse Hill will also improve its overall numeracy results by 3%. Achievement of this goal will be supported by:

- Staff collaboration around student reading data to identify targeted literacy support in both Division I and Division II.
- Staff collaboration around high impact guided Math strategies for numeracy development in both Division I and Division II.
- Use evidence-based anecdotal and quantitative data to identify students requiring targeted support, through push-in/pull-out Literacy and Numeracy models.

Results Achieved:

After three years of consistent work with the Literacy Intervention, structured literacy implementation, and a year with the Literacy Achievement Project, there was meaningful improvement in students' foundational skills and reading achievement, particularly in Division 1. This growth reflects the commitment of our staff, the alignment of instruction across grades, and the early-intervention mindset that has taken root in our school.

Reading: The combined percentage of students achieving at or above grade level has been very consistent, staying between 68% and 69% over the three years, based on teacher-reported levels.

- EAL students have the highest achievement rate (72%) among all groups.
- At or Above Grade Level varies significantly across the grades, from 59% to 77%.
- Develop early literacy intervention strategies to lower the high percentage of students reading below grade level in Grade 1 and Grade 2.
- Develop a school-wide plan to increase the percentage of students achieving above grade level.
- CAT4 results for Division 2 students improved in overall reading, with an overall increase by 9% (from 79% in Fall to 89% in Spring).

Writing: Overall performance is slightly lower (-6%) from the previous year (74%) based on HLAT Writing test scores.

- The increased expectations for the transition from Division 1 to Division 2 resulted in a decline in writing scores for grades 4 and 5. We will develop common strategies, such as the workshop approach, and implement targeted supports to support this cohort and reverse the trend for students moving into Division 2.

Numeracy: CAT4 results in Division 2 Math showed modest growth, increasing by 7% (from 87% in Fall to 94% in Spring).

- We strive to maintain high performance across all Math Areas (Mathematics, Computation, and Total Math), with more than 85% of students at or above Stanine 4.

By June 2025, Horse Hill school will demonstrate a 5% improvement in students' connectedness to the school community as it pertains to mental wellness, resilience and engagement. Achievement of this goal will be supported by:

- Formal and informal collaborative-team approaches that target the authentic development of empathy and compassion, to foster greater engagement and resilience.
- Professional Learning opportunities to support staff in 'engaging and honoring student voice' as facilitated through Bennett Centre, Argyll and Metro (BAM): Responsive Schools- Schools that Listen. This work will be a collaborative-teamwork project between Horse Hill and Belvedere school.
- Create opportunities for anti-racist and philanthropic student leadership initiatives, driven by student voice.

Results Achieved:

-The DFS results are overwhelmingly positive, indicating students feel highly supported, safe, and cared for at the school.

-We maintained strong performance across all (AEAM) measures, and the school's results remain significantly higher than the Provincial average.

-Staff will continue to support students in the feeling that their identity and culture are reflected in class materials.

-Teachers used a circle discussion model in class each week for students to share positive news, discuss feelings, or simply greet each other to intentionally build a sense of community and personal connection every day.

-Another major celebration was the sense of community connection and cultural learning created through our work with Métis partners, including Kookum Veronica and students from M.E. LaZerte.

-The school maintained a permanent, prominent display of high-quality, authentic literature and resources from First Nations, Métis, and Inuit authors, Elders, and Knowledge Keepers, supporting the strong curricular focus identified in the student survey.

-The whole-school quilt project not only deepened students' understanding of Métis culture but also strengthened belonging and pride across our building.

What were the biggest challenges encountered in 2024-2025?

Results and Implications

1. An increasing range of student readiness levels, particularly in early literacy and numeracy. With students arriving from various learning backgrounds, we needed to expand intervention support, increase assessment cycles, and provide additional differentiation to meet diverse needs.
2. Rapid and ongoing enrollment growth. As new neighbourhoods opened, we welcomed a significant number of students throughout the year—not just in September. This created ongoing pressures on class configurations, staffing, space, and programming. While this growth is exciting, it requires continual adjustments to ensure students receive the high-quality instruction and support they needed.
3. Our data shows encouraging upward trends, but also highlights that nearly one-third of all students are not yet meeting grade-level reading expectations, particularly in early foundational skills and in upper-grade reading comprehension.

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

Maintain participation in Division PL in the areas of Reading and Writing

- Strengthen Tier 1 instruction in literacy through continued professional learning and alignment with Division frameworks, through school-based and catchment sessions.
- Expand our structured literacy practices across all grades, including consistent use of high-quality intervention tools and progress monitoring.
- Develop a more intentional, schoolwide approach to guided reading instruction with a focus on the workshop approach to writing and daily small group lessons in reading.
- Although progress has been strong, we recognize that continuous improvement in foundational skills in Literacy are essential for ensuring long-term success for all learners.

Enhancing Collaboration and Professional Learning

- Increase opportunities for teachers to collaborate around assessment, data-driven instruction, and shared planning.
- Expand coaching and mentorship structures to support teachers new to structured literacy, numeracy strategies, or the Cogito program.
- Support the creation of readiness assessments for grades 1-6 with the cohort of staff from Cogito Schools within our Division.

Supporting a Growing School Community

- Respond to increasing enrollment by refining our class configurations, staffing plans, and programming to meet students' needs.
- Strengthen transitions for new families entering the growing neighbourhoods surrounding our school.
- Ensure that students continue to experience a safe, caring, and welcoming learning environment as our population expands.

