



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

2023 - 2026



Principal's message

We are excited to continue growing and developing as Taber Christian High school (TCHS)! We have been operating as a school for 3 years and are excited to build on this! Our school first opened doors in the fall of 2020. For the first 2 years we met in the expansion area of the Taber Christian Reformed Church and the Fall of 2023 marks the start of the second year in our new building.

For many years, the development of Taber Christian High school has been discussed. After significant efforts by parents, community members, staff and volunteers the TCHS program began. In 2020/21 we offered grade 10 programming, we grew to offer grade 10 and 11 programming in 2021/22, Last school year we became a grade 9 – 12 school in our new building! We are excited to build on what we started.

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 community, our school 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.

In our efforts to develop what we do, the question is often asked “what is Christian education?” A desire for this bonds our community, and yet there are some different perspectives. We recognize that we are still developing but we seek to give students the opportunity to experience learning in different forms, and through this process, thinking and practicing what it means to serve God. We want students to engage in service and to develop ways of being and ways of learning consistent with our calling.

While we are growing (which is exciting) we have a ‘small school’ 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. We are re-dedicating ourselves to our chapel program, bringing in different speakers and finding different ways to reflect on their faith.

A focus of our school is to teach holistically and also to facilitate student ownership of learning. 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 approach 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
wellness and wellbeing*

Facilitate student growth and ownership of rigorous and meaningful Christ – centered learning experiences

- We want students to help us develop a culture of high expectations.
- We want students to be engaged and drive learning through various learning opportunities

quality teaching and optimum learning

| Domain | Provincial Measures | Horizon Measures | School Strategies: Create strong cultures of thinking and learning. |
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| <p>Student Growth & Achievement 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"> ○ 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) ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students | <ul style="list-style-type: none"> ○ Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ○ Parent, and student agreement that children are able to read and write at the level that is expected of them at school. ○ Overall and results for parents, and students | <p>Literacy We will continue to set high standards and provide supports for students to grow in their understanding and use of language as a form of expression in all their classes. We will use F & P data to inform practice.</p> |
| | <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students | <ul style="list-style-type: none"> ○ Parent satisfaction that their children are able to do math at the level that is expected of them at school. | <ul style="list-style-type: none"> ○ Budget Allocation Through our society we have ear-marked between \$11 000 and \$12 000 for the purchase of learning resources to help develop our programs and for Teacher professional development. ○ Numeracy Students will continue to be supported in Math instruction. Scheduling has been worked out to allow for teaching different Math streams in separate classes. We also provide teacher support time for students to access in regards to Math and Science.. |
| | <ul style="list-style-type: none"> ○ Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ○ High school completion rate of students within three and five years of entering Grade 10. ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students ○ Teacher, parent, and student agreement that students model the characteristics of active citizenship. ○ Overall and results for teachers, parents, and students ○ A measure of student engagement in their learning at school | <ul style="list-style-type: none"> ○ Parent satisfaction that their children are able to do math at the level that is expected of them at school. ○ Teacher, parent, and student agreement that children will be prepared for the next grade level ○ Overall and results for teachers, parents, and students | <ul style="list-style-type: none"> ○ Curriculum Achievement <ul style="list-style-type: none"> ○ In developing a new school there is emphasis on creating and sustaining high standards in course expectations. ○ Teachers will engage with training to develop a project based approach around curriculum. The goal is to facilitate critical thinking and growth mindset in staff and students. ○ TCHS is committed to having all students in CREW student / advisory groups for academic / community support and community building. TCHS has also developed a connection with Golden Hills Learning Academy to provide more flexibility for programming. . ○ Through the development of Deep Hopes, students will be challenged to think critically about learning from a Christian perspective. ○ The properties of High school re-design can be seen in utilization of daily CREW time for students in which they will access to teaching staff for learning / life support. ○ TCHS will be exploring Passion projects in which students are involved in the design of the CTS project that allows them to pursue a passion, serve and connect with people outside our school community. ○ Assessment In exploring Angela Duckworth's work "Grit" and Ron Ritchhart's writing, we will focus our assessment on giving students valuable feedback about how they can grow / persevere / improve in their learning. |

