

# Taber Christian Alternative Program

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

Honouring Christ  
Responding to God's Will



## **mission**

*(our approach to reaching our desired future)*

Transforming our World - 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



2025 — 2028



# 2025-2028

## *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 2025-2026 school year, TCS has 405 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 in. 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

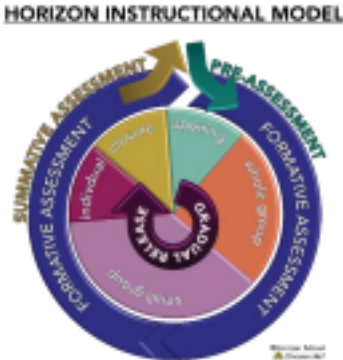
# our strategic priorities

## quality teaching and optimum learning

### responding with interventions improving wellness in the work

## 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.</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> <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> </ul>	<b>Literacy</b> <ul style="list-style-type: none"> <li>Use Fountas &amp; Pinnell results to drive classroom instruction and reading intervention.</li> <li>Each classroom is equipped with extensive leveled libraries</li> <li>Weekly library classes allow students to access literature for home</li> <li>Daily teacher-led reading, writing, and word study instruction</li> <li>Students practice criticizing, synthesizing, and analyzing different forms of text</li> <li>Daily exposure to literature</li> <li>Continue using the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices</li> </ul> <p><b>HORIZON INSTRUCTIONAL MODEL</b></p>  <ul style="list-style-type: none"> <li>Continued focus on guided reading, precision reading, and LLI in the classroom</li> <li>PD implementation of Layers of Reading and Writing</li> </ul>

	<ul style="list-style-type: none"> <li>○ Overall and results for teachers, parents, and students</li> <li>● A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>● Parent satisfaction that their children have grown in their ability to do math.</li> </ul>	<p>Numeracy</p> <ul style="list-style-type: none"> <li>● Daily mental math practice</li> <li>● Building Thinking Classrooms through problem solving</li> <li>● <a href="https://www.ixl.com">IXL.com</a> – a digital program with highly effective practice, problem solving, videos and examples – allowing students to work on skills and concepts in school and at home</li> <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>● Implementation of the numeracy framework focusing on the new Alberta Education curriculum for K-6</li> </ul>
			<p>Curriculum Achievement</p>  <p><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>● Implementing the new K-6 Curriculum</li> <li>● Implementing Layers of Reading and Writing in grades 1-6. PD for our junior high teachers</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>● Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> <li>● Outcome based assessment from K-grade 8</li> <li>● PAT results – our goal is to have our grade 6 students achieve at or above the provincial average</li> <li>● Fountas &amp; Pinnell assessments – our goal as a school is to have our students achieve at or above grade level</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>● ELL funds to support EA hours; \$10,000 and Layers of Reading and Writing PD comes from decentralized budget \$10 000</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>	<p>Learning</p> <ul style="list-style-type: none"> <li>Professional development and staff discussions about best practices; instruction, assessment and planning</li> <li>Daily teacher-led conferences – opportunities for students and teachers to meet either one-on-one or in small groups. This allows students to get immediate feedback on their work, allows teacher and student to set goals, and fill in learning gaps if necessary.</li> <li>Staff attend PD opportunities at school, division office, and beyond our area.</li> </ul>
		<ul style="list-style-type: none"> <li>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> <ul style="list-style-type: none"> <li>Model and use agendas to promote and practice organizational skills and planning ahead</li> <li>Model how to complete a large task by breaking it up into manageable parts</li> <li>Give students more responsibility as they get older – manageable amount of homework, studying goals to prepare for a test</li> <li>Grade 8s visit TCHS for orientation</li> <li>Service projects outside of school to grow as responsible learners and citizens</li> <li>Student participation in elections through the government program 'Student Vote'</li> <li>Students experience career paths through school modules and options – construction, textiles, robotics, culinary arts, etc.</li> <li>TCS acts as a feeder school for TCHS. The hope is that more students move onto 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>	<p>Communication</p> <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> <li>Classroom WhatsApp groups</li> <li>Student agendas – to highlight upcoming tests, assemblies, field trips, etc.</li> </ul>
		<ul style="list-style-type: none"> <li>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>Percentage of teachers satisfied with the</li> </ul>	<p>Continual improvement</p> <ul style="list-style-type: none"> <li>see School PD plans</li> <li>PD focus – implementing Layers of Reading and Writing in grades 1-8</li> <li>Time during staff meetings to share individual teacher PD experiences</li> <li>Explore, reflect, and grow in our faith based instruction</li> <li>One-on-one PGP meetings with administration at the beginning and</li> </ul>

