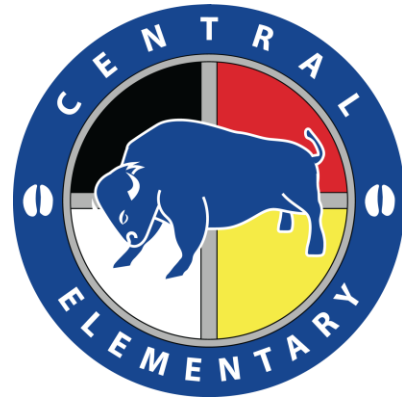


Taber Central Elementary School



Central School Vision: students, supported by a caring school community, feel confident and successful, able to recognize adversity as opportunity for growth and learning

Central School Mission: prioritizing belonging, self-esteem, and self-regulation to build a foundation for independence and genuine engagement



Horizon School Division *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

2023- 2026

Principal's message

Taber Central Elementary School serves approximately 130 families and 225 students from Early Learning to Grade 5. Our school supports a diverse population of students, including ELL students from Low German Mennonite (LGM), 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 thirteen, and support staff of approximately twelve, our team approach collectively addresses the individual needs of each student and prioritizes nurturing a sense of belonging.

"I have so much appreciation for the fact that Central School is always so accepting of the different cultures and the beliefs and values in those cultures." – parent comment

At Central, we are invested in the students and families we serve. By prioritizing the wellness of our students and staff, we know the ultimate result is academic growth. An ongoing focus on belonging, self-esteem, and self-regulation creates a foundation for optimal learning and success. We approach this as a whole team, focusing collectively on building resilience and approaching adversity with a growth mindset. Through the Circle of Courage philosophy and understanding, many of our initiatives and learning experiences are framed by the medicine wheel and the concepts of generosity, independence, belonging, and mastery.

Central School provides a welcoming learning environment and we are pleased to celebrate many wonderful successes. Because students are central to every decision we make, we continually act to improve student success and well-being. Our WOW Wall celebrates successes of individual students on a weekly basis and highlights achievement at our monthly assemblies. Parents and community members engage in our assemblies and celebrate our WOW Wall nominees. Student voice and leadership builds confidence and independence. Our grade 5 leaders hold positions across our school and are continually empowered to act as important members of decision-making bodies to make our school even better.

"I love how much Central has celebrated students this year. The WOW Wall full pf pictures is a fun addition to the hallways but it also recognizes the positive things kids are doing. Seeing so many kids get certificates at assemblies shows how amazing our Central students are!" – parent comment

Our skilled staff utilize ongoing professional learning and data collection to inform their practice, providing top-notch instruction to classes. Targeted interventions by classroom teachers, counselling services, support staff, and leadership continues to reveal evidence of improved achievement across all grade levels. The improved confidence of so many students transfers to improved performance in and out of the classroom. Also notable is the increased engagement of parents in school council, representing the diversity of our school demographics. It is important to seek the voices of all families, and we hope to see continued growth with parents as partners in education.

"Central School has always been a welcoming and supportive environment for all the students, teachers, and parents. I appreciate the quality and caliber of the teachers and staff at the school and the ways they have helped to shape my child's learning and experience." – parent comment.

Our professional learning priorities include optimal implementation of new curriculum and provincial assessments. By learning and aligning new literacy resources and leveraging technology for learning, the staff at Central School are prioritizing enhanced student success in literacy and numeracy. Structures at Central include a targeted approach to intervention, providing rotating individual and small-group support for those students identified through assessments and teacher interactions. We see tremendous growth with confidence, self-worth, and academic success and as a team, we continue to reflect and redesign the best structures to support each student.



