

# Hays School



## **vision** *(desired future)*

students will gain the knowledge and skills to be contributing citizens and have the desire to develop as life-long learners.

## **mission** *(our approach to reaching our desired future)*

engaging and empowering all learners

horizon is a learning community that **values**

continual improvement;  
inclusion and respecting diversity;  
fostering effective relationships;  
welcoming, caring, respectful, and safe learning environments;  
collaboration; and  
accountability

# 2025–2028

# *Principal's message*



Hays School is a rural school which offers programming from early learning to grade 9. Hays is 45 minutes northeast of Taber, or about 15 minutes east of Vauxhall off highway 524. In 2025/2026 we will have approximately 6 staff supporting 18 students. Our classrooms are multi-graded classrooms and most of our students come from a Low German Mennonite background.

For most of our students, English is often not the primary language spoken at home, necessitating the need for us to provide support for English Language Learners. In order to engage our students and support the cultural background of our community, we offer an optional German program for grades Kindergarten through grade 9. Students in this program work on Low German lessons throughout the year as well as perform in a traditional Christmas concert and a traditional Easter concert.

Schools play an important role in small rural communities. We try to continuously expand our relationships with the community through community events such as paint night, games nights, and student performances. We strive to support local through doing some hot lunches with parent volunteers and some with our local restaurant and our local cafe.

Hays School is working towards building positive relationships and enhancing school culture through school wide activities that provide leadership and learning opportunities for all grades. Often this includes physical activity, cultural celebrations, fine arts shows, literacy & numeracy activities, and indigenous learning opportunities.

Our staff strive to offer a diverse range of learning experiences for our students. We plan numerous field trips, live guest speakers, and virtual experiences. We also strive to offer a range of options classes that reflect community values and student interests. We have offered a selection of German classes, art, drama, and CTF (Career and Technology Foundations) courses. Our CTF courses have covered topics such as 3D printing, photography, cooking and baking, and woodworking.

In the 2024/2025 school year we began focusing on intervention in our school in a new way. We began running RTI, response to intervention, as a class for all students twice a week. Students are in multi-graded groups where they receive focused and targeted instruction on a specific topic. Groups and topics change about every 6 weeks. These multi-graded groups strengthen relationships throughout our school and it allows older students to gain some leadership experience. Most groups are focused on literacy or numeracy goals but some focus on social emotional, leadership, or other areas of need. Teachers collaboratively plan the goals for each group based on student needs and school collected data. For example, out of the Horizon Assurance Survey, parents indicated that they don't believe their children handle stress well nor do they have the skills to be resilient. These results indicate a need to support students with these skills and will provide a good starting point for continuing intervention, as well as classroom instruction and school initiatives next year.



# *our strategic priorities*

*quality teaching and optimum learning*

*responding with intervention*

*finding wellness in the work*



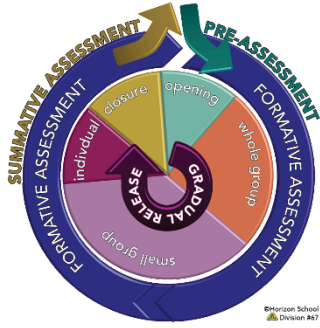
## Hays' School Priorities

Following the data from the Horizon Assurance Survey, we will focus on both staff and student wellness next year, including handling stress and building resiliency. This focus will show through on school based PD days as well as school initiatives, utilization of our FSLC and Wellness Coach, and integrating relevant activities and strategies into the classroom on a daily basis.

As a school, through our CTM meetings and RTI we will also continue to focus on academics and supporting students in the areas that they need support. The goals of RTI, as stated above, change throughout the year to best meet the needs of our students and to compliment classroom instruction when relevant.

