

École Horizon Heights School



École Horizon Heights School Assurance Plan - 2025-2026



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School Profile:

- École Horizon Heights School, home of the Eagles, where young minds soar and dreams take flight! We are a vibrant Kindergarten to Grade 6 learning community in Beaumont, part of Black Gold School Division, offering a rich educational experience in both English and French Immersion programs. At our school, we pride ourselves on nurturing a diverse and inclusive environment where every student can thrive. Renamed École Horizon Heights School through a front-facing process in January 2025, we proudly carry a new name that reflects the same exceptional school.

We are home to the Grade 4 - 6 component of the Beaumont Hockey Academy, a program designed to enhance students' hockey skills under the expert guidance of Serdachny Hockey coaches. Our student athletes develop not only their athletic abilities but also essential life skills such as teamwork, discipline, and perseverance.

Rooted in our core values, we strive to embody the spirit of EAGLES every day. Our students and staff are **E**nthusiastic learners, bringing a positive **A**ttitude to the classroom, being **G**ood-hearted individuals, displaying unwavering **L**oyalty, and approaching their endeavors with **E**arnest dedication. Together we create a supportive learning community that empowers our students to excel academically, socially, and personally.

Our school population is 517 students, 162 of which are in the French Immersion program. We have 28 ATA staff, including our principal, assistant principal, wellness support teacher, learning support teacher, physical education specialist and music specialist. We have 7 educational assistants, 3 administrative assistants, one library clerk, and three custodians. ÉHHS relies on parent input, school wide screening information, and teacher professional knowledge to work with students at all levels to ensure that their experiences represent their unique avenues of growth.



Celebrations:

- At École Horizon Heights School (ÉHHS), stakeholders proudly identify as Eagles, reflecting strong results across multiple Assurance Measures. In 2024–2025, ÉHHS achieved “High” or “Very High” results in Citizenship, Education Quality, Parental Involvement, Welcoming, Caring, Respectful and Safe Learning Environments, and Access to Supports and Services.
Student Learning Engagement was reported at 84.1%, demonstrating growth from the previous year (83.6%) and aligning closely with the Alberta result of 83.9%. Stakeholder satisfaction with Citizenship increased to 92.1%, exceeding both the previous year’s result (86.7%) and the Alberta average (79.8%). Parental Involvement rose to 87.3%, a notable improvement from 84.9% and significantly above the provincial result of 80.0%.
Perceptions of a Welcoming, Caring, Respectful and Safe Learning Environment increased to 94.3%, surpassing both the prior year (90.9%) and the Alberta average (84.4%). While Access to Supports and Services decreased to 79.1% from 86.6%, it remains comparable to the Alberta result of 80.1% and continues to be an area of focused attention and improvement.
Overall, ÉHHS met or exceeded provincial averages in nearly all assurance measures, reinforcing the school’s commitment to student success, community engagement, and a safe, inclusive, and supportive learning environment.
- Staff at ÉHHS work hard to ensure a culture of learning and one that adheres to our EAGLE values. Staff are sure to focus on the positive even when acknowledging challenges. Classroom teachers and educational assistants work hard to promote and support student mental health in the classroom and work with wraparound services to enhance programming when possible.
- All staff are currently participating in a book study of *Reclaiming our Students: Why Children Are More Anxious, Aggressive, and Shut Down Than Ever—And What We Can Do About It* by Hannah Beach and Tamara Neufeld Strijack, an approach that empowers school staff with relationship-based strategies to create emotional safety, discovery, and change in the classroom.
- We have a supportive group of parents who regularly attend school council meetings and diligently fundraise for our new playground. Our parent volunteers also work hard to provide a robust hot lunch program every Thursday.
- At ÉHHS we participate in days to support the wellness of everyone, such as Orange Shirt Day, Mental Health Week, Terry Fox Run, Pink Shirt Day, and Rock your Socks for Down Syndrome.
- School wide assemblies provide the opportunity to come together for common messaging, student and staff recognition and presentations and emphasize our EAGLE values as they relate to our school and Beaumont community, the Seven Sacred Teachings of the Indigenous Peoples’, and our World.
- The Beaumont Hockey Academy continues to thrive with 86 participants from Grades 4 - 9. Our partnership with Serdachny Power Skating and Hockey ensures a high quality of service and sustainability.
- Staff nominated 5 exceptional school volunteers for consideration of the Sheila Sheirer Volunteer Award. Sponsored by the ÉHHS School Council, this memorial award is in recognition of contributions to the school.
- The ÉHHS community is enhanced by numerous volunteers who assist in various roles. We are appreciative of the time and talents that they share with our school.

