



School Education Plan 2024/25

Horseshoe Crossing High School



November/2025



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

Welcome to Horseshoe Crossing High School's inaugural year! It is with tremendous excitement that we open our doors to a community of learners dedicated to growth, inclusion, and success. This marks the beginning of an exciting journey, one built on the foundational values of inclusion, innovation, and excellence in education. Together, we have the privilege of shaping a school community that will inspire and prepare students for success in an ever-changing world.

Horseshoe Crossing High School is designed to encompass the students from the communities of Langdon, Indus, Dalemead, and the surrounding rural area. At Horseshoe Crossing, we are striving to create inclusive and engaging learning opportunities where every student feels valued and empowered. We aim to foster a safe and supportive environment that celebrates diversity and ensures each student has a place to thrive.

The focus on building future-ready students equipped with the skills and resilience needed to succeed in an ever-changing world is something that we are looking forward to embracing as a school community. Through innovative programs, hands-on experiences, and a focus on critical thinking and adaptability, we aim to equip our students with the skills necessary to succeed in post-secondary education, the workforce, and their communities.

Our school is committed to advancing student literacy and numeracy skills, as we see these and being the foundational tools that can open the doors to lifelong learning. With the dedication of our skilled staff, our new cutting-edge facility, and a strong partnership with families, we will strive to meet the needs of our students in all aspects of their education.

As we embark on this journey, I invite all members of the Horseshoe Crossing school community including our students, parents, staff, and surrounding community members to contribute to the development of our school culture. Let us embrace this opportunity in our inaugural year to create a legacy of collaboration, achievement, and pride.

Sincerely,

Jordan Fenton
Principal

Marie Cumberland
Assistant Principal



School Profile

<p>Principal: Jordan Fenton</p> <p>Assistant Principal: Marie Cumberland</p> <p>Website: https://horseshoecrossing.rockyview.ab.ca</p>	
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Total Number of Students: 323

Grades Served: 9 -11

Total Number of:

- Classroom Teachers: 12
- Learning Support Teacher: 1
- Learning Assistant: 2
- CDA(s)/Guidance Counsellor: 1
- Learning Commons Facilitator: 1
- Office staff: 2
- Caretaking staff: 4

School Diversity Profile

As with all Rocky View Schools, Horseshoe Crossing High School reflects a rich and diverse learning community.

Notably, 5% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 1% per cent of our school population. The most common first languages for these students are Punjabi and Ukrainian.

As an inclusive school, we welcome 3% per cent of our students who have significant learning needs.

Additionally, our school offers programming in all of the academic core courses along with a wide array of ancillary courses from the CTS strands like mechanics to cosmetology and design studies to yoga, along with a multitude of other offerings. Our students can take face to face classes, online programming and even off-campus opportunities to suit their learning needs.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Create More Numerate Students through Continuous Development of Number Sense?

School Goal 1: 45% of students will demonstrate proficiency with number concepts before the end of the year.			
Data that informed this goal:			
Elk Island Catholic Schools (EICS) Assessment Results:			
September 2024	<25%	>20% to <40%	>41%
Grade 9 (97 wrote)	26%	38%	36%
Grade 10 (101 wrote)	26%	34%	40%
Provincial Achievement Test Results June 2024 (Grade 9):			
Math 9 PAT	Standard of Excellence	Acceptable Standard	Below Acceptable Standard
87 students wrote	3%	37%	47%
Connection to the practice guide(s):			
Instruction and Assessment Practice Guide – page 6: “Teachers plan instruction and assessment based around the outcomes in the program of studies, and they do this with the skills and needs of their students in mind.”			
PL Practice Guide – page 5: “Data related to student learning drives professional learning for individuals and propels our collective efficacy as a jurisdiction.”			
Strategies:			
<ul style="list-style-type: none"> Using the Thinking Classroom model (Peter Liljedahl) Working with RVS learning strategists Shared professional learning session for teachers 			
Measures:			
<ul style="list-style-type: none"> In the EICS Assessment, looking at the Number strands in each assessment. Improved numeracy results (classroom assessments) Overall percentage of students who achieve the acceptable standard and standards of excellence on Provincial Achievement Tests. 			
Parents can:			



- Ask their child about their learning experiences
- Attend School Council Meetings to learn and experience what a Thinking Classroom routine is like
- Encourage their child to use numeracy in their lives outside of school

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•

Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Create an environment where literacy is at the forefront of students' everyday learning?

School Goal 2: 80% of students meeting or exceeding the acceptable standard in Literacy.

Data that informed this goal:

RVS Writing Assessment (2023-2024)

Grade	Exceeding Grade Level Expectations	Meets Grade Level Expectations	Approaching Expectations	Not Yet at Grade Level Expectations	Did Not Write
10	6%	24%	32%	16%	22%

Horseshoe Crossing Writing Assessment Data to be collected in January and June 2025.