our strategic priorities

- *quality teaching and optimum learning*
 - *response to intervention*
 - *wellness & well-being*
- *increase sense of belonging with families/ enhance relationships of parents as partners in education*



quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● 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 <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. 	<p>Literacy</p> <ul style="list-style-type: none"> ● PL with Heggerty, UFLI, Science of Reading. Fountas and Pinnell (F & P) ● Implementation is F & P testing and AB Ed. testing; data collected and reviewed on an ongoing basis by teams and admin. ● Targeted intervention groups to address those reading below grade level (certified teacher provides targeted interventions, designed for individual needs) ● All teachers employ Heggerty and UFLI tools for interventions (below-grade level) and K - 3 teachers utilize for both whole-class routines (alignment of strategies and language) ● Increase whole-school approach to using SeeSaw as a digital journal of student learning; including 'read-alouds' on a monthly basis to collect evidence of growth ● Library initiatives (ie. book report challenges) to inspire a love of reading ● Invite coaching staff to PL team meetings twice throughout the year; highlight Horizon focus learning and support growth for staff ● Increased focus on 'parents as partners in education' targets strategies parents can use at home to support literacy learning from a partner approach (UFLI resources, digital options through SeeSaw & Smore, and Nov. open house workshops) <p>Budget Allocation</p> <ul style="list-style-type: none"> ● \$13 000 intervention grant to teacher staffing for pull-out interventions ● ELL funds to support increased EA time for students (approximately 400 hours of additional time purchased) ● EA additional time funded for PL on brain-based learning and specialized strategies for targeted supports (approximately \$1000) ● Library student awards (approximately \$200) ● SeeSaw digital instruction tool (\$3500 subscription per year; whole-school) <p>Numeracy</p> <ul style="list-style-type: none"> ● Shared folder of resources: PL option for P. Liljedahl 'Building Thinking Classrooms' resource; teachers had the option to engage in quad-school approach to sharing this learning and developed resources

- Increased options for vertical surfaces in classrooms; presented to teachers for their own context
- Numeracy focus on weekly team meetings; once per month (provide learning opportunity for teachers; time to explore rich tasks, time to reflect on in-class risks they've taken)
- Focused approach to educating parents on how they can partner with teachers as educators in their child's learning; open house in November will host session with FCSS on how to support your child's learning at home; weekly Smore newsletters will highlight easy ways to engage with numeracy talk and activity at home
- Increased usage of SeeSaw as a visual portfolio; provide increased opportunity for students to 'show' their math thinking
- Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations.

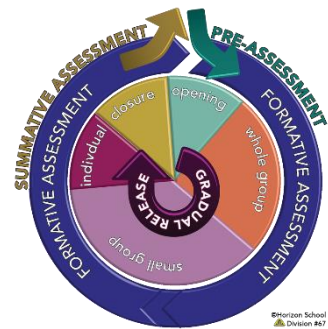
Budget Allocation

- Smore newsletter subscription (\$80 per year)
- Vertical surfaces options (Wipe Boards, window markers, plexi-stands, etc.); various costs; budgeted for \$500 whole-school to increase vertical surface space
- SeeSaw subscription (\$3500)

- 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



- New curriculum: weekly assigned time (embedded) to focus on new curriculum exploration, planning, and reflection
- Monthly conversations with admin. on new curriculum progress; celebrations and concerns (conversations occur during assigned time once per month)

Assessment

- Ongoing discussion and modelling in staff meetings and PD Days revealing and reminding staff of authentic assessment methods; particularly visible thinking strategies as assessments
- Grade level writing tasks; twice per year; deep professional discussions for teachers in weekly team

