



# 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

# 2025-

# 2028

# 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 5 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, In 2022-23 we became a grade 9 – 12 school in our new building!

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. In our professional learning we are committed to seek ways in which we can offer authentic and meaningful learning experiences that help 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. Also through Horizon school division, students have 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. Our perspective for the upcoming year will focus on ‘finding our place’ in God’s bigger story.

A goal 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 have adopted a more project based learning approach that we feel 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  
responding with intervention  
finding wellness in the work***

## ***Facilitate student growth and ownership of experiential 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.
- We want students to take ownership of their learning and to serve others through this.

# 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>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</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>Overall and specific group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Literacy</b> <ul style="list-style-type: none"> <li>-we will continue to engage and encourage improvement in this area for all students at all levels.</li> <li>-provide supports for students to grow in their understanding and use of language as a form of expression in all their classes.</li> <li>-We use F &amp; P data to inform practice.</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>	<ul style="list-style-type: none"> <li><b>Numeracy</b> <ul style="list-style-type: none"> <li>-Students will continue to be supported in our Math instruction. We are planning to continue offer separate classes for the different streams of high school Math. We also provide additional teacher support time for students to access in regards to Math and Science.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li><b>Curriculum Achievement</b> <ul style="list-style-type: none"> <li>-Teachers will engage with training and collaboration on developing student centered assignments. We also want to use planning and PD time to focus on cross curricular development to help make learning more meaningful for all students.</li> </ul> </li> <li>Student project based learning will be designed to both develop learning as well as serve a need in the community.</li> <li>TCHS is committed to having all students connected with staff. This allows for more effective academic / community support and community building. Our monthly Collaborative Response meetings allow us to have meaningful, staff discussions around student needs.</li> <li>Through the development of Deep Hopes, teachers and students will be challenged to think critically about learning from a Christian perspective.</li> <li>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.</li> <li><b>Assessment</b> We will continue to focus our formative assessment on giving students valuable feedback about how they can grow / persevere / improve in their learning. In every staff meeting we reserve time to discuss assessment. This is also a frequent topic in our Collaborative Team meetings.</li> </ul>

			<ul style="list-style-type: none"> <li>● Budget Allocation -We plan to earmark 15 – 20% of our budget to go towards professional learning in these areas.</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. <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>○ In our Horizon schools accountability survey we have seen growth in “student engagement (72% from 58%). Thoughts are that this is a result of staff engagement and a more project based learning approach. .</li> <li>○ In our Strategic Planning data, we reviewed reflections from Taber Christian High school stakeholders.. 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>○ TCHS continues to spend time in discussion and meeting around preparing students for PAT’s and Diplomas as we would like to raise our averages. .</li> <li>○ We would love to create a school council executive We will continue to dialog with parents in an effort to generate interest in this. There is also interest in moving forward with a student council. Plans are being made to facilitate this in the future.</li> <li>○ Despite being a smaller high 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.</li> <li>○ TCHS will be engaging in Formative Learning Experience and Storyline training in August to kick off our school year.</li> </ul> </li> </ul> <p>TCHS will engage in peer collaboration practices to help develop teaching practice in the classroom.</p>



