



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	344.000	Custodial	2.375000	Salaries	\$2,464,676	93.33%
Weighted	401.365	Exempt	0.000000	Supplies, Equip., Services	\$176,204	06.67%
Regular	358	Support	6.400000			
		Teacher	<u>16.410000</u>			
Year Opened	1953	Total	25.185000	Total	\$2,640,880	100.00%

School Philosophy

Since 1953, Horse Hill School has provided a high quality education to the expanding communities of NE edmonton. 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 confidence and citizenship is 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 and French as a Second Language offered in grades 1-6 Cogito 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 focus on global citizenship.

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 SMART goals that were established for 2022-2023, 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 2023, we will support outstanding learning opportunities through the increase in the number of students working at or above grade level in reading and mathematics. This goal will be achieved through the following indicators:

- Assurance and Division Survey results
- Alberta Education Learning Loss assessments
- CAT5 data
- Internal Dashboard
- School-based tracking documents

Results Achieved:

- Assurance Survey (top 2 boxes)
 - Above province in virtually all areas. 0.2% below provincial average in Student Learning Engagement. Our overall achievement is 'Excellent' in all categories.
 - Student Learning Engagement: 84.2% (+0.1%)
 - Educational Quality: 97.8% (+4.8%)
 - Students learning what they need to know: families 100% (+12%), teachers 100% (+8%)
 - Usefulness of literacy skills learned: families 90% (-4%), teachers 100% (+8%)
 - Usefulness of numeracy skills learned: families 89% (-11%), teachers 100% (+8%)
 - Do you like learning language arts: students 59% (+2%)
 - Do you like learning math: students 59% (-17%)
 - Percentage of teachers, parents and students satisfied with the overall quality of basic education: parents 92.7% (+2.7%), students 97.3% (-0.2%), and teachers 96.2% (same)
- Division Survey (top 2 boxes)
 - I feel my teachers know how I learn best: students 88% (-2%)
 - The feedback I receive about my learning is helpful: students 96%
 - At school, I have the opportunity to be successful at my learning: students 98%
 - I think I am getting better at math this year: students 95%
 - I think I am getting better at reading this year: students 96%
 - I have the knowledge and skills to support students in their literacy: staff 100% (same)
 - I have the knowledge and skills to support students in their numeracy: staff 100% (same)
 - I feel my child's learning needs are supported at their school: families 76%
 - The information I receive from my child's school tells me about their growth in: reading 81%, math 91%
- Alberta Education Literacy and Numeracy Screening Assessments: Not At-Risk
 - Grade 1 (Jan - June 2023): CC3 98% (+13%), LeNS 80% (+4%), Numeracy 89% (+2%)
 - Grade 2 (Sept 2022 - June 2023): CC3 79% (+3%), LeNS 82% (+10%), Numeracy 81% (+4%)
 - Grade 2 (Sept 2022 - June 2023): CC3 83% (+4%), Numeracy 86% (+2%)
 - Grade 4 (Sept 2022 - June 2023): CC3 76% (same)
- CAT4 data (stanine 4 and above)
 - Reading 86.4% (+19.2%), Mathematics 92.4% (16.6%), Computations 89.8% (+17.8%)
- EYE-TA: ASE 81.1%, SOC 37.7% COG 56.6%, LNG 50.9%, PHYFINE 73.6%, PHYGROSS 35.8%, RTI 39.6%
- PATs:
 - Language Arts: acceptable 75.8% (+4.4%), excellence 6.1% (-3.4%)
 - Mathematics: acceptable 69.7(+12.6%), excellence 15.2 (+10.4%)
- Reading Levels (at or above grade level): 69.1% (+2%)

By June 2023, we will continue to promote a comprehensive approach to mental wellness and resilience through social, emotional and behavioural regulation supports. This goal will be achieved through the following indicators:

- Applying targeted supports, as per Dr. Unger's research, to increase overall student engagement and resilience

- Continued collaboration with Mental Health Capacity Building coach and Student Learning Supports

Results Achieved:

