



## Taber Christian High school

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

students will gain the knowledge and skills to be contributing citizens and 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

**2021 - 2024**

# Principal's message



We are excited to continue growing and developing as Taber Christian High school (TCHS)! We have had a successful first year and are excited to build on this! Our school first opened doors in the fall of 2020. We are currently meeting in the newly completed expansion area of the Taber Christian Reformed Church.

For many years, a Christian high school in the community of Taber has been discussed. After a lot of efforts by parents, community members, staff and volunteers the TCHS program is up and running! In 2020/21 we have offered grade 10 programming, with the plan to add grade 11 in the 2021/22 school year. We continue to received interest from high school students and families and are excited to keep the momentum going!

We are an interdenominational, Christ centered school that seeks to honor God and acknowledge the Lordship of Jesus Christ in all our learning. We have done this through the work of the staff, with the support of our parent society board and the Horizon school division. We also have a partnership with the Prairie Center for Christian Education which supports our efforts to offer authentic and meaningful learning experiences that helps students grow by engaging their heads, hearts and hands.

Being a new and smaller school has allowed us to create a very close-knit atmosphere. Students have regular access to staff for support with learning as well as for support in planning for the future. Staff are committed Christian leaders that can also offer life guidance and advice that supports our students and families. One avenue for this is CREW time. CREW is when students meet in small groups to discuss challenges / thoughts both related to school learning as well as offering students a chance to build relationships with different people in the school.

A focus of our school is to teach holistically. We want students to be engaged in leadership, and to be culture shapers of the school (as opposed to passive receivers of instruction). Education is about more than thinking, it is also about acting and engaging. We feel this also generates a high level of education. We see students as image bearers and as such we want to challenge them to develop their God given gifts. This means we strive for excellence in all related fields of learning and seek to challenge students in a effort to help them grow.

***“The school that my child attends creates an incredible community of faith, love, compassion and a desire to serve others.”*** -TCHS parent



# *our strategic priorities*

*quality teaching and optimum learning  
response to intervention*

***Continue to develop and facilitate  
rigorous and meaningful Christ –  
centered learning experiences for  
students***

- We want students to help us develop a culture of high expectations.

