The Goals of Horizon’s Board

Our Board of Education has established three foundational goals to guide our work and support our students. These goals are:

- **Literacy**
  - Ensure 100% of Pre-K students are ready for reading by Grade 1
  - Ensure 100% of Grade 1-8 students are reading at grade level
  - Ensure 100% of Grade 9-12 students attain a level of literacy commensurate with success in the workforce or post-secondary education

- **Safe & Caring**
  - Provide safe & caring learning environments for all students and staff

- **Assessment**
  - Ensure effective assessment practices are in place across all schools

Looking forward to 2016-17

Knowing where our students are at in terms of learning provides us with the opportunity to address their individual needs. In addition to the current benchmark assessment tools we use (Fountas & Pinnell Benchmark Assessment for Grades 1-8 and the Early Years Assessment for Kindergarten students), we will be implementing the following additional supports:

**For Early Years Students**
We will be implementing the Ages & Stages Questionnaire — a pre-screening tool for pre-Kindergarten students to help identify learning strengths and assist parents to access additional supports for their children.

**For High School Students (Grades 9-12)**
We will be implementing the Ontario Comprehension Assessment (OCA) — a tool for understanding and strengthening literacy in high school students.

Horizon is very excited to partner with organizers of Summit 14: When Struggling Readers Thrive, Dreams Come True! All Horizon teachers and administrators have been invited to attend this two-day professional development opportunity. Through this partnership, Horizon is helping to bring this important Literacy Summit to Saskatchewan for the benefit of educators and students across our province.
Exceptional Literacy Growth
The focus of Horizon’s Board has helped students from all backgrounds achieve significant gains in their reading levels and allowed for our educators to measure those levels consistently and accurately.

The above graph illustrates gains in reading levels for Grade 1-8 students across Horizon over the course of the 2015-16 school year.

Teacher Work
When a student struggles, we turn our attention to finding better ways to meet the student’s specific learning needs.
As the needs of learners change, teachers adjust their instruction to meet the individual needs and strengths of each child. By looking carefully at our assessment practices, teachers are better able to support the individual learners in their classrooms.

“We are accountable to our results in the school setting. Therefore, I believe we rise to the occasion.”
- Deb Schwandt-Kelln, Principal, William Derby School

Literacy Team
Supporting Instruction
The 2015-16 school year saw the creation of Horizon’s Literacy Team, a Supervisor of Literacy & Early Learning Services and Literacy Coaches. This team supports our teachers and administrators in their work to achieve Horizon’s Literacy Goal.

“...a central focus should be on improving the effectiveness of classroom instruction.”
- Fountas & Pinnell, 2009

Administrator Instructional Leadership
Improving classroom practice through building leadership capacity is a priority for Horizon.
Three literacy training sessions were held in 2015-16 for Horizon’s school administrators (Principals & Vice Principals), designed to form a common understanding of best practice and literacy strategies to impact student learning in our schools.

Research shows that 100% of children with supportive homes and access to effective instruction will achieve their reading goals.