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| | | | <ul style="list-style-type: none"> ○ Budget Allocation We have earmarked over %16 of our decentralized budget to go towards professional learning. |
| <p>Teaching & Leading 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"> ○ Teacher, parent, and student satisfaction with the overall quality of basic education. ○ Overall and results for teachers, parents, and students. | <ul style="list-style-type: none"> ○ Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. ○ Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Percent of students who are motivated to do their best at school ○ 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"> ▪ Overall and results for parents, and students | <ul style="list-style-type: none"> ○ Learning <ul style="list-style-type: none"> ○ In our Horizon schools accountability survey we see that while students feel supported and cared for by staff, there is room for growth in student engagement. ○ In our previous Horizon survey data, we reviewed reflections from stakeholders in 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. ○ In responding to the question “what is your school doing well?” common answers were: creating community, creating opportunities and caring for kids. ○ TCHS will continue to pursue feedback from various stakeholders including parents at our May School Council meetings. ○ TCHS has engaged in a strategic planning practice. ○ Despite being a smaller school, we are committed to offering a variety teacher led core-classes. Math (-1 and -2 strands, Physics Chemistry, Biology (10, 20 – 30) as well as options: Spanish 10 – 20, , Psychology, Music 10, Art 10, Drama 10, and high school band We also plan to offer a CTS course work through Passion projects. These will be set up to facilitate real world experience, as well as ownership / engagement and a chance to reflect on their identity as Christians. ○ We also correspond regularly with PCCE to develop meaningful / deeper learning strategies ○ TCHS will be engaging in Project Based learning training in August to kick off our school year. |
| | | <ul style="list-style-type: none"> ○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students | <ul style="list-style-type: none"> ○ Life Plan <ul style="list-style-type: none"> 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. ○ As part of CALM class, students are researching employment opportunities / post secondary programs and learning more about high school requirements for these opportunities / programs as well as completing HSC 3000. ○ TCHS continues to participate in Career Transition events after high school graduation. ○ We have also planned and pursued various universities to come and present post – secondary options to students. |

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| | | <ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school | <ul style="list-style-type: none"> ○ Communication <ul style="list-style-type: none"> ○ Communication of these events and programs regularly takes place in our weekly newsletter. ○ Repeated messaging about the importance / advantage of high school graduation. ○ We also started producing a larger bi-annual newsletter for our broader community (The Anchor). ○ We have vigorously promoted our school council events through newsletter and social media. |
| | | <ul style="list-style-type: none"> ○ Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice ○ 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 ○ Percentage of staff satisfied with the professional development opportunities provided by the school and division ○ Executive summary of Joint Horizon/ATA PD activities | <ul style="list-style-type: none"> ○ Continual improvement <ul style="list-style-type: none"> ○ see School PD plans <ul style="list-style-type: none"> In our school professional development plan, we are focused on providing students with the following: <ul style="list-style-type: none"> ● reflective learning activities that helps students think through how faith impacts thoughts and action in various areas ● Project based learning which develops cultures of ownership and engagement in which students develop habits of taking initiative in learning. ○ Budget Allocation <ul style="list-style-type: none"> We have earmarked over %16 of our decentralized budget to go towards professional learning. We are also committed to purchase PBL materials for all of our staff members. |
| | | <ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ 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. ○ 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. | <ul style="list-style-type: none"> ○ Inclusion and respecting diversity <ul style="list-style-type: none"> ○ We will focus on teaching the value of community through activities like pink shirt day, orange shirt day, Blanket ceremonies etc. ○ In our chapel program we are focusing on having students build / develop leadership by leading music and involvement in chapel organization. ● We will be working to develop a student leadership group that will push in on helping organize theme days, assemblies and grad activities. |

