



Horizon School Division No. 67

Taber Christian School

*Combined 2018-19 to 2020-21 Education Plan and
2017-2018 Annual Education Results Report*



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



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 instruction that develops competencies**
 - **Response to intervention to meet the needs of all students**

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

What makes us “Taber Christian” School

Principal’s Message

Greetings! Thank you for taking the time to look through this important document. Our team at Taber Christian School (TCS) is continually assessing our practice and performance measures as we strive for excellence. This serves us well as we seek out what is best for our kids, school, and community. Taber Christian School is an alternative program that serves the town of Taber and surrounding municipality by offering Biblically based education on the sound principles and learning outcomes of the Alberta Education Curriculum. We are a faith-based alternative school with a specific mission: To provide a Christian educational environment in the community of Taber, which uses biblical teaching to prepare all students to reach their full potential, so they can serve God and others with a Christ-like attitude. Our Society Board, which is made up of 9 parent volunteers, helps to oversee the school building and property.



For the 2018-2019 school year, TCS has 360 students in Kindergarten through Grade 9. We serve a community of over 22 different churches. TCS has 19 teachers, 17 of whom are full time. There is 16 support staff which includes classroom assistants, front office staff, and custodians.

At Taber Christian School we find our success in our students. We find success in seeing our students excel and use their God-given talents and abilities. This includes seeing them fulfill the mission of Taber Christian School to ‘serve God and others with a Christ-like attitude’. To us, that is success!

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
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	97.3	98.2	98.9	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.8	92.7	93.5	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	97.5	93.8	97.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.0	4.6	7.3	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	72.3	79.3	75.6	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	12.0	19.2	15.5	19.9	19.5	19.2	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	94.1	100.0	97.1	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	97.2	97.5	97.9	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.5	98.0	97.3	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	94.1	96.2	94.1	80.3	81.4	80.7	Very High	Maintained	Excellent

1. Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT and Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Provincial Achievement and Diploma Examinations. The weights are the number of students writing the Examination for each course.
4. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
5. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
8. Data values have been suppressed where the number students is less than 6. Suppression is marked with an asterisk (*).

TARGETED AREAS FOR IMPROVEMENT IN 2018-2019

[Include the following areas [Safe and Caring, education quality, drop-out rate/high school completion rate, PAT (acceptable/excellence), Diploma (acceptable/excellence), parental involvement, and school improvement] if they are identified as an overall issue (orange) or concern (red) in the far right column of the Accountability Pillar.

If more than 2 performance areas are identified as an issue or concern insert more cells

Performance Area	Current Result	Target (2017-18)
PAT	79.3/19.2	80/20

Strategies:

The TCS TEAM will:

- Staff discussions on best practices for instruction including what creates the best learning opportunities for our students including more hands on activities, extending lessons strategies to meet the needs of all learning styles, literacy across content-areas.
- Administration continues to reassess requirement for extra supports in-class in response to intervention, specifically the use of the Fountas and Pinnell Levelled Literacy Intervention program. The program is currently supporting up to grade 6, with some individual cases in grade 7 and 8.
- The addition of support for reading comprehension for students in grade 7-9 is put in place this year to assist with the content subjects; Social Studies, ELA, and Science
- Use of precision reading program to support individual students in all grades. In grade 6-9 we are using it in content areas to increase vocabulary and comprehension skills.
- Extra support in the form of assistant time has been set in place for our students who are struggling academically.

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

- We have utilized ESL and Inclusive Ed finances to address the need for extra support in class. This mainly comes in the form of assistant time, used as a response to intervention. Some of the finances are used to purchase technology that will assist in meeting our target for the year. Some of the finances were used to purchase literacy tools for individual classes.

Performance Area	Current Result	Target (2018-19)
Drop Out Rate	0	0

Strategies:

The TCS TEAM will:

- Create opportunities for our students to learn about high school and the opportunities that are available.
- Invite high schools to speak to our students, and/or invite our students to go visit high schools.
- Continue open dialogue with our community about the importance of continuing education through to the end of high school, and beyond should that be available based on individual needs and abilities.

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

- Very limited budgetary commitment required. If there are costs for transportation, we will cover those costs.

This performance area continues to be an area we strive for. We serve a diverse community and as a community we continue to stress the importance of secondary schooling. We find that our students just need exposure to see the options that are available for them beyond TCS.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong core instruction that develops student competencies

Foundational Principals we are working on:

Strategies

- Daily 5/Café – addition of 4 classes into the Daily 5/CAFÉ program.
- PD sessions on Assessment; utilizing the new Horizon Instruction Model
- Grade 4 and 5 are using Jump Math as reinforcement for numeracy.

Focus on ELL instructional strategies; strategies that work for all students yet are effective for our ELL learners.

Plan for action (details as to how the strategies will be implemented)

- Limited budget support required

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

Provincial Desired Outcome for FNMI – The achievement gap between First Nations, Metis, and Inuit students and all other Students is eliminated.

Strategies

Specific PD for assistants working with Literacy. Focus is comprehension and teaching how to build comprehension strategies. Same focus with teachers.

LST continues to implement information from a course (2016) on best practices and approach to teaching students who have dyslexia. (Orton-Gillingham). Training of support staff on identifying and recognizing needs of these students.

Attune staff to indigenous perspectives and ways of learning so as to incorporate these insights into instructional strategies. Current Indigenous Champion staff member to share strategies with staff.

Include indigenous references and materials where possible to promote connection with content (IE literature selections, artwork, culture and history)

Implementing Collaborative Response meetings; utilizing staff from head office to help guide and lead our meetings, have LST and Principal present for meetings.

Plan for action (details as to how the strategies will be implemented)

- Funds have been made available for FNMI resources.