Strengthening Indigenous and Diversity Education to Support Belonging

- Continue developing meaningful relationships with local Elders, Knowledge Keepers, and community partners.
- Expand the work started this year with Métis leaders—including cultural projects, classroom collaborations, and land-based learning opportunities.
- A focus of Professional Learning and collaborative conversations for staff this year will be around Culturally Responsive Teaching and Understanding Allyship, to support and foster a sense of safety and belonging through shared language and relationships.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7567 Horse Hill School

Assurance Domain	Measure	Horse Hill 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
Student Growth and Achievement	Student Learning Engagement	88.9	88.8	85.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	94.0	92.7	91.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.1	96.4	95.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.2	92.0	91.0	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	89.5	82.6	85.7	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	84.9	82.1	88.5	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2026, our teachers will expand their ability to meet the needs of complex and diverse learners in literacy to ensure success for every student. All students who have been in attendance for a full year at Horse Hill will demonstrate one year's worth of reading and writing growth.

Achievement of this goal will be supported by:

- Teacher collaboration on student reading results to identify and implement high-impact strategies and resources that promote student growth in reading. This includes regular monitoring of student reading levels through a common school assessment document, as well as small-group reading and small-group phonics instruction.
- Data from student assessments will be used to systematically inform intervention plans, providing learners with time and support to benefit from responsive practices.
- Staff engagement in evidence-based literacy professional learning (school-based and catchment series) to build knowledge and confidence when working with struggling readers and writers. Release time will be offered to support teachers as they collaborate around their students' reading and writing progress.
- Increased engagement with families on student goals and achievement in these areas, along with increased participation at literacy-based family events and activities, including access to the book showcase, schoolwide book launch events and YRCA titles.
- DFS: A 3% increase in students feeling like they are getting better at reading compared to the previous year.
- AEAM: Maintain excellent results in all measures, exceeding the Provincial results.
- Division Reading Achievement Levels(teacher-reported): A 2% increase in students achieving at or above grade level in reading in the 2025-2026 school year.
- CAT4: A 2% increase in students achieving at or above Stanine 4 in Reading Achievement, as seen in the Spring 2026 results.

What data will you use to track continuous improvement?

AB Education Screeners, CAT4 Reading, Division Reading Achievement Levels; anecdotal and quantitative data from teacher observations, teacher-awarded grades; the Division Feedback Survey (DFS); results from the Alberta Education Assurance Measures (AEAM).

Division Priority 2

By June 2026, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards Anti-Racism and Reconciliation. As a result of these activities, they will have increased confidence and an enhanced sense of belonging.

The following indicators will serve as targets to help monitor for progress:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation with the Division's Diversity Team education consultant and work with families to increase a sense of community through engaging and curricular-driven activities. These culturally meaningful opportunities bring unique voices and lived experiences to the curriculum and student learning. The PL will be followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include developing classroom and acknowledgements, updating resources and school hallways with diverse materials, and examining bias. Staff committees will support these focus areas at Horse Hill.
- Continue to build on the engagement of our Horse Hill families, including diverse and newcomer families, through informal & in-person communication during conferences and Indigenous cultural sharing.
- Overall, annual parent attendance at monthly assemblies and ceremonies will increase.

AEAM:

5% improvement in the Citizenship, Program of Studies, and Safe and Caring (WCRSLE) measures.

DFS:

- 5% improvement in staff perception of their ability to access professional learning in supporting the success of First Nations, Metis, and Inuit students and for the Division's action toward anti-racism and equity.
- 5% improvement in students seeing themselves reflected in classroom materials/high-quality literature resources.
- 5% improvement in students' feelings that school is a place where all students can feel they belong and feel safe.
- Open-ended responses will be used to triangulate evidence around alignment of school-based activities/opportunities in support of building a sense of belonging.

What data will you use to track continuous improvement?

Increasing the positive responses in the Alberta Education Assurance Measures (AEAM), specific to Citizenship, Parent Engagement and Safe&Caring measures. Increasing positive responses by students, staff and families on the Division Feedback Survey (DFS) in the areas of Action Towards Anti Racism and Reconciliation. Mental Health

Capacity Building Teams, Schools That Listen, Student Leadership.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		3,127,042		3,199,165
Internal Revenue		0		16,026
REVENUE TOTAL		3,127,042		3,215,191
Classroom	14.726000	1,596,062	15.794000	1,711,817
Leadership	3.000000	386,006	2.500000	331,311
Teacher Supply	.000000	36,000	.000000	51,374
TOTAL TEACHER	17.726000	2,018,068	18.293999	2,094,502
(% of Budget)		64.54%		65.14%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	6,200	.000000	8,000
Support	11.000000	721,534	10.900000	715,056
Support (Supply/OT)	.000000	3,000	.000000	10,000
Custodial	2.625000	196,722	2.688000	201,602
Custodial (Supply/OT)	.000000	7,500	.000000	9,000
TOTAL NON-TEACHER	13.625000	934,956	13.587999	943,658
(% of Budget)		29.9%		29.35%
TOTAL STAFF	31.351000	2,953,024	31.881998	3,038,160
(% of Budget)		94.44%		94.49%
SUPPLIES, EQUIPMENT AND SERVICES		110,415		102,293
INTERNAL SERVICES		61,603		72,738
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		174,018		177,031
(% of Budget)		5.56%		5.51%
TOTAL AMOUNT BUDGETED		3,127,042		3,215,191