



Horizon School Division

Taber Christian High school

*Combined 2020-2023 Education Plan and
2019-2020 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

Taber Christian High school
3902 Heritage Drive, Taber, AB
403 359 3835
tchs.horizon.ab.ca

Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal and Key Action Items All learners leaving school are competent contributing global citizens.

- **Strong core instruction that develops student competencies**
 - **Engagement:** desire to plan and utilize learning activities (including experiential learning activities) that inspire maximum engagement among students. We want to get their input on developing not only the academic practices at TCHS, but also in structuring our school life / broader curriculum
 - **Numeracy and Literacy:** Being a small school allows the teaching staff to get to know student needs / strengths and it gives teaching staff the time to work with students on a personal level to help them achieve success. We have daily flex time where students can access teaching staff. We also have a few blocks a week of reading time to encourage literacy development and promote the development of literacy through writing in class assignments. Literacy benchmarking is done to track progress, and day to day instruction will be tailored to support student need.
 - **Assessment:** TCHS staff will work on developing authentic and varied assessments. The desire is to give students varied assessment types in order to demonstrate learning in a way that allows them to have the greatest amount of success. The focus is on learning. Assessment will be used to guide instruction.
 - **High School Redesign:** Given that we are starting a new high school in a temporary location, a primary focus will be on design/redesign. We want to find ways a small school to offer a range of courses and co-curricular opportunities. This will be done through utilizing instructor expertise, distance learning options and dedication of staff/volunteers. We are also engaging in planning for a new building. Teaching staff are involved in

this planning process to help create a layout structure / resources that lends itself to meaningful learning opportunities.

- Learning and Technology Policy Framework:
 - Foundational Knowledge: First Nations, Metis, and Inuit Education (Indigenous People)
- **Response to instruction and intervention framework to meet the needs of all students**
- **Learning Support Programming** – While we utilize the learning support teacher from Taber Christian school, our own teacher (Mrs. Miriam Bekkering) will be involved in this programming process. Mrs. Bekkering has experience as an LST, will be involved in Division LST meetings as a way to build LST capacity in our school for the purpose of better serving out students and helping them develop their various God given gifts.
 - **Mental Health** – we have had a chance to connect with Mrs. Katie Manser and other members of the Horizon mental health and wellness team. Throughout the year, we will collaborate in offering different service learning activities to students that focus on health and wellness and building resiliency
 - **First Nations, Metis, and Inuit Education (Indigenous People)**
As part of being justice seeker, community builders and servant workers, TCHS students will engage in learning about FNMI perspectives. We will engage in Orange shirt day, Roc your Mocs and daily learning activities that help us reflect on and feel compelled to be agents of reconciliation.
- **Student success is a collective endeavor**
- As a new school, we are in the process of developing teaching and learning activities, but also building a school culture. Students are the lifeblood of a school and as such are a big part of the community of grace that we seek to develop. In this regard, we will hold CREW meetings twice a week. These meetings involve our entire group gathering in a circle to discuss issue pertinent to our school / faith formation / their lives. In this process there is no leader (circle) and there are no passengers (everyone is expected to contribute). It is also an open forum for students to share what is on their hearts.

An extension of this is our school theme. The theme was not selected before the school year, but only after students arrived and had the opportunity to provide input. Students chose “Anchored to hope; building on His foundation” as the theme for TCHS for the 2020/21 school year.

What makes us “Taber Christian High School”

Principal’s Message

We are off and running at Taber Christian High school! As we get into the year, we more and more feel as though we are settling in. There is still much work to be done and many chapters to be written in the Taber Christian High school story, but as the quote goes “a journey of 1000 miles begins with a single step!”

We as staff are excited and incredibly grateful for this opportunity to be a part of the first chapter of TCHS. We are grateful for the opportunity to provide engaging and challenging learning activities for our students, grateful for the opportunity to partner with supportive families and we are certainly grateful for the chance to work with our grade 10 students in helping them grow in the people God created them to be.