- Division Survey
 - Students feeling like they belong at school: students 96%, staff 100%, families 81%
 - I feel safe at my workplace: staff 100%
 - I feel a sense of belonging at my workplace: staff 87%
 - Students feeling safe at school: students 94% (+1%), families 90% (+3%)
 - School helping students develop skills to support their wellness: students 98%, families 67%, 14% (I don't know)
 - I feel confident helping students build skills that support their wellness: staff 100%
 - There are community services available to support the mental health needs of our students: staff 77%
 - Students having a relationship with at least one-adult at school they can go to for help: students 94%, families 95%
 - Students feeling cared for by adults at school: students 95%, families 90%
 - My school helps me keep trying when things are hard: students 96% (+8%)
- Assurance Survey (Top 2 boxes)
 - Welcoming, Caring, Respectful and Safe Learning Environments: 91% (+1.5%)
 - The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe: parents 91.1% (-1.4%), students 83.7% (+0.6%), teachers 98.9% (+5.5%)
 - Teachers care about your child: parents 100% (+6%), teachers 100% (same), students 78% (14%)
 - Student safety at school: parents 100% (+7%), teachers 100% (same), students 97% (+5%)
 - School is a welcoming place to be: parents 100% (same), teachers (no data), students 88% (+3%)
 - Fair adult treatment towards students: parents 100% (+7%), teachers 100% (same), 84% (+3%)
- Other Commitment:
 - All staff groups engaged in Catchment Professional Learning facilitated by Adelee Penner (Mindful Relationships), Dr. Paulina Johnson (gaining a deeper understanding of Indigenous history and reconciliation) and Project Saqqara (celebrating Afro-Centric education). These opportunities were further explored and reinforced through school-based Professional Learning days.
 - Continued the promotion of student fair play and conflict resolution strategies through the Wheel of Choices. Each student had a Wheel of Choices to reference and visual reminders were prevalent throughout the building. Wheel of Choices was referenced daily in announcements and used by staff on supervision to anchor conflict resolution. Celebrated students who demonstrated kindness, responsibility and integrity through our Horse Hill Heroes daily announcements. Our heroes are also on display on our Horse Hill Heroes bulletin board, which is a prominent feature in our hallways.
 - We continued our partnership with MLC land developers and the Oil Kings. Horse Hill Heroes are eligible to win tickets to Oil Kings' home games. Fourteen families received Oil King tickets, through regular draws from Horse Hill Hero names, as a way to celebrate and promote kindness and integrity.
 - Continued work and collaboration with First Nations, Métis and Inuit consultants and School and Family Liaisons to support communication and goal setting, between home and school, for First Nations, Métis and Inuit students.
 - All students and families participated in a week-long drumming residency, hosted by Rhythm Rhythm Rhythm, that is anchored in African inspired percussion ensemble and music as an effective tool for emotional-regulation and wellness.
 - All students participated in a week-long breakdancing residency, facilitated by Matthew "Creeasian" Wood, a Nehiyaw and Vietnamese dancer, DJ, beatmaker and visual artist. Creeasian and his team shared the art of dance as another practical tool for emotional regulation and a healthy outlet to enhance mental wellness. Creeasian's instruction also infused the beauty of Indigenous dance and knowledge as a form of healing.
 - Staff identified students that required support in the areas of Resilience, Engagement, Individual Capacities/Responsibilities and Connections to Teachers (adults). In employing authentic, meaningful and intentional relationships/connections strategies, staff sought opportunities to celebrate successes and provide enriching and personalized opportunities for students.
 - Worked alongside Student Learning Support consultants to support 16 families in the areas of School Family Liaison, Social Work and Mental Health.
 - Continued work and collaboration with Catchment Mental Health Capacity Coach as K-6 teachers accessed the following in-class opportunities: Understanding the brain / Calm Brain, Calm Body: Regulation and Taking Care of Our Brains, Understanding Emotional Literacy and Classroom Workshop and Capacity Building Activity for Division II

What were the biggest challenges encountered in 2022-2023?

