



Taber Central Elementary School



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 (approach to reaching our vision)

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

Central School

Vision (desired future):

Students, supported by a caring school community, feel confident and successful, able to recognize adversity as opportunity for growth and learning.

Mission (approach to reaching our vision):

Prioritizing belonging, self-esteem and self-regulation to build a foundation for independence and genuine engagement.



2024 2027

Principal's message

Taber Central School serves approximately 130 families and 225 students from Early Learning through grade 5. Our school supports a diverse population of students; from those with exceptional needs as well as a large population of English as Additional Language learners. As a dual-track school, half of our students are Low German Mennonite where we offer specialized programming unique to the desires of this population within our community. We work diligently to promote an inclusive and welcoming environment for all cultures and are proud that our student population has close ties to east Asian countries. Our collaborative staff of thirteen teachers, twelve support staff, counsellor and family connections worker all address the individual needs of each student and prioritizes nurturing relationships and a sense of belonging.

"I think this is a great school. My child loves being here and everyone here helps her. Thank-you." - parent comment

At Central, we are holistically invested in the students and families and understand the importance of strong relationships and wellness. We know that when we prioritize these things, students will flourish and be successful with academics and social skills, preparing them for life beyond school. Like building blocks, we ensure a solid foundation through a whole team approach to meeting each child where they are at: socially, emotionally and academically. Building in cross-curricular opportunities for learning around executive functioning, adversity, resiliency and self-regulation, we aim to empower students to learn and advocate for themselves. We continue to follow the philosophy of the Circle of Courage, framed by the medicine wheel around the characteristics of generosity, independence, mastery and belonging. Collaborating with all staff, parents and outside human supports, we are willing to adapt, change and listen to possible options to help all students achieve success.

Central School prioritizes maintaining a warm and welcoming environment where all students have a strong sense of belonging. We celebrate many students and also staff successes related; articulating what it is staff are doing to contribute to that success. With 'what is best' for students central to our decision-making, we are both pro-active and responsive in our approach to interventions, supports and strategies. This goes beyond the academic classroom and seeps into all other spaces and activities such as: learning commons, after-school sports/clubs, grade 5 leadership groups and our student Wow Wall. Continuing with student choice within the classroom when it comes to demonstrating learning in a variety of ways, our grade 5 leadership develops their own voice and self-confidence through this opportunity.

"Every teacher cares about their students and helps them everyday!"

"It is always good to be at Central School." - student comments

Our local strategic priority is connected to supports and services. As we work through and continue to build our continuum of supports as a staff, we will align our definition and understanding of interventions, strategies, and accommodations for each area of focus: literacy, numeracy, social skills and wellness. Continuing to empower students with self-regulation and resiliency strategies versus relying on referrals that are not appropriate. We will utilize specialized human resources to build capacity of all staff and students through professional learning and training. Consequently, sharing information with parents through the weekly Smore newsletter and parent council meetings.

"My kids have difficulty with change/regulation." - parent comment

Our highly skilled and trained staff see themselves as life-long learners. They are consistently seeking out professional learning that will support our students. We use data from things such as assessments to inform teaching practice and determine what might be the best supports and services for students who may be struggling with something academically or socially/emotionally. Follow-through with actions is vital to this piece. We continue to meet the needs of each child in our classroom and refer them for outside-of-class support as needed through a professional collaborative process. Using data to drive our decisions, we use the same data tools to show the success students are making. We will continue to reflect and change our approach to ensure success for all our students, no matter what the definition of success is for each child.

Mrs. Coral James



our strategic priorities

- Quality teaching and optimal learning
 - Response to intervention
 - Wellness and well-being
- Access to supports and services