Alberta Education Assurance Measures - ÉCOLE HORIZON HEIGHTS SCHOOL

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 3234 École Horizon Heights School

Assurance Domain	Measure	École Horizon Heights School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	84.1	83.6	85.9	83.9	83.7	84.4
	Citizenship	92.1	86.7	88.6	79.8	79.4	80.4
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9
Teaching & Leading	Education Quality	94.8	91.2	94.0	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.3	90.9	93.0	84.4	84.0	84.9
	Access to Supports and Services	79.1	86.6	87.1	80.1	79.9	80.7
Governance	Parental Involvement	87.3	84.9	85.2	80.0	79.5	79.1

**Comments on Alberta Education Assurance Measures Results for École Horizon Heights School:
Assurance Measures – Results & Analysis**

Student Learning Engagement

Celebration:

The school demonstrated a slight improvement in Student Learning Engagement, increasing from 83.6% in 2024 to 84.1% in 2025. This reverses the previously noted decline and reflects positively on ongoing work related to Visible Learning and classroom clarity.

Area of Growth:

Although improved, engagement remains below the school's historical high and continues to sit within the *Intermediate* range. Student and parent perceptions remain significantly lower than teacher perceptions.

Improvement Comment:

Improvement (Slight) – Up 0.5 percentage points from last year.

Citizenship

Celebration:

Despite navigating a period of significant change, this feedback is particularly powerful. Citizenship results increased meaningfully from 86.7% in 2024 to 92.1% in 2025, maintaining a Very High rating. This growth reflects the strong reinforcement of school-wide values, positive student behavior, and effective character education programming. Notably, the school's renaming process was finalized during the survey administration period. The sustained, and improved, sense of citizenship throughout this transition is a clear testament to the strength of the community members at École Horizon Heights School.

Area of Growth:

Continue strengthening student leadership, service learning, and shared expectations to maintain momentum.

Improvement Comment:

Improvement (Strong) – Significant positive increase.

Education Quality

Celebration:

Education Quality rose from 91.2% (2024) to 94.8% (2025), surpassing the school's three-year average and the provincial result. This reflects sustained commitment to high-quality instruction, curriculum implementation, and the Visible Learning focus.

Area of Growth:

Continue refining learning intentions and success criteria consistent with School Goal 1.

Improvement Comment:

Improvement (Strong) – Results return to “Very High” and exceed historical averages.

Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)

Celebration:

WCRSLE increased from 90.9% in 2024 to 94.3% in 2025, reversing last year's decline. Results remain well above the provincial average, indicating a strong sense of belonging and positive school culture.

Area of Growth:

Continue embedding shared values, especially as part of the renaming and community-building processes (School Goal 2).

Improvement Comment:

Improvement (Strong) – Significant rebound from 2024.

Access to Supports and Services

Celebration:

While teachers and students continue to report strong perceptions of support, the measure shows areas for attention.

Area of Growth:

Access to Supports and Services declined from 86.6% (2024) to 79.1% (2025), resulting in a “Declined” improvement rating and dropping from *High* to *Intermediate*. Parent satisfaction showed the largest decrease, suggesting the need to strengthen communication regarding available supports and intervention systems. Worth mentioning is that in the previous years there had been additional supports and resources in place to address learning loss from the pandemic, allowing for increased learning support, resources, educational assessments, which is no longer the case.

Improvement Comment:

Decline (Notable) – The only assurance measure with a downward trend.

Parental Involvement

Celebration:

Parental Involvement increased from 84.9% in 2024 to 87.3% in 2025, returning to a strong “Very High” rating. Parents continue to feel well-connected to learning and school decision-making.

Area of Growth:

Continue to offer multiple pathways for parent input and engagement, including flexible and online options.

Improvement Comment:

Improvement (Moderate) – Reverses last year’s slight decline.

Overall Summary Statement

Overall, École Horizon Heights School demonstrated improvement in four of five major assurance measures between 2024 and 2025. Citizenship, Education Quality, and WCRSLE show particularly strong gains and align closely with the work occurring in both School Goal 1 (Visible Learning) and School Goal 2 (Community Building and Shared Expectations). Student Learning Engagement has stabilized and improved slightly. We look forward to continuing to focus on Numeracy, Literacy and Visible Learning this current year.

The only decline appears in Access to Supports and Services, where parent perceptions decreased significantly. This will be an important focus area as we seek to continue communicating available supports, what support looks like, and strengthening targeted intervention practices.

Priority Focus 2024-2027

Numeracy Across Curricula is the ability to interpret, question, and use mathematical information and practices to make informed decisions, recognize bias, and take action in personal, social, and civic contexts. It applies procedural fluency (beyond rote memorization) to empower students to analyze data, challenge assumptions, and understand how mathematics shapes and reflects power, equity, and social justice in the world around them.

