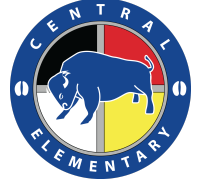


assurance plan

Taber Central Elementary 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

2021- 2025

Principal's message

Taber Central Elementary School serves approximately 130 families and 190 students from Early Learning to Grade 5. Our school supports a diverse population of students, including ELL students from Low German Mennonite, Filipino, and Spanish cultures. Offering a specialized LGM program, our staff respond to the unique desires of this population within our community and work diligently to promote an inclusive and welcoming environment for all cultures. With a teaching staff of eleven, and support staff of approximately fifteen, our team approach aims to collectively address the individual needs of each student.

I have loved the increased emphasis on diverse culture, music, creativity, unity and leadership opportunities for the children of Central School.

- parent comment

Structures exist at Central School to support collaborative decision-making and collective action towards goals. Weekly grade level team meetings present opportunities for teachers to focus on new learning, such as using technology to leverage learning, approaches to planning for new curriculum, and best practice with assessment. These times are also allocated for monthly CRM meetings where teams focus on the urgent needs of individual students. Resulting benefits include a cohesive approach to instruction, assessment, and intervention – enriching learning for all students.

A focus on belonging and empowerment is also visible at Central School, and a significant part of the culture we hope to nurture. Through the Circle of Courage model, classes focus on generosity, belonging, independence, and mastery. This model supports physical, mental, and emotional well-being. Staff engaged in a whole-school book study focused on these teachings of Dr. Martin Brokenleg throughout this previous school year. We continue to deepen our learning of the potential of the Circle of Courage as we bring indigenous ways of knowing into our daily lives at Central School. Congruent to this philosophy is empowerment. Increased opportunities for student leadership have engaged students, especially our grade 4 and 5 students, in taking ownership for their contributions to our school, giving them heightened purpose as a valued and integral member of our school community.

I always recommend families send their kids to Central because it's been such a great school for my kids to grow up in. Teachers and staff who love them, opportunities like clubs and athletics during lunch and after school, and even little things like hot lunches, and new music programs like the ukuleles; at Central, there is always something going on that makes going to school fun.

-parent comment

Our continued focus will be on quality instruction and optimal learning, targeted through the lens of new curriculum. Team meetings will be slightly revised and classes will have rich opportunities during these weekly blocks to engage meaningfully with the outcomes of the new Physical Education & Wellness curriculum. Our school's wellness coach will assist with this planning and implementation. A refined and cohesive music program, taught by our resident teacher who is a music specialist, will further enhance the fine arts across the school. Students will continue to engage in opportunities to lead and influence the activity of our school through their involvement in grade 5 lead positions. Our indigenous learning plan involves students composing personal land acknowledgements as well as a school-wide creation of a mural. Our indigenous liaison is an integral team player as we move forward with these plans.

Aligning with an increased sense of belonging will be a focus on students and families. Opportunities to gather feedback and engage parents in their child's education is a priority at Central School. Diverse and flexible means of communication and opening up varied means of engagement and participation are intended to broaden the involvement of parents. Working with all stakeholders, including parents, students, staff, our LGM liaison, our indigenous liaison, school council, and our community members is an integral part of our plan. Opening conversations and building relationships continues to be the foundation of moving forward collectively in the best interest of our students.



our strategic priorities

*quality teaching and optimum learning
response to intervention*

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
Student Growth & Achievement 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"> • 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"> ◦ Overall and specific course results for all students ◦ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students • 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"> ◦ Overall and specific course results for all students ◦ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students • High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ◦ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students • Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ◦ Overall and results for teachers, parents, and students • A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> • Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment • 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"> ◦ Overall and results for parents, and students 	Literacy <ul style="list-style-type: none"> • benchmark assessments (F & P, Lens, and CC3); follow-up interventions including targeted small-group interventions for students reading below grade level • small-group interventions provided by teacher two mornings per week; literacy specialist (groups re-assessed in team meetings monthly) • PD: collaborative PD across elementary schools in Taber; teachers select literacy or numeracy focus; learn with and from colleagues of similar grade levels from other schools (teacher leads direct rich professionally learning with literacy over four PD days) • scope and sequence K – 5 literacy with new curriculum (developed in team meetings) • team meetings: literacy group share new learnings and strategies from quad-school collaborative work <ul style="list-style-type: none"> • Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.
		<ul style="list-style-type: none"> • Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	Budget Allocation <ul style="list-style-type: none"> • 0.23 FTE utilized to hire literacy intervention specialist • sub days allocated in budget to support testing (\$3043.00) <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ benchmark numeracy assessments (AB Ed. resources) October and May; used to guide interventions and guided center groups in math classrooms ◦ focused PD for EA; empower an individual EA who has expressed goals of improved support in numeracy; structure her, as possible, within numeracy classes to support deeper understanding and interventions ◦ Balanced approach to math instruction in K-3 with the support of rich tasks, math

embedded in literature, and math workstations.

