



Horizon School Division

Central School

*Combined 2020-21 to 2022-23 Education Plan and
2019-2020 Annual Education Results Report*



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

Central School
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<http://central.horizon.ab.ca/>

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school division

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**
 - Literacy
 - Numeracy
 - Assessment
 - **Response to intervention to meet the needs of all students**
 - Collaborative Response Model

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 inclusion
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

What makes us Central School

Principal's Message

Central School is a kindergarten to grade 5 school providing quality educational opportunities to approximately 200 students. We also provide an Early Learning program for 3 and 4 year olds. Approximately half of our student body consists of English Language Learners. A majority of these ELL students are Low German Mennonite however; we also are seeing an increase in the number of students from other countries as well attending our school. We pride ourselves on being an inclusive school and believe that all student needs are best met in the appropriate classroom learning with their peer group. Central School has a strong team of educators that strive to meet the needs of all students. Weekly collaborative meetings that include teachers, and LST, are scheduled to discuss individual student needs and develop plans to meet the needs of all students. We continue to build on our Collaborative Response Model. In addition to our weekly meetings we participate in 2 full day CRM's as a staff. We are looking forward to becoming a "Circle of Courage" school. We will honour our students through a philosophy of "I belong", "I try", "I give", and "I choose." We are adopting a Circle of Courage philosophy in order to nurture the physical, mental and emotional wellness of all our students.

We also believe that physical, mental and emotional well-being are critical to children's development and general wellness. "Fit Bodies and Minds" occurs on a weekly basis, each grade has the opportunity to participate in organized physical activity that focusses on fitness and development of gross motor skills as well as mindfulness activities and social skill development situations. Students are also provided with simple information about the importance of staying physically, mentally and emotionally fit and how their bodies and muscles work. In a typical school year, after school sport specific activities would be planned throughout the year to introduce students to a variety of team and individual sports. These include volleyball, basketball and badminton. We are proceeding cautiously during Covid, however we will offer "in-house" opportunities for our students to develop their athletic skills.



Central School provides students with opportunities to pursue an interest in the performing arts. We are exploring potential opportunities for students to express themselves artistically during the pandemic. Safety is our primary concern and as such we are proceeding cautiously.

The Family Connections program continues to be an important part of our school. Extra programs provided by Family Connections include Families First, Resiliency Program, Student Mentorship and a number of other programs and initiatives that positively influences students and their families.

**Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6607 Taber Central School**



Measure Category	Measure	Taber Central 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	95.1	91.5	92.8	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	89.6	86.2	89.3	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	96.2	95.2	94.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	76.2	69.8	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	8.3	10.7	20.6	19.9	19.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.3	90.9	88.3	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	93.4	90.3	89.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	94.2	88.6	84.3	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.2	86.9	81.4	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PAS), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong instruction

Vision: To develop a strong foundation in literacy and numeracy enabling students to thrive in our school environment.

Goal	Key Action	Strategies	Professional Learning	Indicators of success/measurement
Improve literacy and numeracy levels for all students.	Strong Instruction	<p>Implement Leveled literacy intervention for students below grade level.</p> <p>Develop a consistent framework for Early Literacy Intervention that can be applied by all teachers of literacy.</p> <p>Develop targeted sight word lists to support literacy development and intervention.</p> <p>Balanced literacy program consistent throughout the school. (Daily 5 framework-conferencing, guided reading, etc)</p> <p>Literacy Enrichment offered to all students.</p>	<p>Staff training for use of LLI.</p> <p>PLC (collaboration between teacher(s)) with bi-monthly opportunities to collaborate.</p>	<p>90% of grade 5 students reading at grade level by 2022.</p> <p>Effective use of LLI time.</p> <p>Successful implementation of formal intervention for grade 1-5 students</p> <p>Teacher efficacy with respect to intervention increases.</p> <p>All students benchmarked until achievement of level Z. Consistent application of Literacy Framework.</p> <p>Common Practice/vocabulary connected to numeracy k-5.</p>

Vision: To develop teacher efficacy with respect to teaching for Conceptual Understanding