In any discussion on gratitude, we are reminded of God promising to grant us what we need (Philippians 4, Matthew 6-7, Luke 12 etc.). This leads to an interesting thought on “needs”. In serving God, we ask Him to not only attend to our needs, but also that He transforms our hearts to desire His and not our kingdom. This is our wish as we hope to stay true to our mission and vision at Taber Christian High school and we look forward to a future of robust, high school, Christ – centered education!



Jason Visser
Principal
Taber Christian High school



Additional Highlights of Taber Christian High school

- FLEx projects (Formative Learning Experiences) where students engage in learning through serving others. (Taber Food Bank drive, Streets Alive Ministry, Letters of Hope – Leth Regional Hospital, creating Christmas cards for inmates at Leth Correctional Center – through prison chaplaincy, writing letters of advocacy for Voice of the Martyrs etc.).
- Monthly chapels – various speakers from the community will be brought in. Students will help lead worship when/as much as Co Vid protocol allows
- Intentionality of learning activities tied to “bigger picture”
- Staff continue to be involved in planning for future site of TCHS
- Commitment to supporting each other...teachers model this by being available for students throughout the school day.

PURPOSE

Our goal at TCHS is to educate and challenge every student to be a:

***God-
Worshipper***

Students will understand that worshipping God is about celebrating who God is, what God has done and is doing, and what God has created. It is literally about standing in awe and wonder of God and His promises. Students will see this worship as a way of life.

***Idolatry-
Discerner***

Students need to learn to 'read' a worldview by asking questions about what is being portrayed in regard to culture, values, and belief systems. Through the curriculum students will be challenged to identify, understand, and lay bare the idols of our time (and time past)..

Earth-Keeper

Students will respond to God's call to be stewards of all of creation. Caretaking can so easily succumb to exploiting. We need to reclaim and relearn how to respectfully treat the world / universe and all things contained i it. This is a matter of respecting God and it our responsibility to be earth-keepers.

***Beauty-
Creator***

Students will create beauty that praises God and enriches our world. Creation shouts that our God is a God who loves diversity, complexity, and creativity. Being an image-bearer means having the ability and the responsibility to discover, respond to, develop, use, and improve the world that God has placed us in.

***Justice-
Seeker***

Students will act as agents of restoration. The world is not as God intended it to be. We lead our students to see the injustices in this world - but seeing those things can't be where we stop. We need to enable our students to act as agents of restoration by both identifying and responding to injustices.

***Creation-
Enjoyer***

Students will celebrate God's beautiful creation and give testimony to the presence of God in creation. Creation enjoying is looking at, talking about, studying creation. Ordinary things become extraordinary when seen in a new way. Creation enjoying is helping to coax the 'song of joy' (Psalm 65:8) from ourselves and our students.

***Servant-
Worker***

Students will work actively to heal brokenness and bring joy to individuals and to culture. Being an image-bearer means having the ability and the responsibility to discover, respond to, develop, use, and improve the world that God has placed us in. We need to cultivate in our students the desire and ability to offer hope, healing, and restoration to this world and its people.

***Community-
Builder***

Students will be active pursuers and builders of community in their classrooms, their neighborhoods, and in the global village they are a part of. Students need to learn to pursue Shalom - to be active and eager examples of peaceful/shalom-filled communities. Our classrooms will become communities of grace where students will learn to walk and work together in peace.

***Image-
Reflector***

Students bear the image of God in their daily lives. Being an image-bearer isn't something we DO. It is deeper than that. Image-bearer is something we ARE. We reflect God's image and we learn to see God's image in others. The more Christ-like our actions are, the more clearly Christ's light shines in a dark world.

***Order-
Discoverer***

Students see God's fingerprints all over creation. When we read the creation account we read a story of God creating order out of chaos. There is purpose in God's creation and we are able to discover this amazing order within creation. One of the inescapable conclusions for our students must be, "God really had an amazing plan for all of this, didn't He!"