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response to intervention

| Domain | Provincial Measures | Horizon Measures | School Strategies |
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| <p>Learning Supports 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"> ○ 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. ○ Overall and results for teachers, parents, and students. ○ A measure assessing that students feel like they belong and are supported to be successful in their learning. ○ A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner | <ul style="list-style-type: none"> ○ 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. ○ 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"> ▪ Overall and results for teachers, parents, and student <ul style="list-style-type: none"> ○ 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. ○ Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student ○ Percent of staff who feel the school's collaborative response meetings are effective ○ Percent of students reaching age-appropriate developmental milestones | <ul style="list-style-type: none"> ○ Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ○ We will be utilizing our FNMI plan which includes: ○ Blanket Ceremony for Grade 10 ○ Visit to Blackfoot Crossing – Grade 11 ○ Participation on Roc your Moc's day and Orange shirt day ○ Partner with Jarron Weasel Bear to have students participate in Blackfoot Indigenous games. <p>We also want to embed greater FNMI / Indigenous learning through the teacher and learning activities that we are engaged in. To facilitate this:</p> <ul style="list-style-type: none"> ● Whole school review of Indigenous learning plan on August 24 ● Develop learning materials around Indigenous history in Social Studies courses ● Develop learning materials around present day Indigenous context in Social Studies courses. <ul style="list-style-type: none"> ○ Collaborative Response <ul style="list-style-type: none"> ○ Address student concerns in staff meetings: <ul style="list-style-type: none"> -Collaborative response team meetings that includes a focus on strategic approach to enhanced engagement, transitions, attendance etc. ○ Promote the importance and steps to care for mental health through the utilization of our counselor and mental health coach. Engage in staff discussions, Hats On day for mental health and a discussion of mental health topics in CREW meetings. ○ Utilize Horizon counseling team members to share universal awareness and best practice response. ○ We have added a Learning Support staff designation to TCHS staff, allowing us to more easily access and facilitate LST resources. |

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| <p>Governance 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"> Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> Overall and results for teachers and parents 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 %). | <ul style="list-style-type: none"> 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"> Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges List of partnerships / collaborative projects | <ul style="list-style-type: none"> Resource Management <ul style="list-style-type: none"> Every staff meeting will start with a professional learning focus. This will allow us to do the following: <ul style="list-style-type: none"> -form a learning community where we learn together and learn from each other -From these discussions resource acquisition will follow - ie things needed to support student learning / growth of our community. 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. |
| | | <ul style="list-style-type: none"> 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"> Percent of staff who feel the school is cohesive and supportive of one another Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school | <ul style="list-style-type: none"> Stakeholder engagement <ul style="list-style-type: none"> Through chapel 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. Through School Council meetings we continue to engage with parents. Principals continue to engage with the Society through regular Society board meetings. |
| | | | <ul style="list-style-type: none"> Budget Allocation <ul style="list-style-type: none"> The Society financially helps the school with certain educational programming initiatives. These are done on a submit/approval process. |

Wellness and wellbeing

*Local measures that indicate the percent of staff that agree

- My opinions and suggestions are considered at work.
- My supervisor shows appreciation for extra effort made by employees.
- My workload is appropriate for the time I am assigned.
- I can handle stress effectively and can bounce back from difficult situation

- Cognitive coaching sessions with all staff allow for staff to share ideas and collaborate with admin on how to continually improve practice and a sense of efficacy.
- During school based PD days, staff have the ability to use some of the time to work on items related to their own professional growth plans.
- We will continue with Friday morning coffee breaks for staff and students that allow for a building of culture and collaboration between staff and students
- Teachers and support staff will be provided with snacks and meals during school based PD days.

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

School Measures

- We are in the process of putting together a Strategic plan document that will guide us for the next 3 – 5 years. Through this process we received a lot of survey data, combined with

School Strategies

- Continue to receive training and support from Prairie Center for Christian Education (PCCE)
- Utilize some professional learning days to develop Project Based Learning strategies that help student be more engaged and take ownership of their learning.

Horizon school division data, helps inform our path forward.

- Continued anecdotal feedback from parents at School Council meetings
- Feedback from Society Board members at Society Board meetings
- Feedback from students during student leadership meetings.

○ Set aside professional learning time at every monthly staff meeting

- Start every meeting with a “What’s Up” meeting (Monday morning). Begin this meeting in prayer and devotions.
- Utilize a larger staff to share the programming load.



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