Goal	Key Actions	Strategies	Professional Learning	Indicators of success/measurement
Plan for and experiment with teaching for Conceptual Understanding.	Strong Instruction	<p>Provide students with opportunities to choose how they show their learning.</p> <p>Establish Cross Curricular Project Based Learning PLC.</p> <p>Experiment with the use of "Go Formative".</p> <p>Utilize electronic portfolios to gather assessment data for students.</p> <p>Tools For Teaching Conceptual Understanding: Julie Stern (CGRASPS)</p> <p>Develop Assessments appropriate for measuring conceptual learning of students.</p>	<p>Regularly scheduled assessment PD throughout the school year.</p> <p>Work with Instructional Coach to develop assessment efficacy.</p> <p>Focus School based PD around teaching for conceptual understanding.</p> <p>TLC groups</p>	<p>Staff/students using the language of assessment consistently</p> <p>Collect, share, and document artifacts of student learning/portfolios</p> <p>Cross Curricular Project Based Learning group completes week long integration project.</p>

Key Action 2 – Collaborative Response to meet the needs of all students

Central School is entering its 6th year of running Collaborative Response to Intervention. We have developed a space in which our bi-weekly CRM meeting can occur. The language, the norms for effective operation and interventions according to our Pyramid of Intervention are displayed on the walls of our room.

We recently added a Sensory Room to our school that provides students with the opportunities to receive various forms of visual and other sensory stimulation. Some of our students use the space to re-energize, to take a sensory break or to reset when having difficulty self-regulating or managing in the classroom. Covid protocols are in place to continue to support the use of the room.

Our Learning Support teacher has been essential in the development, promotion and evaluation of our CRM at Central.

Strategies:

- Utilize sensory room for students who may benefit from it
- Continue to run "mini-CRM" meetings weekly in order to support students at various levels according to the pyramid of interventions
- Build staff capacity and share expertise in CRM time
- Implement 2 Full Day CRM where outside agencies and supports are available to build capacity and support us with strategies (OT, PT, FSLC, etc.)
- Continue with regular ISP meetings with families and refer to strategies outlined in ISP's to inform instruction for our students
- Develop and use ISP, ELL, BSP and Success in Schools plans to inform instruction to better support student growth
- Train support staff in the delivery of LLI to support in classrooms

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- Celebrate student/staff successes and achievements through assemblies
- Approximately 3500.00 dollars from the budget has been set aside to pay for the substitute teachers that are required on these days.

Provincial Desired Outcome for FNMI – supporting First Nations, Metis, and Inuit students' success.

Strategies

- Work closely with FNMI liaison and Family Connections worker to meet the needs of these families. Family connections works closely with all families in the school to ensure that students have necessary supplies, proper clothing, and other essentials to be successful while at the school.
- Central School has an Indigenous ally at the school that is working to increase staff level of awareness and understanding of this unique cultural group. This is being accomplished through monthly staff meetings
- Celebrate Orange Shirt day on September 30th, providing students with in-class opportunities to learn about FNMI culture and customs explicitly. Follow up with increased daily opportunities.
- Incorporate FNMI perspectives into daily learning. As an example, share First Nations perspectives connected to Weather, Climate, and the various concepts connect to each.
- Review information coming from indigenous allies in staff meetings.
- Utilize the work of Dr. Martin Broken Leg – “*Reclaiming Youth At Risk*” as a foundational resource for how we celebrate student growth and promote physical, mental, and emotional well-being with respect to “Belonging”, “Independence”, “Generosity” and “Mastery”. (I Belong, I Try, I Choose, I Give)
- Refresh our school logo to reflect our connection with and respect for the traditional peoples and lands of the Blackfoot Confederacy, Treaty 7 and Metis Nation of Alberta(Region 3).
- Focus site-based PD on developing foundational knowledge for teachers. Incorporate the opportunity to “smudge” as a staff.
- Indigenous ally to share FNMI Physical Education games with staff, allow students to engage in the games.
- Incorporate the territorial acknowledgment prior to O’Canada each day.