		<ul style="list-style-type: none"> <li>o Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> <li>▪ Overall and specific group results</li> </ul> </li> </ul>	<p>Life Plan</p> <p>We are working with the Horizon Off – Campus coordinator to more fully understand the dual credit and collegiate programs offered by Lethbridge College. We will also look at our scheduling to develop flexible high school paths that allow students to engage in apprenticeship programs while completing their studies.</p> <p>TCHS students research job opportunities / post secondary programs and learning more about high school requirements for these programs (CALM) HSC 3000.</p> <p>TCHS students complete HCS 3000 in grade 10 (CALM)</p> <p>TCHS continues to participate in Career Transition events..</p> <p>We have had a number of universities to come and present post – secondary options to students.</p>
		<ul style="list-style-type: none"> <li>o Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>o 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</li> </ul> <p>Communication of events and programs regularly takes place in our weekly newsletter.</p> <p>We continually share messaging to parents and students about the value of high school education.</p> <p>We have vigorously promoted our school council events through newsletter and social media.</p> <p>TCHS currently has a practice of holding a Celebration of Learning event in the Spring in which parents are invited to hear and experience examples of learning at TCHS.</p> <p>On the Horizon accountability survey, 97% of students agreed or strongly agreed that TCHS keeps them informed about their child's progress and achievement.</p>
		<ul style="list-style-type: none"> <li>o 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>o 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>o see School PD plans</li> </ul> </li> </ul> <p>In our school professional development plan, we are focused on providing students with reflective learning activities that help students think through how faith impacts thoughts and action in various areas</p> <p>Project based learning which develops cultures of ownership and engagement in which students develop habits of taking initiative in learning</p> <p>This upcoming year we also want to tie in curricula to helping students find their place in God's story</p>

		<ul style="list-style-type: none"> <li>o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>o Percent of students who feel connected and have a sense of belonging at school</li> <li>o 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>o 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</li> </ul> <p>We will focus on teaching the value of community through activities like pink shirt day, orange shirt day, Blanket ceremonies etc.</p> <p>In our chapel program we are focusing on having students build / develop leadership by leading music and involvement in chapel organization.</p> <p>87% of students would encourage other students to attend this school (Horizon survey data)</p>
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## *responding with intervention*

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Learning Supports</b></p> <p>refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children.</p> <p>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>o 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>o 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>o We will be utilizing our FNMI plan which includes: <ul style="list-style-type: none"> <li>o Blanket Ceremony for Grade 10</li> <li>o Participation on Orange shirt day</li> <li>o Exploring a partnership 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.</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> <li>-we have continued to read a Blackfoot land acknowledgement every Monday morning as a way of normalizing this as part of our practice.</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>○ 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>	<ul style="list-style-type: none"> <li>● Collaborative Response <ul style="list-style-type: none"> <li>○ Address student concerns in staff meetings: <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>○ 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.</li> <li>○ Utilize Horizon counseling team members to share universal awareness and best practice response.</li> </ul> <p>We have added a Learning Support staff designation to TCHS staff, allowing us to more easily access and facilitate LST resources.</p> </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.</li> <li>○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> </ul>	<ul style="list-style-type: none"> <li>● Resource Management <ul style="list-style-type: none"> <li>○ Most monthly staff meetings 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> </ul> <p>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</p> </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</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder engagement <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Principals continue to engage with the Society through regular Society</li> </ul> <p>The Society financially helps the school with certain educational programming initiatives. These are done on a submit/approval process at Society board meetings.</p> </li> </ul>



		input into ways to improve the school	76% of students feel that the school provides opportunities for students to improve the school. Focus on a more robust student council may give more opportunities in the future.
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## *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>	<p>87% of staff agree that they work together to achieve our school goals, solve problems, overcome challenges etc.</p> <p>100% of staff report that they are satisfied with their job</p> <p>100% of staff report that they derive energy and joy from their job.</p> <p>100% of staff report that they can handle stress effectively.</p>

*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>A strategic plan was developed 5 years ago specifically for Taber Christian High school – this continues to guide us, although we are nearing the end of that term</li> <li>Our Society Board is engaged in strategic planning, which helps inform our progress.</li> <li>We receive feedback from Alberta accountability surveys, PAT and Diploma data as well as Horizon school division accountability measures.</li> <li>We receive feedback from the Society Board and Society Board meetings, also from grade 12 students as part of their Passion projects.</li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Continue to utilize project based Learning strategies that help student be more engaged and take ownership of their learning.</li> <li>Set aside professional learning time at every monthly staff meeting</li> <li>Start every week with a “What’s Up” meeting (Monday or Tuesday morning). Begin this meeting in prayer and devotions.</li> </ul> </li> <li>Utilize a larger staff to share the programming load.</li> </ul>



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