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<b>Student Growth &amp; Achievement</b> Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.	<ul style="list-style-type: none"> <li>• The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)               <ul style="list-style-type: none"> <li>o Overall and specific course results for all students</li> <li>o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>• Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.               <ul style="list-style-type: none"> <li>o Overall and specific course results for all students</li> <li>o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>• High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>o Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>• Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>o Overall and results for teachers, parents, and students</li> </ul> </li> <li>• A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment</li> <li>• Parent &amp; student agreement that children are able to read and write at the level that is expected of them at school.               <ul style="list-style-type: none"> <li>o Overall and specific group</li> </ul> </li> <li>• A list of the Alberta Education approved screening assessments used at each grade level;</li> <li>• Total number of students assessed at the beginning of the school year in gr 1, 2, &amp; 3.</li> <li>• Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, &amp; 3.</li> <li>• Total number of students identified as being at risk at the end of the school year in gr 1, 2, &amp; 3.</li> <li>• Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, &amp; 3.</li> <li>• Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, &amp; 3.</li> <li>• A summary of support strategies used for students identified as being at risk at each grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy               <ul style="list-style-type: none"> <li>o Utilization of new resources for teaching new curriculum and for intervention as ordered through division office.</li> <li>o Data from F&amp;P benchmarks as well as provincial assessments for our younger learners.</li> <li>o Continuation of UFLI in Language Arts for K-3 and as intervention with older students as needed.</li> <li>o 90 minutes of Language Arts instruction Monday-Thursday.</li> <li>o Built in intervention time.</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Numeracy               <ul style="list-style-type: none"> <li>o Utilization of new resources for teaching new curriculum and for intervention as ordered through division office.</li> <li>o Continued use of Math manipulatives, Mathology, and other Math games.</li> <li>o Looking into schoolwide numeracy benchmarking/assessments.</li> <li>o Implement a balanced approach to math instruction with the support of rich tasks, math embedded in literature, and math workstations.</li> <li>o 90 minutes of Math instruction Monday-Thursday.</li> <li>o Built in intervention time.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Parent satisfaction that their children have grown in their ability to do math.</li> </ul>	Budget Allocation <ul style="list-style-type: none"> <li>-Money to bring in subs for assessments such as F&amp;P and provincial assessments. (Roughly \$1200 for 4 sub days).</li> <li>-Money set aside for purchase of resources</li> <li>-Money set aside for PD opportunities.</li> </ul>

			<ul style="list-style-type: none"> <li>Curriculum Achievement</li> </ul> <p><b>HORIZON INSTRUCTIONAL MODEL</b></p>  <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Review of teachers' long range plans.</li> <li>Ongoing conversations around supporting our students who need extra help in different areas.</li> <li>Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.</li> </ul> </li> <li>Assessment           <ul style="list-style-type: none"> <li>Focusing on high quality assessments that provide meaningful data and reflection of student progress</li> <li>Focusing on how we communicate assessment results when most of our parents are EAL.</li> <li>Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> <li>Utilization of instructional coach</li> </ul> </li> </ul>
<p><b>Teaching &amp; Leading</b> refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> <li>Teacher, parent, and student satisfaction with the overall quality of basic education.           <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.           <ul style="list-style-type: none"> <li>Student belief that teachers provide different ways to make learning interesting</li> <li>Students agreement that they enjoy learning at school</li> <li>Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school               <ul style="list-style-type: none"> <li>Overall and specific group results</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learning           <ul style="list-style-type: none"> <li>Ensure that all staff are aware of the cultural needs of our Low German Mennonite population as well as our Jehovah Witness Population..For example, not celebrating certain holidays and having alternative plans in place for those who don't celebrate Christmas.</li> <li>Continue to build skills and strategies that are best practice for English as an Additional Language students.</li> <li>Ensure that we have the resources to best meet the needs of English as Additional Language Students.</li> <li>Expansion of Low German Instruction to more than two times a week.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>Life plan           <ul style="list-style-type: none"> <li>Create a set plan with HMAP and Vauxhall High School to have an orientation/information session with our grade 9 students and their parents about continuing to high school.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Overall and specific group results</li> </ul>	<ul style="list-style-type: none"> <li>Development and implementation of CTF option courses that connect to potential future careers</li> </ul>
		<ul style="list-style-type: none"> <li>Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>Percent of parents who are satisfied with the communication they receive from their child's school</li> </ul>	<ul style="list-style-type: none"> <li>Communication <ul style="list-style-type: none"> <li>Continuation of use of WhatsApp for visual and verbal communication to parents. Setup a whole school group as well as individual class groups for next year (2025/2026).</li> <li>Monthly calendars and weekly updates on school events</li> <li>Monthly community engagement events to engage WHOLE community in Hays</li> <li>Updates to website</li> <li>Use of message board at entrance of community</li> <li>Mailing out "invites" or information around events to community members.</li> <li>Starting a women's group at the school (mostly) to create community and comfort in the school amongst our Mennonite mother's.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> <li>Percentage of teachers satisfied with the professional development opportunities provided by the school and division</li> </ul>	<ul style="list-style-type: none"> <li>Continual improvement <ul style="list-style-type: none"> <li>see School PD plans</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>Percent of students who feel connected and have a sense of belonging at school</li> <li>Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations</li> <li>Percent of staff who feel that the school is an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion and respecting diversity <ul style="list-style-type: none"> <li>As new admin - review of assurance survey data to gauge parent perception in this area.</li> <li>Collaborating with community to revamp school traditions and activities to ensure they reflect the values of the community</li> <li>Open and collaborative discussions at monthly staff meetings</li> <li>Ensure that all staff are aware of the cultural needs of our Low German Mennonite population as well as our Jehovah Witness Population..For example, not celebrating certain holidays and having alternative plans in place for those who don't celebrate Christmas.</li> <li>Working closely with the Low German Mennonite Liaison.</li> <li>Lord's Prayer is said daily in classrooms.</li> </ul> </li> </ul>