- PD: collaborative PD across elementary schools in Taber; teachers select literacy or numeracy focus; learn with and from colleagues of similar grade levels from other schools (teacher leads direct rich professionally learning with literacy over four PD days)
- team meetings; PL guided by Lilljedahl *Thinking Classrooms* resource (led by principal and numeracy team)
- numeracy shared drive (Horizon & Central); reference shared materials often; highlight several at staff and team meetings as optimal resources for numeracy instruction

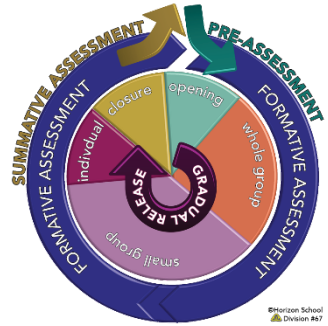
Budget Allocation

- PD opportunities supported as requested (\$3500 allocated for all PD)
- EA PD opportunities \$300
- PD allocation; books supported by division office PD funding and shared expenses for PD days across the four Taber elementary schools
- resources and materials for numeracy shifts to instruction (ie. Vertical surfaces and creative manipulatives: \$1000)

- Teacher, parent, and student agreement that children will be prepared for the next grade level
 - Overall and results for teachers, parents, and students

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- engage instructional coaches to support planning with new curriculum (book in PLC time with coaches)
- Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
- Structure team meetings to supportive collaborative efforts in designing learning experiences for rich conceptual transfer with new curriculum outcomes

- Assessment
 - Build on key assessment principles to increase teacher conceptual understanding of assessment.

<p>Teaching & Leading 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"> Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> Overall and results for teachers, parents, and students. 		<ul style="list-style-type: none"> highlight GoFormative as a support for ELL (monthly in PLC meetings)
			<ul style="list-style-type: none"> Budget Allocation N/A
		<ul style="list-style-type: none"> 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"> Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> Overall and results for teachers, parents, and students Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> Overall and results for teachers, parents, and students Percent of students who are motivated to do their best at school 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"> Overall and results for parents, and students 	<ul style="list-style-type: none"> Learning <ul style="list-style-type: none"> 3-year plan addresses strengths and areas of improvement as identified in provincial survey results as well as school-based data collection share 3-year plan at school council meeting and post to school website continue to access support of LGM liaison to ensure we're meeting the needs of gathering data and feedback from our LGM population (monthly meetings) focused efforts to engage parents in student learning through a variety of means (school council, faspa, celebration of learning, parent/teacher interviews; shift the narrative from teachers as authority figures to teachers as collaborative partners with parent in educating their children - dialogue and reflective practice through team meetings and staff meetings)
			<ul style="list-style-type: none"> Budget Allocation
		<ul style="list-style-type: none"> Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> Overall and results for parents, and students 	<ul style="list-style-type: none"> Life plan <ul style="list-style-type: none"> Transfer opportunities in classrooms encouraged to offer life transfer for students (bring community members in; connect students with learning outside of the four walls of the classroom); part of collaborative planning in team meetings Field trips and life experiences fostered across the school and supported by school council
		<ul style="list-style-type: none"> Percent of parents who feel the school keeps them informed about their child's progress and achievement Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> Communication <ul style="list-style-type: none"> embrace variety of communication tools, supported through discussion with LGM liaison, to connect with ELL parents (personal phone calls, enhance use of Google forms, SMore with visuals, interpretations of communications where needed) Continual parent surveys (October, February, May); gathering information of parental satisfaction

			<ul style="list-style-type: none"> ○ Utilize SIS Messenger system for weekly updates, inclusive of both important dates and information, but also pictures as a window into the life of their student at school (Smore newsletters) ○ SeeSaw - teachers use digital means to maintain ongoing communication for learning in the classroom; SeeSaw used as a sharing and communication tool
			<ul style="list-style-type: none"> ● Budget Allocation \$1350.00 (SeeSaw subscription) \$75.00 (Smore subscription)
		<ul style="list-style-type: none"> ○ Percent of staff who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice ○ 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 ○ Percentage of staff satisfied with the professional development opportunities provided by the school and division ○ Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> ○ see School PD plans ○ provide template for inquiry-based growth plans ○ structure time in PLCs to share growth plans/ progress with colleagues (twice per year) ○ support staff meetings; 4 X per year (targeted growth for support staff) ○ monthly reflective tools, including staff meeting reflections and Google Forms requests for feedback (monthly focus shared with all staff, teachers, and support staff to collect contextual, pertinent information regarding needs to school at the time) ○ TPGP meetings with all staff; structured into day and guided through generative dialogue ○ Share PD opportunities with staff as they are made available (weekly staff update inclusions) ○ reference data collected by the division of meaningful PD and create opportunities for discussion as a staff
			Budget Allocation <ul style="list-style-type: none"> ● sub costs (coverage); approximate 2 days/ \$500 ● additional time for support staff; approximately \$850 for 4 1-hour staff meetings
		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ 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. ○ Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity ● framing culture around Circle of Courage; fostering a sense of belonging through creating purpose and leadership across all students and staff (Grade 5 lead jobs, shared leadership across staff) ● new student/staff recognition (monthly); developed with a team of teachers and support staff, along with principal ● Monthly assemblies; revise from previous year to include increased focus on celebration of individual students (establish a team of staff to design and shape new initiative) ● Principal prioritizes school culture; takes time to acknowledge offerings and strengths of staff and encourages staff to recognize each other (appreciation station)

