

# Taber Christian Alternative Program



## *vision* (desired future)

Honouring Christ  
Responding to God's Will  
Transforming our World

## *mission*

*(our approach to reaching our desired future)*

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.



*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

# 2024-2027

# *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 2024-2025 school year, TCS has 412 students in Early Learning (formally Pre-K) through Grade 8. We serve a community of over 24 different churches. TCS has 23 teachers, 19 of whom are full time. There are 11 support staff which includes classroom assistants, front office staff, and custodians. All our staff are dedicated Christians who agree with the Mission and Statement of Faith of TCS.

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!

We recognize that it is a challenging job to raise children in the world we find ourselves. We are here to help parents take up the task of raising children to trust in God, serve as Jesus calls us to, and trust in the Holy Spirit to lead us closer to Him. We aim to help eliminate some of the distractions of this world as we keep our eyes aimed on our call to live as followers of Christ.

We look forward to our journey ahead.

May we worship God in all we do!

For His Glory,

Klaas Hoekstra  
School Principal



*our strategic priorities*  
*quality teaching and optimum learning*  
*response to intervention*

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><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.</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</li> <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>● A list of the Alberta Education approved screening assessments used at each grade level;</li> <li>● Total number of students assessed at the beginning of the school year in gr 1, 2, &amp; 3.</li> <li>● Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, &amp; 3.</li> <li>● Total number of students identified as being at risk at the end of the school year in gr 1, 2, &amp; 3.</li> <li>● Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, &amp; 3.</li> <li>● Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, &amp; 3.</li> <li>● A summary of support strategies used for students identified as being at risk at each grade level.</li> <li>●</li> <li>● Parent satisfaction that their children are able to do math at the level that is expected of them at school.</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy                             <ul style="list-style-type: none"> <li>○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.</li> <li>○ Benchmark PD to align all grade level assessments</li> <li>○ Response to areas of concern at each grade level and in each class</li> <li>○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> <li>○ Continued focus on guided reading, precision reading and LLI in the classroom</li> </ul> </li> <li>● Budget Allocation: ELL funds to support EA hours; \$25,000</li> </ul>
			<ul style="list-style-type: none"> <li>● Numeracy                             <ul style="list-style-type: none"> <li>○ Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations.</li> <li>○ Extra staff support for students</li> <li>○ Exploration of the numeracy framework focusing on the new Alberta Education curriculum for K-6</li> </ul> </li> <li>● Budget Allocation: ELL funds to support EA hours; \$10,000</li> </ul>

		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Curriculum Achievement <p style="text-align: center;"><b>HORIZON INSTRUCTIONAL MODEL</b></p> <ul style="list-style-type: none"> <li>Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers. Utilize Flourishing School Survey results, along with Accountability Survey results</li> <li>Continuing preparation and delivery of K-6 new curriculum in 2023; involves piloting units in 2022-2023 school year (Science)</li> </ul> </li> <li>Assessment <ul style="list-style-type: none"> <li>Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> </ul> </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. 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>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> </li> </ul>	<ul style="list-style-type: none"> <li>Budget Allocation: no cost to decentralize budget</li> <li>Learning <ul style="list-style-type: none"> <li>Professional development and staff discussions about best practices; instruction, assessment and planning</li> <li>As a staff we continue to explore what it means to deliver high quality instruction and support for all students</li> <li>Silent reading will remain in teacher schedules so that conferencing can take place daily</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</li> </ul>		<ul style="list-style-type: none"> <li>Budget Allocation 0</li> <li>Life plan <ul style="list-style-type: none"> <li>Invite local High School principals and programs to share with our grade 8 class</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Overall and results for parents, and students</li> </ul>	<ul style="list-style-type: none"> <li>○ TCS is acting as a feeder school for TCHS and we plan to see more students going to high school.</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>● Budget Allocation: 0</li> <li>● Communication <ul style="list-style-type: none"> <li>○ Monthly newsletter from principal, monthly newsletters from teachers/staff</li> <li>○ Weekly communication through social media (Facebook)</li> <li>○ Monthly parent meetings</li> </ul> </li> <li>● Budget Allocation: 0</li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of staff who felt 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>○ PGP meetings with all staff in August, throughout year and final meeting in June.</li> <li>○ We will be able to bring in supports for training staff and allow for collaborative work time.</li> <li>○ PD Focus will be on our response to the areas of concern at each grade level and class based on F and P benchmarks</li> </ul> </li> <li>● Budget Allocation: 0</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>○ School focus using TFT (Teaching for Transformation); God Worshipping, Idolatry discerning, creation enjoying, beauty creating, order discovering, justice seeking, servant working, earth keeping, community building, image reflecting</li> <li>○ PD in August on Indigenous culture – including resources that teachers can use for the full school year</li> </ul> </li> <li>● Budget Allocation: \$2500</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.               <ul style="list-style-type: none"> <li>○ 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>○ 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> </li> <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.               <ul style="list-style-type: none"> <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> </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>○ Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.</li> <li>○ Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. Increase library resources related to Indigenous learning</li> <li>○ Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity).</li> <li>○ Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way</li> </ul> </li> <li>● Budget Allocation: \$1000</li> <li>● Collaborative Response               <ul style="list-style-type: none"> <li>○ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</li> <li>○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.</li> </ul> </li> <li>● Early Learning               <ul style="list-style-type: none"> <li>○ Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</li> </ul> </li> <li>● Budget Allocation: \$7500 for sub coverage for CRM meetings and teacher PD</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.               <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.               <ul style="list-style-type: none"> <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> </li> </ul>	<ul style="list-style-type: none"> <li>● Resource Management               <ul style="list-style-type: none"> <li>● Student-centered resource management.</li> <li>● Collaborative dialogue with staff regarding staffing, purchasing and programming.</li> <li>● Continue to communicate needs to Sr. Administration regarding inclusive education, staffing and facilities.</li> <li>● Continue to engage in a strong relationship with our Parent Board/School Council regarding programming and parental involvement.</li> </ul> </li> <li>● Budget Allocation: Supplies budget set for \$8,500</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. <ul style="list-style-type: none"> <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> </li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder engagement <ul style="list-style-type: none"> <li>Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.</li> <li>Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services.</li> </ul> </li> <li>Budget Allocation: 0</li> </ul>
--	---	---

## School strategic priority

School Measures	School Strategies
<ul style="list-style-type: none"> <li>Focus on keeping parents informed; each class will be producing a monthly newsletter that will go home with each student, more social media connections through Facebook (social media, student agenda, monthly newsletter, school monthly newsletter)</li> <li>Providing more ways for students to engage with the staff on how to make the school a better place; student led opportunities to improve school culture – assemblies, chapels, student organizations, spirit day planning</li> </ul>	<ul style="list-style-type: none"> <li>Work together with Wellness Coach, counsellors and high school staff to arrange for more exposure to career planning, which includes education opportunities and members to come into the school to present about local industry jobs.</li> <li>Horizon Assurance survey “what can we do better, what should we start doing” ongoing discussion with staff and students</li> <li>Implement a system for continuous assessment of teaching methods through classroom observations and feedback sessions, ensuring teachers receive constructive input and support to refine their literacy and numeracy instruction techniques.</li> </ul>



Taber Christian School  
 4809 60 Avenue  
 Taber, AB T1G 1E9  
 Phone: (403) 223-4550