			<p>meetings, revolving around grade levels norms</p> <ul style="list-style-type: none"> Continued conversations about using data-informed assessment to guide targeted interventions and tiered support for whole class and individuals (AB Ed. data and F & P); these occur during weekly team time Maximize SeeSaw as a digital portfolio and method for collecting data of students achievement; address how to use this to enhance data collection for report cards as well as parent communication <p>Budget Allocation</p> <ul style="list-style-type: none"> Sub time purchased to support teacher assessments (approximately \$3000 per year; 1 – 2 days per teacher) SeeSaw subscription (as noted above; \$3500) Instructional supplies allocation to support new curriculum resources and professional learning (approx.. \$4000)
<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. 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"> 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"> Staff learning; Inquiry-based professional learning model encouraged for staff; learning is framed as a question and involves ongoing reflection Time for leadership and staff to meet and discuss professional learning needs and actions (structured twice annually) Increased communication with parents as partners in education provide learning for parents as to how they can partner with teachers and the school to provide optimal environments for growth for their children (open house in November, ongoing weekly newsletters, messaging to parents is explicit, from the whole staff – We want to partner WITH you to educate your child) SeeSaw and Smore (ongoing daily/ weekly communication) encourages clear pathways for communication about student learning for students and parents LGM, ongoing dialogue with LGM families about how the school is addressing their needs; provide opportunities for staff to learn (PD in June for leadership; share and transfer to staff in August) Review survey data, address patterns, and set goals for ongoing improvement as a collective staff (results currently are very good; our staff has determined our priorities based on this data; ie. Increased communication about learning of FNMI understandings). <p>Budget Allocation</p> <ul style="list-style-type: none"> Sub time purchased for PL meetings (\$600) SeeSaw and Smore subscriptions (\$3580)

		<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"> ○ Most data reveals a positive communication stream with most parents; we need to continue to address the language barriers that exist with many of our families ○ Weekly Smore newsletters ○ SeeSaw messaging with families (classroom teachers with families) ○ Increased engagement with LGM liaison, when available ○ Weekly emails from principal for those nominated on the WOW Wall ○ 100 positive messages whole-school start chart (Sept. start-up)
		<ul style="list-style-type: none"> ○ 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 ○ 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 	<p>Budget Allocation</p> <ul style="list-style-type: none"> ● SeeSaw subscription (\$3500) ● Smore subscription (\$80) <p>Continual improvement</p> <ul style="list-style-type: none"> ○ see School PD plan (focused on literacy and wellness) ○ bi-annual conversations directly speaking about professional growth; reflective practice (October & April) ○ inquiry-based PD planning ○ modelling and sharing the use of resources by principal to staff <p>Budget Allocation</p> <ul style="list-style-type: none"> ● Sub costs (\$600) ● Instructional support for staff PD (\$2500)
		<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, and cultural contexts impacting the school and school division. 	<p>Inclusion and respecting diversity</p> <ul style="list-style-type: none"> ○ Bulletin board celebrating diversity ○ LGM celebrations (Christmas and Easter) are specialized for LGM families; consider opening up these celebrations to our 'mainstream' classes during the rehearsals ○ WOW Wall – celebrating uniqueness and successes of students; highlights at assemblies ○ Fit Kids time includes a focus on bridging the LGM and mainstream students in order to make connections and appreciate diversity ○ Assembly speaker; focus on diversity and inclusion (once per school year) ○ Wellness coach initiatives <p>Budget Allocation</p> <ul style="list-style-type: none"> ● WOW Wall student awards (\$400) ● Assembly speaker (\$500) ● Support of wellness coach initiatives (\$300)

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports 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 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) – ongoing learning by all staff ● FNMI Ally shares resources monthly and highlights resources (added to weeklies as available; also added to school website as appropriate) ● Metis focus (November); booked Metis jigger in for assembly ● New Grade 5 leader position – Indigenous Ally ● Increased indigenous resources at centers in the learning commons ● Acknowledge Orange Shirt Day, appropriate to various levels; whole school project ● Continues relationship-building and opportunities for authentic engagement of our indigenous families (food, culture) ● Invite elders in to participate in our assemblies (twice per year) ● Monthly meetings, at minimum, with indigenous liaison worker to address needs of our indigenous families as well as supports for improved learning for our school (first Friday of each month is when these are scheduled; flexible calendar) ● Framed indigenous art pieces in our front entryway ● Continued focus of Circle of Courage across our daily activities in our school <ul style="list-style-type: none"> ● Budget Allocation ● Artwork; \$80 ● Honorariums \$500 ● Learning commons resources \$300
		<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 	<ul style="list-style-type: none"> ● Collaborative Response ● Redesign CR meetings during team time; structure so admin, is involved and the framework is adhered to (first week of each month) ● Team approach with counsellor and wellness coach to provide comprehensive supports to address social/ emotional/ academic needs of individual students ● Counsellor included in CR meetings ● Increased commination of how the family connections program supports families (universal communication to all families, not only targeted families) ● November open house – partner with FCSS to provide workshops for parents on how to support their children at home ● Early Learning staff and support staff; continued focus on professional learning; collaboration with early learning coordinator, speech pathologist, and SAPDC ● Increased parent education in Smore communication; supports that are available for students and families