School Goal 1: Numeracy Progression	** Indicate Alignment with Division Priorities: Quality Instruction and Student Engagement	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
	All students in Grades 1–6 demonstrate strong number sense and continue to progress in numeracy skills aligned with grade-level expectations.	Inconsistent numeracy development and gaps in foundational skills, particularly in number sense, fact fluency, and place value, as identified through classroom assessment and division data.	If we implement targeted, evidence-informed numeracy interventions using a combination of push-in support, small-group instruction, and short-term pull-out models, guided by assessment data.	Then students will be able to demonstrate improved understanding of numbers, apply efficient strategies, and explain their mathematical thinking with increasing confidence and accuracy.	Evidence of student growth through pre- and post-assessments, classroom observations, math journals, and improved performance on division and classroom-based numeracy assessments.	Use consistent assessment tools, targeted interventions, and professional learning to strengthen numeracy instruction <ul style="list-style-type: none"> • Use Teacher Literacy/Numeracy Response Form to identify staff needs and guide PD (Sept. 2025) • Engage in PLC-based School Data PD (“We’ve done screeners... now what?”) • Implement Reflex Math (Grades 2–3; extended to 4–6 as needed) to build fact fluency • Participate in Division 2 Numeracy PD (1 full day, 2 half days) focused on assessment, differentiation, and intervention • Access ongoing Numeracy Instructional Coach support and develop school-based numeracy champions

System-wide coherence and consistency.

- Consistent use of high-impact numeracy practices across grades.
- Align instruction with AB Ed Numeracy Progressions and common instructional language.
- Students experience continuity in numeracy instruction and expectations year over year.
- Increased consistency in instructional practice observed through walkthroughs and collaborative planning

Priority Focus 2024-2027

Purpose Driven Literacy Across Curricula is the ability to read, write, and think in a way that helps students question what they see, hear, and read – so that they can understand different perspectives, recognize bias, make informed decisions and develop advanced comprehension. Every teacher is a teacher of literacy in their own discipline and has high expectations for all students.

School Goal 2: Using Visible Learning Clarity and Learning Intentions to enhance ELAL	<i>Alignment with Division Priorities: Quality Instruction and Student Engagement</i>	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
	All students experience clarity in their literacy learning through clearly articulated learning intentions and success criteria.	Inconsistent use of learning intentions and success criteria in literacy instruction which limits students' ability to understand expectations,	If we build a shared staff understanding and consistent classroom practice around Visible Learning, specifically learning intentions and success criteria	Then students will be able to clearly articulate what they are learning in literacy, understand what success looks like and use success criteria to reflect	Increased consistency of visible learning practices observed in classrooms, improved student availability to describe their learning and	-Provide professional learning focused on clarity, learning intentions, and success criteria in literacy. -Develop and use shared, student-friendly learning intentions and success criteria aligned with curriculum and literacy progressions. -Embed learning intentions and success criteria into literacy instruction and intervention (whole class, small group, push-in).

		self-assess, and take ownership of their learning.	grounded in literacy instruction and assessment data.	on and improve the reading and writing.	positive trends in literacy achievement data.	-Use screening and diagnostic data to identify next steps and align instruction. -Support implementation through instructional coaching, walkthroughs, and student self-assessment.
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System-wide coherence and consistency.

- Consistent visible learning language and practice across grades.
- Align literacy instruction to common frameworks and shared visible learning language (learning intentions, success criteria, feedback).
- Students independently apply reading strategies, use success criteria to improve their work, and explain their thinking across subject areas as they progress through the grades.
- Increased consistency observed through walkthroughs, collaborative planning, and visible learning artifacts in classrooms.

École Horizon Heights School: Celebrating Success, Focusing on Growth

A K-6 English and French Immersion school in Beaumont, Black Gold School Division.
Highlights of our 2025 performance results and strategic academic goals for 2024-2027.

517
STUDENTS

A vibrant community from Kindergarten to Grade 6.

BONJOUR

162

Students in our popular French Immersion program.

Home to the Beaumont Hockey Academy. Developing teamwork and discipline for students in Grades 4-8.

École Horizon Heights School

K-6 English & French Immersion

OUR STRATEGIC GOALS (2024-2027)

Goal 1: Strengthening Numeracy Skills
Using targeted interventions to build strong number sense and fact fluency for all students.

Goal 2: Enhancing Literacy Through Clarity
Applying 'Visible Learning' strategies so students clearly understand learning goals and success criteria.

Focus Area: Improving Access to Supports
We are working to strengthen communication about available student support and intervention systems.

OUR COMMUNITY & PERFORMANCE HIGHLIGHTS

Education Quality

94.8%
EHHS Result

87.7%
Alberta Average

Citizenship

92.1%
EHHS Result

75.8%
Alberta Average

Safe & Caring Environment

94.3%
EHHS Result

84.4%
Alberta Average

Parental Involvement

87.3%
EHHS Result

80.0%
Alberta Average