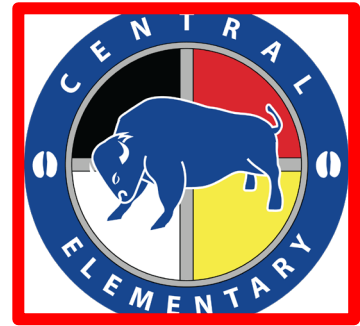


# assurance plan

## Taber Central 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

# 2020- 2024

# Principal's message



Central School is an Early Learning to grade 5 school providing quality educational opportunities to approximately 200 students. Approximately half of our student body consists of English Language Learners. Many 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 a "Circle of Courage" school. We honour and celebrate our students through a philosophy of "I belong", "I try", "I give", and "I choose." We adopted the Circle of Courage philosophy to nurture the physical, mental, and emotional wellness of all our students. The philosophy is rooted in Indigenous ways of knowing and we are proud to apply this as a way to promote a strong sense of belonging and pride in our school. To acknowledge the importance of the land and where we live, we also chose a new mascot and logo to represent that. We chose a bison to represent our school as it would have been a prominent member of the landscape several years ago and we named our bison: *Waaksisto* – which translates to "Brave" from Blackfoot.

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 can 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 several other programs and initiatives that positively influences students and their families.






# *our strategic priorities*

*quality teaching and optimum learning  
response to intervention*

# 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, and 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 results for parents, and students</li> </ul> </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>Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> <li>Continue with a balanced approach to literacy instruction.</li> <li>Develop “play-based” approach to nurture language and social development in Early Learning students.</li> </ul> </li> <li>Budget Allocation: \$2500 – release time to support PD development and/or Benchmarking opportunities</li> </ul>
		<ul style="list-style-type: none"> <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>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>Utilize Mathology Resource as a tool to assist in building numeracy and literacy skills in our K-3 students.</li> <li>Small group instruction for grade 4-5 students in Numeracy (Guided Math)</li> </ul> </li> <li>Budget Allocation: \$1250</li> <li>Curriculum Achievement</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>	<p><b>HORIZON INSTRUCTIONAL MODEL</b></p>  <ul style="list-style-type: none"> <li>Preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.</li> <li>Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.</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>
<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	<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.</li> </ul>	<ul style="list-style-type: none"> <li>Budget Allocation</li> </ul>
			<ul style="list-style-type: none"> <li>Learning               <ul style="list-style-type: none"> <li>3 year plan addresses strengths identified through Provincial survey data and identifies and provides strategies to develop areas that require improvement</li> <li>Share 3 year plan at School Council Meetings and post to our website.</li> </ul> </li> </ul>

<p>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 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>	
		<ul style="list-style-type: none"> <li>○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> <li>▪ Overall and results for parents, and students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Budget Allocation</li> <li>● Life plan <ul style="list-style-type: none"> <li>○ Utilize Wellness coach/community experts, field trips, assemblies to develop student understanding as to possible life and career paths.</li> <li>○ Exploratory learning opportunities on Fridays for our grade 1-5 students.</li> </ul> </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: \$3000</li> <li>● Communication <ul style="list-style-type: none"> <li>○ Utilize School Messenger to maintain weekly update communication with families.</li> <li>○ Leverage the support of our Low German Mennonite consultant to help grow communication with our LGM families.</li> <li>○ Incorporate the SeeSaw app as a digital portfolio that students are active in building and sharing with their parents/guardians.</li> <li>○ Use google classroom as a platform for digital instruction.</li> </ul> </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>● Budget Allocation: \$1000</li> <li>● Continual improvement <ul style="list-style-type: none"> <li>○ see School PD plans</li> </ul> </li> <li>● Budget Allocation: \$3000 <ul style="list-style-type: none"> <li>● Fall growth plan meetings and spring growth plan review meetings.</li> <li>● Gather evidence of growth during regular classroom supervision activities. (invite staff to share areas that they would like admin or peer feedback on)</li> <li>● Staff involved in the development of our professional development plan.</li> <li>● Encourage outside PD opportunities for staff, depending on their identified areas of growth.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of students who feel their school is a place where</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusion and respecting diversity</li> </ul>