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 & 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 specific group ● CC3 and Lens AB Ed assessments; all students are assessed in the fall in grades 1-3 ● F & P Benchmarking of all students in grades 2-5 by December; grade 1 by February ● Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, & 3. ● Total number of students identified as being at risk at the end of the school year in gr 1, 2, & 3. ● Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, & 3. ● Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, & 3. <ul style="list-style-type: none"> ● Parent satisfaction that their children have grown in their ability to do math. 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ PL of foundational literacy instructional through UFLI and Heggerty ○ Use of literacy screeners such as the AB Ed's CC3 and Lens, as well as our Fountas and Pinnell benchmarking to determine which reading intervention is appropriate for each individual child (including the continued use of LLI) ○ Understanding and implementation of sound pedagogical teaching; alignment of strategies and language ○ Increase our whole-school use of See-Saw as a digital platform to capture students' learning in a variety of ways (conversation, observation and product) ○ School-wide approaches to instill a love of reading such as: library initiatives, one-school one book and read-alouds as mentor texts ○ Continued use of gradual release of responsibility of whole class instruction followed by small group then individual. At the small group level, students are working in groups with the teacher with guided reading ○ Use of district instructional coaches to assist teachers in PL under the Teaching Sprints model. ○ A focus on vocabulary and comprehension strategies to support our EAL learners ○ Increased opportunities for support staff to train and better understand literacy foundations for when they are working with students. ○ Communicating with parents through the weekly Smore newsletter and parent council meeting how they, as 'partners in education' can support their child's literacy learning at home. <ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ○ PL on foundational numeracy instruction through a deep dive of rich resources at our school: Mastering Manipulatives, Building Thinking Classrooms and Mathology ○ Continued use of gradual release of responsibility of whole class instruction followed by small group then individual. At the small group level, students are working in groups with the teacher; moving students through the sequence of understanding: concrete then visual then abstract ○ A cyclical approach to planning and teaching math concepts, consistently re-teaching and extending students' understanding ○ Use of district instructional coaches to assist teachers in PL under the Teaching Sprints model.

			<ul style="list-style-type: none"> ○ PLC time dedicated to go through Horizon's newly created Numeracy framework and make connects to own teaching ○ Communicating with parents through the weekly Smore newsletter and parent council meeting how they, as 'partners in education' can support their child's numeracy learning at home; with a specific goal of supporting parents with basic fact best strategies
			<ul style="list-style-type: none"> ● Curriculum Achievement <ul style="list-style-type: none"> ○ New Curriculum; use of embedded weekly PLC time to focus on needs at each grade level (determined collaboratively at the beginning of the year). ○ Social Studies new curriculum: two teachers at the grade 3 level are piloting the new curriculum. They will teach 50% of the curriculum and share feedback with AB Ed. They will purchase resources with any funding that may be released at a later date. Sharing at staff meetings with updates for all. ○ Connections from admin at PLC time where we can share resources that might have been at another grade, now in a different one; aligning new curriculum to existing resources in the school ○ Aligning curricular outcomes to a variety of assessment tools and strategies, including student choice ● Assessment <ul style="list-style-type: none"> ○ Bringing in district instructional coaches to support teachers in their triangulation of assessment (observation, conversation and product) ○ Aligning sharing of assessment practices with parents through See-Saw, fall information evening and parent teacher interviews. Encouraging parents to interact with See-Saw as this is an effective tool for sharing of student work. ○ Using data from assessments to drive our instruction, both whole class and as interventions. Also aligning assessment screeners to our Continuum of Supports for both Literacy and Numeracy ● Budget Allocation <ul style="list-style-type: none"> -See-Saw digital instruction/assessment tool (\$3500/year) -Smore Newsletter subscription (\$80/year) -Library Student Awards (\$200/year) -EAL funds to support increased EA time for students in grades 1 and 2 -Disruption funding grant of \$8200 to support literacy interventions -sub time built into budget to support teachers completing assessments (\$3000/year)

<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"> ○ Student belief that teachers provide different ways to make learning interesting ○ Students agreement that they enjoy learning 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 specific group results 	<p>-Instructional supplies, new curriculum resources and PL built into the budget (\$4000/year) -Increasing decodable books at grade 1-2 level (\$600/year)</p> <ul style="list-style-type: none"> ● Learning <ul style="list-style-type: none"> ○ Admin meet with staff twice/year to go over PL goals; action plans and support are created from this (EA staff meetings, PLC imbedded time) ○ Increased communication with parents on how we can partner with them. Opportunities to discuss at parent council meetings and weekly newsletters. ○ Increasing parent volunteers within our school beyond field trips; reading with students. ○ Seeking out interpreters for multiple languages that are spoken in the home to close the English language barrier. ○ Working with LGM teacher, teachers of LGM students and district staff to determine appropriate assessment tool(s) for German classes. Connecting with parents from the LGM community about how the school is meeting their needs. ○ Connecting with parents of children with exceptional needs about how the school is meeting their needs; mostly through ISP, ECSP, SIS and Indigenous plan meetings 1-3 times per year. ○ Review and reflection of survey data (ensuring a large collection has occurred) and being responsive to possible ongoing improvements.
		<ul style="list-style-type: none"> ○ Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and specific group results 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> ○
		<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"> ○ Weekly Smore newsletters that include important updates as well as an 'educational piece;' connections to parent council meetings ○ Use of See-Saw for quick announcements or questions ○ Use of phone calls or in-person meetings as a more personal approach to partnering with parents ○ Use of interpreters when needed: LGM liaison as well as support staff that speak low German and Tagalog; seeking out more interpreting support for other languages being spoke in the home
		<ul style="list-style-type: none"> ○ Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> ○ see School PD plans