			Budget Allocation <ul style="list-style-type: none"> EA professional learning (\$1000)
Governance 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"> 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 	Resource Management <ul style="list-style-type: none"> Budget conversations three times per year with school council (Sept., Jan., May) Clarity around resource allocation; transparency with staff (budget reviewed three times per year with both support staff and teaching staff); clarity on allowances for spending – aligns with vision and mission as well as policy and purpose
			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 	Stakeholder engagement <ul style="list-style-type: none"> Student leadership opportunities (Grade 5 level); 'jobs' and roles have been redefined, as a result of conversation with the students. New roles have been added, including a student governing body, to provide feedback to admin based on guided questions about the governance of the school create opportunities to engage student leaders with additional stakeholders other than only school staff; ie. Division office staff, school council, and community members additional role includes an indigenous ally – student leader to focus on developing initiatives and communicating learning experiences with FNMI content and celebrations
		Budget Allocation <ul style="list-style-type: none"> meeting supplies & resources (student rewards and recognition) : \$300 	

wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"> Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> My opinions and suggestions are considered at work. My supervisor shows appreciation for extra effort made by employees. My workload is appropriate for the time I am assigned. I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> Site-based surveys provided at least once throughout the year; this along with ongoing conversations guides the data collection for baseline of well-being and areas for improvement Encouragement to participate in division-led initiative surrounding wellness and focus group options for ongoing improvement Staff appreciation; notes and cards provided for each staff member by the principal, throughout the year (appreciation station in staff room) School PD Plan includes concerted efforts to educate and create opportunities for learning about/ participating in workplace wellness initiatives (ie. Quad-school wellness half-day in September) Wellness committee (principal and one support staff, one teacher – at minimum) will meet four times per year to address wellness initiatives Celebrate staff in weekly Smore newsletters Collaborative approach to timetable creation and supervision scheduling Review of benefits available and how to access them (ie. Inkblot); staff meeting focus (August, December, April)

School strategic priority: increase sense of belonging with families/ enhance relationships of parents as partners in education

School Measures	School Strategies
<ul style="list-style-type: none">• Staff conversations and vision planning reveals the desire for increased parental connection and a deepened partnership approach to education• school-based assurance survey data reveals positive results but highlights targeted areas where Central staff can improve communication and partnership practices to provide optimal learning experiences and growth for students• conversation with school council about how to continue to increase participation by parents in school council; focus on representation by all demographics	<ul style="list-style-type: none">• multi-faceted approach involving all stakeholders; teachers, parents, students, administration, support staff, counselling services, wellness coach, FCSS and additional community wrap-around services (highlight at November open house)• optimize communication tools, such as SeeSaw and Smore, for improved daily and weekly communication with families to provide increased opportunity for parents to meaningfully engage with the school• prioritize developing relationships with all families, specifically families where language barriers may inhibit their participating in school activities (parent/teacher interviews, assemblies, etc.)• increase casual opportunities for parents to engage in school activity (ie. Welcome-back BBQ, Faspa, paint night, school council, open house).• Prepare videos that can be translated into low German, Spanish, and Tagalog (4 times per year, to review school events and invite participation)• Continues personal emails by principal and teachers to invite parents to monthly assemblies, targeting those who have children on the Wow Wall



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