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6616 Taber Christian School Alternative Program



Measure Category	Measure	Taber Christian 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
Safe and Caring Schools	Safe and Caring	96.9	96.9	97.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.2	90.6	91.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.5	97.5	96.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	4.0	2.3	2.3	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	69.9	72.3	76.4	73.8	73.6	73.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Excellence	11.0	12.0	17.3	20.6	19.9	19.6	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	93.3	100.0	98.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	93.8	95.3	96.7	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.0	90.8	95.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.9	91.4	93.9	81.5	81.0	80.9	Very High	Declined	Good

Given this is the first year of TCHS operations, the accountability pillar data shown above is taken from Taber Christian school (TCS). TCS is where the majority of Taber Christian High school students attended previous to this school year.

TARGETED AREAS FOR 2020-2021
Provide a well rounded high school experience

Performance Area	Current Result	Target (2020/21)
Education Quality	96.5% (TCS)	96.5%

Strategies:

- Principal and teacher will engage in Generative Dialogue in an attempt to continue to develop a culture of meaningful teaching and learning.
- TCHS staff will be available during daily FLEEx time to help students with assignments, understanding of concepts, test preparation etc.
- TCHS teaching staff is committed to engaging in regular professional learning with TCS staff in the areas of Teaching for Transformation, differentiating instruction and experiential learning.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- *Generative dialogue will be part on ongoing staff meeting discussions throughout the year*
- *FLEX time occurs daily for 30 minutes. During this time students engage in independent work, free reading, studying, collaborating with peers all the while having access to staff advisors.*
- *Significant portion of school budget is used to purchase technology, textbook resources and PE equipment to utilize in teaching/learning activities.*

Performance Area	Current Result	Target (2020/21)
Drop out rate	4%	4%

Strategies:

- Develop a strong sense of community amongst our TCHS community through regular CREW time (group gatherings where we talk reflect on school, life, friendship and faith)
- Generate excitement, ownership and empowerment of students.
 - students help decide our school theme
 - students will develop and help decide ideas for our school logo and team name.
- Take advantage of our low student/staff ratio by having staff be available for student to talk, to learn and to grow in community.
- Students will engage in serving others in the community as a way of developing resilience and growing their sense of community.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong core instruction that develops student competencies

- Principal and teacher will engage in Generative Dialogue in an attempt to continue to develop a culture of meaningful teaching and learning.
- TCHS staff will be available during daily FLEEx time to help students with assignments, understanding of concepts, test preparation etc. FLEX time occurs daily for 30 minutes, during this time students engage in independent work, free reading, studying, collaborating with peers all the while having access to staff advisors.
- TCHS teaching staff is committed to engaging in regular professional learning with TCS staff in the areas of Teaching for Transformation, differentiating instruction and experiential learning.

- Significant portion of school budget is used to purchase technology, textbook resources and PE equipment to utilize in teaching/learning activities.

High School Redesign

Foundational Principals we are working on:
Community Involvement

Strategies

- Engaging the community with different service learning activities – ie. helping with the Taber Food Bank drive, engaging in community fundraisers (ie. Fundraising golf tournament, Family fun skate).
- Developing learning activities that impact the community – ie. Letters of hope for patients at regional hospitals, Christmas letters to inmates and the Lethbridge Correctional Institute, serving at Streets Alive – learning more about poverty and homelessness in southern Alberta (providing health regulations allow us to participate).
- Have various Christian community leaders come in to speak at monthly TCHS chapels

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- Funds will be used to ensure field trips can be held at no cost to our students. Other resources needed are connections with different ministry leaders in developing these programs.

Key Action 2 – Response to instruction and intervention framework to meet the needs of all students

- Building capacity within our LST program. Aside from utilizing LST services from Taber Christian school, we are having a teacher leader do some training / attend Horizon LST meetings in order to better serve the diverse range of students that we have.

Key Action 3 – Student success is a collective endeavour

Strategies

- Continually discuss student progress at our staff meetings. Student support is something all staff need to be engaged in.
- Continually connect with parents in terms of their thoughts and experiences with our education through school council meetings, P/T interviews, phone calls, informal conversations etc.
- Actively seek out volunteers to help support our programs, provide co-curricular programming etc.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- Some budget allotment is set aside for behavioral consultants, Professional Learning facilitators for staff and parents at student council meetings.