		professional development opportunities provided by the school and division	the end of each year <ul style="list-style-type: none"> <li>• Bi monthly meetings to address individual students in each class – at time for teachers to collaborate and brainstorm strategies and techniques</li> <li>• Monthly division meetings</li> <li>• Time to reflect on best practices, optimum learning , etc.</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 students who feel connected and have a sense of belonging at school</li> <li>○ 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>○ 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>	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> <li>• In the literature used in the classroom and school library</li> </ul>

## responding with intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<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.	<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>○ 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>	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</li> </ul>

			variety of ways at a number of grade levels to connect learning to culture in a holistic way
		<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.               <ul style="list-style-type: none"> <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> </li> </ul>	<p>Collaborative Response</p> <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> <p>Early Learning</p> <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>
<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.               <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> </ul> </li> </ul>	<p>Resource Management</p> <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>
		<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>	<p>Stakeholder engagement</p> <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>

*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>	<ul style="list-style-type: none"> <li>Keep staff informed about meetings (staff meetings, division meetings, CRMs) and deadlines</li> <li>Sharing meals together throughout the year</li> <li>Active social committee organizing Christmas events, spirit day activities, wedding and baby showers, curling evenings, PD lunch days, staff bbqs, etc.</li> <li>Wellness PD days – yoga, self wellness focus, etc.</li> <li>Weekly staff devotions</li> <li>Group chats where staff pray for each other</li> <li>Birthday snacks and announcements</li> <li>Promote visiting together in the staff room</li> <li>Regular check ins from administration</li> <li>Coffee days where staff are able to order a coffee of their choice from either The Loft or Tim Hortons</li> <li>Extended recess where all staff go outside to play WITH the students</li> </ul>

## *School strategic priority*

School Measures	School Strategies
<ol style="list-style-type: none"> <li>Focus on keeping parents informed</li> <li>Access to supports and services</li> <li>Citizenship – student learning engagement</li> </ol>	<ol style="list-style-type: none"> <li>Each class will be producing a monthly newsletter that will go home with each student, more social media connections through Facebook – Monday Memos listing important events for the week (hot lunch, assemblies, etc.) The use of student agendas, monthly newsletter, school monthly newsletter.</li> <li>Introduce the school counsellor and FCW worker at the August school assembly. This assembly is well attended by parents. Have them promote activities and initiatives involving wellness, mental health, etc. throughout the year during school assemblies. Invite parents and classroom teachers to attend meetings with the speech language specialist – this way strategies can be practiced at home and at school.</li> <li>Provide opportunities to go out and experience STEM activities such as coding and scratch at the University of Lethbridge; understand the workings and need for the Taber Wastewater Treatment Plant; Cardboard Boat Races, etc. Participating in modules and optionals that explore Career and Technology Foundations in areas such as construction, textiles, the culinary arts, art, photography, robotics, etc. Integrate digital resource opportunities such as <a href="http://ixl.com">ixl.com</a>. Having students engage in authentic performance assessments through the Alberta Assessment Consortium. Partnering with CIVIX Student Vote during local, provincial and federal elections. Giving students the opportunity to participate in the election process and responsible citizenship. Volunteer opportunities at the Lethbridge Soup Kitchen, Taber Community Garden, Taber Parallel Church, community clean up, visiting the elderly at local seniors facilities, etc.</li> </ol>





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