		<p>differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</p> <ul style="list-style-type: none"> <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>○ Circle of Courage Philosophy in the school, honouring the qualities and traits of our students.</li> </ul>
			<ul style="list-style-type: none"> <li>● Budget Allocation: \$1500 <ul style="list-style-type: none"> <li>● English Language Learning plans</li> <li>● Utilize “better practice” strategies to support language development with our ELL students.</li> <li>● Leverage Family School liaison counsellor/Wellness coach to support mental health development universally, targeted and specialized</li> <li>● Leverage support in communication from our Low German Mennonite coordinator.</li> </ul> </li> </ul>

## *response to 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>○ 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> </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.</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>○ Partake in the National Indigenous Peoples day celebration in Taber on June 9<sup>th</sup>, 2021 (School is dismissed for the summer prior to the actual date of June 21<sup>st</sup>, 2021)</li> <li>○ Examine current data and create strategies for schools to maximize the success of FNMI students.</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> <li>○ Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome</li> <li>○ Continue to engage in FMNI transition plan meetings to support movement between schools.</li> </ul> </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</li> </ul>	<ul style="list-style-type: none"> <li>● Budget Allocation: \$1000</li> </ul>
			<ul style="list-style-type: none"> <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</li> </ul> </li> </ul>

		<p>services, consistent with the principles of inclusive education.</p> <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>	<p>a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry.</p> <ul style="list-style-type: none"> <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> <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. <ul style="list-style-type: none"> <li>Continue with the Nutrition Program to support health and wellness of all students.</li> </ul> </li> </ul> </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>Budget Allocation: \$15000</li> <li>Resource Management <ul style="list-style-type: none"> <li></li> </ul> </li> <li>Budget Allocation</li> <li>Share budget with Staff and School Council during the fall of each school year.</li> <li>Invite feedback about spending priorities, annually</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> <li>Collaborate with School Council to provide feedback towards the continuous improvement of our school</li> </ul> </li> <li>Budget Allocation</li> </ul>

## *Strengthening the sense of belonging and pride in our school*

School Measures	School Strategies
<ul style="list-style-type: none"> <li>Assurance survey data from 2020 indicated that 71% of our parents felt that their student(s) felt a strong sense of belonging at our school. We feel that 100% of our parents should feel that their child(ren) has a strong sense of belonging at Central School.</li> <li>Assurance survey date from 2021-2022</li> <li>Student feedback 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>Continue to grow the Circle of Courage Philosophy in the school, honouring the qualities and traits of our students. Celebrate student achievement in areas of belonging, mastery, independence, and generosity.</li> <li>Partner with the School Council to develop activities for students and families to build a connection with the school. (pancake breakfast, Celebration of Learning, Assemblies, Athletic events, Arts based events, etc.)</li> <li>Celebrate diversity in our school. (Low German Mennonite traditions, FNMI knowledge, etc.)</li> <li>Connect with Wellness Coach and Counsellor to deliver "Fit Minds" programming, promoting mental health learning and awareness.</li> <li>Collaborate with our Nutrition Coordinator to provide healthy snacks to support our students.</li> <li>Use Collaborative Response Model to as a mechanism to support students based on individual learning needs.</li> </ul>



## Budget information (2021-2022 school year)

<b>Certificated Staff (provided by division)</b>	11.6FTE
<b>Support Staff (provided by division)</b>	7.5FTE
<b>Decentralized Budget</b>	
• Anticipated Carryover from 2020-2021	\$0
• New Revenue for 2021-2022	\$85 050
<b>Total Revenue</b>	\$ 85 050
• Additional staff purchased	\$ 15 000
• Nutrition	\$ 15 000
• Supplies	\$ 20 000
• Professional Learning	\$ 3000
• Contingency	\$ 3000
• Other (technology, curriculum resources, equipment)	\$ 14 000
• Division Priority 1) Quality Teaching and Learning	\$ 5000
• Division Priority 2) Response to Instruction	\$ 5000
• School Priority (School Improvement through release time)	\$ 5000
<b>Total Expenses</b>	<b>\$ 85 000</b>
<b>School Generated Funds (carryover from 2020-2021)</b>	<b>\$ 10 000</b>