Grade	Exceeding Grade Level Expectations	Meets Grade Level Expectations	Approaching Expectations	Not Yet at Grade Level Expectations
10				

ELA Provincial Achievement Test (Grade 9):

Exam	Standard of Excellence	Acceptable Standard	Below Acceptable Standard
ELA	6%	70%	24%

Connection to the practice guide(s):

Inclusion Practice Guide - page 9: “Work collaboratively and consistently to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community.”

Instruction and Assessment - page 7: “Engaging students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; moving beyond classroom walls; students share what they learn, so when one learns, we all learn.”

PL Practice Guide – page 10: “Learning Communities: Occurs within learning communities committed to a continuous improvement, collective responsibility, and goal alignment.”

Strategies:

- Create and use word walls in classrooms.
- Increase the use of vocabulary terminology in classes cross curriculum.
- Model literacy learning by displaying what adults are currently reading.

Measures:

- Improved literacy results (classroom assessments)
- Overall percentage of students who achieve the acceptable standard and standards of excellence on Provincial Achievement Tests.

Parents can:

- Ask their child about their learning experiences.
- Share reading and literacy experiences with their child.
- Encourage their child to use literacy in their lives outside of school.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	●	●
April 4	●	●



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We: Create opportunities for students to be exposed to many different career pathways?

<p>School Goal 1: Majority of our students will be able to identify at least one career pathway that they may be interested in pursuing after high school.</p>
<p>Data that informed this goal:</p>
<p>Connection to the practice guide(s):</p> <p>Off Campus Education practice guide – page 2 – Registered Apprenticeship Program.</p> <p>Instruction and Assessment Practice Guide: p.7- “Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve a real-world problem. Authentic tasks create a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.”</p> <p>Professional Learning Practice guide - page 15 – “Making learning and teaching in Rocky View Schools visible between students, teachers and within the entire district provides acceleration and inspiration for knowledge transfer and future learning.”</p> <p>Inclusion Practice Guide: page 9 “identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for students to take several CTS options courses ● Create partnerships with local businesses ● Establish a week where students can explore several careers ● Encourage all grade 9 students to be involved in Take my Kid to Work Day
<p>Measures:</p> <ul style="list-style-type: none"> ● Utilizing RVS Survey data: <ol style="list-style-type: none"> I. Percentage of students that believe that education will benefit them personally and economically and will have a strong bearing on their future. II. Percentage of students who are intellectually engaged and find learning enjoyable, and relevant.

III. Percentage of students planning to finish high school and pursue a trade apprenticeship, college or university program.

Parents can:

- Partner with the school to support career pathways
- Support their students in trying several CTS courses

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	●	●
April 4	●	●

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We: Support our school culture by supporting our students with the implementation of PBIS?

School Goal 1: We will define and establish our core values for PBIS as a school.

Data that informed this goal: Assurance Survey, Student conversations and interviews, office referral data

Connection to the practice guide(s):

Inclusive education practice guide - page 13: “Set and teach schoolwide behavioral expectations and acknowledgement.” “Positive Behavioral Interventions and Supports (PBIS) is an evidence- based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.”

Professional learning practice guide - page 10: “how we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan, assess and evaluate professional learning” page 14- “As a collective, the School Education Plans provide insight into how RVS schools are moving together, what connections might be made between schools to focus professional learning, and how to ultimately improve the quality of education for learners across RVS.”



Strategies:

- PBIS committee
- Establishing a school leadership group
- Collaboration with our school council
- Working regularly with our PBIS coach (Kelsey Bagnall)

Measures:

- Values Survey designed by the PBIS committee to gather staff, parent, and student information (November 2024)
- Satisfaction as noted in the relevant Assurance Survey data points
- Student interviews to be designed by PBIS Committee and completed with students in spring 2025
- Tiered Fidelity Inventory to be completed in June 2025
- RVS Parent survey

Parents can:

- Share their values and expectations at HCHS with Admin and Staff
- Talk about the values and expectations at HCHS with their child
- Understand the values and expectations at HCHS

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	●	●
April 4	●	●

School Council Review

Presentation of School Education Plan

School council comments:

The Horseshoe Crossing Parent Council is proud to support the school in its goals over this inaugural year. We look forward to discussing ways in which we can foster an environment that encourages our students to come together as one community to achieve these goals. With a brand new facility and skilled staff, we are confident that the values of inclusion, innovation, and excellence in education will be showcased to their fullest potential. The Parent Council invites all parents and community members to regularly attend meetings over the course of this school year to provide their input and feedback. We look forward to seeing how this exciting inaugural year unfolds!

Signatures indicate agreement with the plan

School Council Chair's signature on behalf of the parents and community of Horseshoe Crossing High School



Principal's signature on behalf of students and teachers of Horseshoe Crossing High School