*responding with intervention*

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Learning Supports</b> refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> <li>Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.               <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and students.</li> </ul> </li> <li>A measure assessing that students feel like they belong and are supported to be successful in their learning.</li> <li>A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.               <ul style="list-style-type: none"> <li>Parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school                   <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and student</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)               <ul style="list-style-type: none"> <li>Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.                   <ul style="list-style-type: none"> <li>Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning.</li> <li>Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity).</li> <li>Plan a school event to celebrate National Indigenous Peoples day</li> <li>Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way</li> <li>Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome</li> </ul> </li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.               <ul style="list-style-type: none"> <li>Parent, and student agreement that students receive the help and support they require at school                   <ul style="list-style-type: none"> <li>Overall and specific group results</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Response               <ul style="list-style-type: none"> <li>CTM Meetings held every 6 weeks (ish)</li> <li>Collaborative ongoing development of Continuum of Supports as needed.                   <ul style="list-style-type: none"> <li>Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</li> <li>Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. We are looking into the Hero's program for our grade 5 and 6 students specifically.</li> </ul> </li> </ul> </li> <li>Early Learning               <ul style="list-style-type: none"> <li>Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</li> <li>LST will work with educator and assistant to ensure developmentally appropriate planning as well as meeting the needs of the class.</li> </ul> </li> </ul>



<b>Governance</b> Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	<ul style="list-style-type: none"> <li>Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> <li>Overall and results for teachers and parents</li> </ul> </li> <li>Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %).</li> </ul>	<ul style="list-style-type: none"> <li>Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> <li>Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Resource Management <ul style="list-style-type: none"> <li>Collaborative decisions when purchasing resources for the school to ensure staff are in favour and will use the resource. These conversations can happen spontaneously or through a more formal setting like a staff meeting.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> <li>Percent of staff who feel the school is cohesive and supportive of one another</li> <li>Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement <ul style="list-style-type: none"> <li>SAC Meetings that are open to the community as well as our board member and senior leadership.</li> <li>Community events at the school to promote relationships and the school's image within the community of Hays. Events such as paint nights, games nights, concerts, etc have been successful in the past.</li> <li>Frequent communication with parents via newsletters and WhatsApp groups.</li> <li>Communication with the community via mail, our website, and our message board.</li> <li>Starting a women's group at the school (mostly) to create community and comfort in the school amongst our Mennonite mother's.</li> </ul> </li> </ul>

## *finding wellness in the work*

School Measures	School Strategies
<ul style="list-style-type: none"> <li>Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> <li>Percent of staff satisfied with their job</li> <li>Percent of staff who can handle stress effectively and can bounce back from difficult situations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>PD around handling stress effectively</li> <li>PD around being resilient</li> <li>Above PD for staff and students benefit</li> <li>Appropriate use and allocation of 916 hours - thinking of expectations and respecting staff's personal lives.</li> <li>Plan things collaboratively so everyone is involved in providing input in school events, initiatives,</li> </ul>

### *-Staff & Student Wellness -Academic achievement and interventions*

School Measures	School Strategies
<ul style="list-style-type: none"> <li>Horizon Assurance Survey (Parents don't feel their children can handle stress effectively nor are their children resilient.)</li> <li>Student and staff observations</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>PD around handling stress effectively</li> <li>PD around being resilient</li> <li>Above PD for staff and students benefit</li> <li>Utilization of FSLC and Wellness Coach to support with goals</li> <li>Working topics/goals/strategies into classroom instruction</li> <li>Schoolwide initiatives</li> <li>CTM meetings and RTI groups</li> </ul>



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