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies: Create strong cultures of thinking and learning.
<p><b>Student Growth &amp; Achievement</b></p> <p>Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<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>○ Overall and specific course results for all students</li> <li>○ 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>○ Overall and specific course results for all students</li> <li>○ 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>○ 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>○ 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               <ul style="list-style-type: none"> <li>○ Parent, and student agreement that children are able to read and write at the level that is expected of them at school.</li> <li>○ Overall and results for parents, and students</li> </ul> </li> <li>○ Parent satisfaction that their children are able to do math at the level that is expected of them at school.</li> <li>○ Teacher, parent, and student agreement that children will be prepared for the next grade level               <ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> </ul> </li> </ul>	<p>Literacy</p> <p>We will continue to set high standards and supports for students to grow in their understanding and use of language as a form of expression in all their classes.</p> <ul style="list-style-type: none"> <li>○ Budget Allocation           <p>Through our society we have ear-marked between \$11 000 and \$12 000 for the purchase of learning resources to help develop our programs.</p> </li> <li>○ Numeracy           <p>Students will continue to be challenged to develop and utilize their understanding of numeracy through Math and various CTS courses.</p> </li> <li>○ Curriculum Achievement           <ul style="list-style-type: none"> <li>○ In creating a new school there is emphasis on creating and sustain high standards in course expectations.</li> <li>○ Teachers will be undergoing training in developing philosophy and routines around building student capacity in critical thinking/growth mindset</li> <li>○ Despite being a small school, TCHS is committed to having a teacher or teacher facilitator lead all courses (including distance learning opportunities)</li> <li>○ TCHS staff will continue to develop capacity in utilizing Hapara both as a means of developing student thinking and allowing for remote access to learning.</li> <li>○ Students will also be challenged to think critically about learning from a Christian perspective. This will be done by looking at Deep Hopes and engaging in discussions around essential meaning.</li> <li>○ The properties of High school re-design can be seen in utilization of daily FLEX time for students in which they will access to teaching staff for learning support.</li> <li>○ TCHS will continue to explore dual credit programs and work experience as a way to help all students be successful and achieve a high school diploma / certificate.</li> </ul> </li> <li>○ Assessment           <p>In exploring Carol Dweck’s “Growth Mindset” and Ron Ritchhart’s writing, we will focus our assessment on giving students valuable feedback about how they can grow / improve in their learning.</p> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Budget Allocation We have earmarked over %16 of our decentralized budget to go towards professional learning.</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.</p> <p>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.</li> <li>○ Overall and results for teachers, parents, and students.</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.</li> <li>○ Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and students</li> </ul> </li> <li>○ Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and students</li> </ul> </li> <li>○ Percent of students who are motivated to do their best 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 results for parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Learning <ul style="list-style-type: none"> <li>○ In our 2020/21 Horizon school division survey, parents, students and staff were asked to reflect on Taber Christian High school. The most commonly used words to describe the school were: Community, Collaboration, Commitment, Accountability and Fairness. Fun and Welcoming were also words that were frequently mentioned.</li> <li>○ In responding to the question “what is your school doing well?” common answers were: creating community, creating opportunities and caring for kids.</li> <li>○ In response to the question “How can we improve / what should we start?” the general theme of answers was to make sure we are keeping people connected despite the quarantine challenges.</li> <li>○ Despite being a smaller school, we are committed to offering a variety of options: Spanish, Japanese, Psychology, Music 10, Art 10 and Drama 10. We also plan to offer a variety of CTS courses (Health, Recreation, Foods, Technology and Design).</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> <li>▪ Overall and results for parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Life Plan <p>We are working with the Horizon Off – Campus coordinator on developing Flexible high school paths that allow students to engage in apprenticeship programs while completing their studies.</p> <ul style="list-style-type: none"> <li>○ As part of CALM class, students are researching employment opportunities / post secondary programs and learning more about high school requirements for these opportunities / programs</li> <li>○ TCHS plans to continue to participate in Career Transition events which also give student more information about options after high school graduation.</li> </ul> </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>○ Communication of these events and programs regularly takes place in our weekly newsletter.</li> <li>○ Repeated messaging about the importance / advantage of high school graduation.</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Percent of staff 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>○ Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school</li> <li>○ Percentage of staff satisfied with the professional development opportunities provided by the school and division</li> <li>○ Executive summary of Joint Horizon/ATA PD activities</li> </ul>	<ul style="list-style-type: none"> <li>○ Continual improvement <ul style="list-style-type: none"> <li>○ see School PD plans</li> <li>In our school professional development plan, we are focused on providing students with the following: <ul style="list-style-type: none"> <li>● reflective learning activities that helps students think through how faith impacts thoughts and action in various areas</li> <li>● Developing cultures of thinking, in which students learn to adopt growth mindset critical thinking practices</li> </ul> </li> </ul> </li> <li>○ Budget Allocation <ul style="list-style-type: none"> <li>We have earmarked over %16 of our decentralized budget to go towards professional learning.</li> <li>We are also committed to purchasing copies of “Growth Mindset” for all staff members.</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 staff who feel that the principal creates 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> <li>○ Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inclusion and respecting diversity <ul style="list-style-type: none"> <li>○ We will focus on what it means to be excluded through activities like pink shirt day, orange shirt day, Blanket ceremonies etc.</li> <li>○ In our CREW time the focus is on building community. These multigrade small group will meet once or twice a week to talk about challenges and successes for the purposes of building relationships among different students at TCHS.</li> </ul> </li> </ul>