		<p>them to reflect upon their practice</p> <ul style="list-style-type: none"> ○ Percentage of teachers satisfied with the professional development opportunities provided by the school and division 	
		<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 students who feel connected and have a sense of belonging at school ○ Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations ○ Percent of staff who feel that the school is an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ○ Themes/months/days shared over announcements, bulletin boards, weekly Smore newsletter and library; teachers embedding within their own lessons (cross-curricular) ○ Celebrating our students' cultural backgrounds ○ LGM celebrations (Christmas and Easter programs) specialized for LGM families; sharing of a portion of these at that months' assembly to all students ○ Wow Wall – celebrating students achievements and successes; highlighted at assembly ○ Bring in assembly speakers to highlight areas (eg. Reconciliation and Micro-aggressions) ○ Seek out speakers for parent council meetings and/or during the school day to partner with parents (eg. Occupational Therapist speaking to ADHD or Autism) ○ Continued use of Sensory Room and Regulation Room ○ Fit Kids time on Thursdays where classes are mixed together (LGM with mainstream) ○ Wellness Coach programming as well as other initiatives like Pink Shirt Day and Mental Health Week ● Budget Allocation <ul style="list-style-type: none"> -Wow Wall Awards (\$500) -Assembly Speakers (\$500)

responding with 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"> ○ Parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ○ FNMI Ally and Steering committee member share resources; admin shares PL opportunities ○ Sharing of community events within the weekly Smore where/when applicable ○ Increased indigenous resources during Learning Commons time ○ Consistent monthly meetings with Indigenous Liaison worker to ensure supports for families are in place ○ Reconciliation; land acknowledgement, how we lead and work together in meetings and PD days, school-wide activities for Orange Shirt Day ○ Adding to literature (specifically Blackfoot) for our library ○ PL field-trip to Blackfoot Crossing for all teachers

		<p>history and legacy of residential school</p> <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ○ Continued focus around the Circle of Courage and using the language of mastery, belonging independence and generosity ○ Changing our Wall Wall awards to be titled Courage awards, to align ○ Inviting elders in to participate in 1-2 assemblies ○ Having our staff member offer a smudge at the beginning of PD days for staff ○ Ensuring relationships are made and maintained with Indigenous families through phone calls and meetings (eg. Indigenous Transition Plan meetings) <ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> -Honorariums \$500 -Learning Commons Resources & Books \$200
		<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"> ○ Parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and specific group results 	<ul style="list-style-type: none"> ● Collaborative Response <ul style="list-style-type: none"> ○ Continue to refining of the CR process; use of issues as well as continue to develop and refine the four continuum built this spring: Literacy, Numeracy, Social Skills and Wellness. ○ Principal to facilitate all CTM's and attend all PLC time ○ Monthly imbedded CTM's that involve horizontal teams of teachers, admin, counsellor and wellness coach. ○ Re-assign support staff once/month so they can attend a meeting. ○ Continue to involve support staff in the development of the four continuum to build their capacity and tap into their expertise as well ○ Piloting SLP attending half of our staff meetings to give some quick tips and tricks to build teacher's capacity. ○ Inviting district office staff and service providers to monthly CTM's when we know the key issues are something they can support with ● Early Learning <ul style="list-style-type: none"> ○ Ensure Admin and LST are in the classrooms twice/week to support the Educator and staff in implementing goals and strategies of students on ECSP's ○ Continue to involve EL staff and parents in all school related activities. ○ Free up gym time for them when access gross motor play when the weather is too cold to go outside. ○ Keep communication open and consistent with the Coordinator of Learner Services; ensure they are welcome into the school/program and are invited to all ECSP meetings (as well as any that might happen beyond those times) ○ PL opportunities for the Educator throughout the school year; including time to connect with EL staff as a team to go over their ECSP plans <ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> -PL and team time (\$500/year)