		and cultural contexts impacting the school and school division.	<ul style="list-style-type: none"> • Celebrate successes of staff and staff accomplishments (weekly update & staff room/ meeting acknowledgements) • Support staff meetings (scheduled four times per year); focused needs & building of collective efficacy of support staff
			<ul style="list-style-type: none"> • Budget Allocation \$500 – student recognition \$1200 – staff appreciation (\$50 per staff member)

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports</p> <p>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"> • 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"> ◦ Overall and results for teachers, parents, and students. • A measure assessing that students feel like they belong and are supported to be successful in their learning. • A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> • 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"> ◦ 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"> ■ Overall and results for teachers, parents, and student 	<p>Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)</p> <p>Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.</p> <p>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. (ie. addition of ongoing center in learning commons with a focus on indigenous understanding)</p> <p>All staff will participate in The Blanket Exercise on August 29, 2022</p> <p>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; planned for August 24, 2022)</p> <p>Examine current data and create strategies for schools to maximize the success of FNMI students</p> <p>Monthly scheduled meeting with principal and indigenous liaison (additional to sustained and ongoing communication and collaboration as emergent needs arise)</p> <p>Reference to Circle of Courage model as designing initiatives for school improvement</p> <p>Utilize elders from the area to support indigenous plan, inclusive of mural creation and individual composition of land acknowledgements</p> <p>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</p>

			<ul style="list-style-type: none"> Budget Allocation \$1000 mural \$500 honorarium for elder engagement
		<ul style="list-style-type: none"> 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"> Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> Overall and results for teachers, parents, and student Percent of staff who feel the school's collaborative response meetings are effective Percent of students reaching age-appropriate developmental milestones 	<p>Collaborative Response</p> <ul style="list-style-type: none"> 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. Monthly CRM meetings structured into Team Meeting time Reduce stigma associated with mental health through staff training, student engagement and parent/community programming delivered by the Family Connections Program. (Mental Health Week); bulletin boards and activities in learning commons <p>Early Learning</p> <p>Provide professional learning opportunities to all Early Learning staff to enhance knowledge and language, social and literacy skills.</p>
			<ul style="list-style-type: none"> Budget Allocation
<p>Governance</p> <p>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"> Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> Overall and results for teachers and parents 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 %). 	<ul style="list-style-type: none"> 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"> Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges List of partnerships / collaborative projects 	<ul style="list-style-type: none"> Resource Management <ul style="list-style-type: none"> principal will gather input on budget and share budget periodically throughout the school year, with all staff as well as school council share collected data on school successes and areas for improvement (assurance data, Horizon and school-based feedback/ data) with school council, parent groups, staff, and students
			<ul style="list-style-type: none"> Budget Allocation
		<ul style="list-style-type: none"> 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"> Percent of staff who feel the school is cohesive and supportive of one another Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> Stakeholder engagement Grade 5 lead opportunities: Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.
			<ul style="list-style-type: none"> Budget Allocation

.Strengthening a sense of belonging and pride in our school

School Measures	School Strategies
<ul style="list-style-type: none">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.Assurance survey date from 2021-2022Parent survey administered from school; whole-population survey and LGM administered survey (telephone guided with LGM liaison)	<ul style="list-style-type: none">Student leadership initiatives (jobs and responsibilities, such as assembly coordinator, spirit committee, hot lunch helper, nutrition assistant, etc.)Morning announcements; student-led by grade 4/5 classDesign and implement student recognition model (team approach of admin., teachers, and support staff)Increase parent participation on surveys (LGM liaison helping administer; EAs who speak LG also assist; offer a draw for Central School swag for parents who complete surveys within a certain time; continue sending surveys as paper copies ; create connections between LGM students and parents through their own learning and engaging their parents in participating in their own Google FormsPromote Entripy school store with Central School logo (personalized options)Continue to grow the Circle of Courage philosophy in the school, honouring the qualities and traits of our students. Highlight models of these traits at assemblies and on announcements.Partner with the School Council to develop activities for students and families to build a connection with the school.Celebrate diversity in our school. (Low German Mennonite traditions, indigenous celebrations, Filipino holidays and traditions, etc.)Connect with Wellness Coach and counsellor to deliver “Fit Minds” programming, promoting mental health learning and awareness.



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