# response to 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.</li> <li>○ Overall and results for teachers, parents, and students.</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.</li> <li>○ Teacher, 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>	<ul style="list-style-type: none"> <li>○ Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)               <ul style="list-style-type: none"> <li>○ We will be utilizing our FNMI plan which includes:                   <ul style="list-style-type: none"> <li>○ Blanket Ceremony for Grade 10</li> <li>○ Visit to Blackfoot Crossing – Grade 11</li> <li>○ Participation on Roc your Moc’s day and Orange shirt day</li> <li>○ Partner with Jarron Weasel Bear to have students participate in Blackfoot Indigenous games.</li> </ul> </li> </ul> </li> <li>○ We also want to embed greater FNMI / Indigenous learning through the teacher and learning activities that we are engaged in. To facilitate this:               <ul style="list-style-type: none"> <li>● Whole school review of Indigenous learning plan on August 30</li> <li>● Develop learning materials around Indigenous history in Social Studies courses</li> <li>● Develop learning materials around present day Indigenous context in Social Studies courses.</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.</li> <li>○ Teacher, parent, and student agreement that students receive the help and support they require at school               <ul style="list-style-type: none"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> <li>○ Percent of staff who feel the school’s collaborative response meetings are effective</li> <li>○ Percent of students reaching age-appropriate developmental milestones</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaborative Response               <ul style="list-style-type: none"> <li>○ Address student concerns in staff meeting:                   <ul style="list-style-type: none"> <li>-Collaborative response team meetings that includes a focus on strategic approach to enhanced engagement, transitions, attendance etc.</li> </ul> </li> <li>○ Reduce stigma associated with mental health through staff training, Hats On day for mental health and a discussion of mental health topics in CREW meetings.</li> <li>○ Utilize Horizon counseling team members to share universal awareness and best practice response.</li> <li>○ We have added a Learning Support staff designation to TCHS staff, allowing us to more easily access and facilitate LST resources.</li> </ul> </li> </ul>

<p><b>Governance</b> Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> <li>○ Teacher and parent satisfaction with parental involvement in decisions about their child’s education.</li> <li>○ Overall and results for teachers and parents</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.</li> <li>○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> <li>○ List of partnerships / collaborative projects</li> </ul>	<ul style="list-style-type: none"> <li>○ Resource Management <ul style="list-style-type: none"> <li>○ Every staff meeting will start with a professional learning focus. This will allow us to do the following: <ul style="list-style-type: none"> <li>-form a learning community where we learn together and learn from each other</li> <li>-From these discussions resource acquisition will follow – ie things needed to support student learning / growth of our community.</li> </ul> </li> <li>○ Developing a learning community also allows staff and students to deepen relationships. This allows for growth and a more genuine exchange of ideas and allows staff to have input on decisions / plans made at school.</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.</li> <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>	<ul style="list-style-type: none"> <li>○ Stakeholder engagement <ul style="list-style-type: none"> <li>○ Through CREW and a student leadership group, we want to engage students in their thoughts not only about learning but also about the culture and practices of our school.</li> <li>○ Through School Council meetings we continue to engage with parents.</li> <li>○ Principals continue to engage with the Society through regular Society board meetings.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>○ Budget Allocation <ul style="list-style-type: none"> <li>○ The Society financially helps the school with certain educational programming initiatives. These are done on a submit/approval process.</li> </ul> </li> </ul>

***School strategic priority: We want to continue to develop and grow a ‘Christ – centered, community of grace’.***

School Measures	School Strategies
<ul style="list-style-type: none"> <li>○ We plan to utilize a “Flourishing schools” survey that will help us gain feedback from staff, board members, parents, students and alumni as to how we are meeting our mission.</li> <li>○ Continued anecdotal feedback from parents at School Council meetings</li> <li>○ Feedback from Society Board members at Society Board meetings</li> <li>○ Feedback from students during regular CREW meetings.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to receive training and support from Prairie Center for Christian Education (PCCE)</li> <li>○ Utilize some professional learning days to develop Teaching for Transformation learning activities</li> <li>○ Participate in the PCCE Teachers Convention</li> <li>○ Set aside professional learning time at every monthly staff meeting</li> <li>○ Start every meeting with a “What’s Up” meeting (Monday morning). Begin this meeting in prayer and devotions.</li> </ul>





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