<p>Governance 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 	<ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> ○ Budget conversations regularly with vice principal; ○ Budget conversations three times per year with staff and parent council (September, January and May) ○ Partnering with parent council on fundraising and specific purpose (target \$ goal agreed-upon) ○ Partnering with local charities for donations; TCA for their long-standing contributions to our nutrition program and other local businesses that have donated in the past ○ Transparency around budget allocations (purpose), ensuring it aligns with vision and mission
		<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 <ul style="list-style-type: none"> ○ Continued grade 5 leadership groups (opportunities) within the school. Possibly adding an additional role. ○ Seeking out suggestions from parents as to leadership opportunities outside of the school. ○ When are student leaders able to engage outside of the school; resiliency campaign. Seeking out ideas from students, parents and staff early in September.

finding wellness in the work

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"> ○ Percent of staff satisfied with their job ○ Percent of staff who can handle stress effectively and can bounce back from difficult situations 	<ul style="list-style-type: none"> • Staff wellness committee to meet four times per year to address wellness initiatives. • PD plan in November to have Mental Health Literacy training. • Site-based survey and ongoing conversations around what is working well and areas of improvement. • Celebrate staff at the beginning of each staff meetings with Celebrations and Bouquets. • During CR time, when staff share a student celebration, admin prompt them to reflect on what they did to help the student achieve this success. • Staff appreciation through cards, announcements and fun team-building activities. • Encouraging all staff to continue to communicate through the division-led initiatives surrounding wellness and completing surveys so data can be collected and analyzed and used for change.

School strategic priority: access to supports and services

School Measures	School Strategies
<ul style="list-style-type: none"> ● Survey data shows this strategic priority maintained and declined. ● The amount of students accessing supports and services: <ul style="list-style-type: none"> -within the school, but outside the classroom (such as Speech and Language, Counselling and Family Connections small group focus) -within the classroom, but not with the teacher such as Family Connections programming <ul style="list-style-type: none"> ● Students accessing counselling support. 	<ul style="list-style-type: none"> ● Ensure counselling team is a part of Collaborative Team Meetings to take on actions and cluster supports for students ● Moving forward with fine-tuning our continuum of supports, ensuring students have equitable access to Tier 1 universal supports and Tier 2 targeted supports in the classroom as needed. Continuum include: Numeracy, Literacy, Social Skills and Wellness ● PL with staff around appropriate referrals for speech and language, occupational therapy and physical therapy as well as how these professionals provide support for these students in our building. ● Piloting 6 times/year, the speech language pathologist attending staff meetings to build capacity of universal and targeted supports within the classroom. ● Continue collaborative relationship with school resource officer as well as other wrap-around services (FCSS, FSCD, etc). Ensure these groups/people are invited to our fall open house. ● Include in the weekly Smore newsletter access to community supports as well as a section for the counselling team (counsellor and FC worker) to add pieces (once/month). ● Back to School BBQ – supports shared with parents through conversation and visual posters ● Open House in Nov – adding many more ‘support centres’ for parents to visit: Literacy (teachers), Numeracy (teachers), counselling team (what do we do?), FCSS, AHS, Indigenous Liaison, LGM Liaison, Parent Council, SLP, OT, Coordinator of Learner Services, Musical Therapist, Resource Officer ● Collaboration with Learner Services team on process for referrals, communication around ‘when’ students will receive targeted intervention and a quick overview on what students are working on with those professionals so teachers can support in the classroom as well. Including teachers in Assistive Technology meetings to learn alongside EA’s and parents when new devices are trialed. ● Use of Smore to highlight what supports look like in our school. Continue Smore highlights of community supports/engagement (eg. FCSS offerings). Adding twice monthly Smore sections from the counselling team. ● Continuing to investigate options for language interpreters (check with Taber Adult learning if they can connect us) as well as the Health Unit. <p>Resource Management</p> <ul style="list-style-type: none"> ● Open House supplies \$100



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