As we transitioned our way to the 'new normal', staff, students and families were still 'on alert' as there were possibilities for school outbreaks, leading to the possibility of online learning and cohorting. Like many other schools, our community felt as though we were living in two worlds. The roll-out of the new curriculum added urgency as staff worked diligently to facilitate the curriculum, use appropriate resources and develop their own efficacy. With the various surveys and assessments that required administration through EPSB and Alberta Education, staff gave their best in bringing forward the new curriculum in a comprehensive, meaningful and engaging way. As our community continued to grow, we again found ourselves in a position to shift operational practices and sought the feedback of staff, students and community in exploring potential shifts.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

Results and Implications

In exploring our data, our students' connection to one another appears as an area that requires very intentional attention. There seems to have been a shift over the past number of years, which may be attributed to learning how to socialize, build connections and establish meaningful relationships in a post-pandemic world. We will continue to provide collaborative time and relevant resources for our staff to gain agency in delivering new curriculum at a K-6 level, as more curricula have been released for immediate implementation. We will continue to deepen our understanding and call to action as we engage in Anti-Racism, Equity work and Truth and Reconciliation. Diversity and celebration of differences is the backbone of our community and we will continue to seek and implement opportunities to sustain and deepen its roots. As many communities throughout Alberta experience financial difficulties, we will work even more closely with our partners and Parent Advisory Association to alleviate the distress brought on from fiscal uncertainty. We will also seek a broader scope of resources to aid our community in the areas of Mental Wellness. While our work with our Student Learning Support Team and Mental Health Capacity Coach has proven crucial, we are finding more and more of our community needing immediate and sustainable support.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	84.2	84.1	84.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.0	91.9	87.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	69.7	66.7*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	24.2	9.5*	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.8	93.0	96.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.2	89.7	89.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.3	89.3	89.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	90.7	92.5	96.3	79.1	78.8	80.3	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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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 2024, we will continue to support outstanding learning opportunities through the increase in the number of students working at or above grade level in reading and mathematics. This will be achieved by:

- Staff collaboration on literacy and numeracy professional learning, application of new resources purchased to align with new curriculum and opportunities to align progress report expectations in determined grade level achievement.
- Providing push-in and pull-out supports, where appropriate, to allow for individualized support to students. This would take place through Small Group Literacy Support, Guided Math, potential for Leveled Literacy Intervention and participating in the Literacy Achievement Project.
- Collaboration opportunities for staff to engage in new curriculum implementation with grade level partners to work through an understanding of students' progress.

What data will you use to track continuous improvement?

CAT4, EYE-TA, Alberta Literacy and Numeracy Screening Assessments, Reading Levels, Literacy Achievement Project data, Assurance Survey, Division Survey, Internal Tracking documentation (where applicable).

Division Priority 1

By June 2024, students and staff will demonstrate greater awareness of their contributions in honouring safe, caring and welcoming schools. With a focus on mental wellness for both staff and students, this will goal will be achieved by:

- Providing professional learning opportunities, for staff, that reinstate their values, honours their individual contributions to our community and school culture, and empowers them through evidence-based mental wellness practices.
- Accessing evidence-based student inventories will help students identify their emotional resilience and strengths and provide practical strategies to reinforce their role as valuable contributors to our community and school culture.

What data will you use to track continuous improvement?

Schools That Listen catchment project, Student Leadership initiatives, Resilience Survey, Implementation of Virtues in Action (VIA) inventory, Student Learning Support, Mental Health Capacity Building Coach supports, Division Survey, Assurance Survey, Horse Hill Hero character building program, staff and student anecdotal information.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,554,732		2,640,880
Internal Revenue		0		0
REVENUE TOTAL		2,554,732		2,640,880
Classroom	14.500000	1,561,260	14.910000	1,605,405
Leadership	1.500000	209,454	1.500000	209,975
Teacher Supply	.000000	73,907	.000000	73,154
TOTAL TEACHER	16.000000	1,844,621	16.410000	1,888,534
(% of Budget)		72.2%		71.51%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	6,200	.000000	12,400
Support	6.100000	360,653	6.400000	376,527
Support (Supply/OT)	.000000	11,449	.000000	11,449
Custodial	2.375000	168,266	2.375000	168,266
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
TOTAL NON-TEACHER	8.475000	554,068	8.775000	576,142
(% of Budget)		21.69%		21.82%
TOTAL STAFF	24.475000	2,398,689	25.184999	2,464,676
(% of Budget)		93.89%		93.33%
SUPPLIES, EQUIPMENT AND SERVICES		87,343		107,504
INTERNAL SERVICES		66,700		66,700
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		156,043		176,204
(% of Budget)		6.11%		6.67%
TOTAL AMOUNT BUDGETED		2,554,732		2,640,880
Carry Forward Included		0		0
Carry Forward to Future		0		0