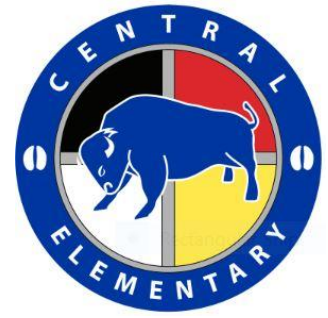


Taber Central Elementary School

2025-2028



*Central School's **Vision** (desired future):*

a caring community supports students and staff to feel confident and successful, able to recognize challenges as an opportunity for growth and learning

*Central School's **Mission** (our approach to the desired future):*

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

*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

Principal's Message

At Taber Central School, we are privileged to serve around 140 families and 240 students, ranging from Early Learning through to Grade 5. Our school is a vibrant community that thrives on diversity—whether that means supporting students with exceptional needs, or those learning English as an Additional Language. As a dual-track school, half of our students are Low German Mennonite, and we proudly offer specialized programming that aligns with their unique cultural values and educational desires. We take great pride in creating an environment that fosters inclusion and welcomes all cultures, particularly celebrating our strong connections to East Asian communities.

Our dedicated team of fourteen teachers, fourteen support staff members, a counsellor, and a family connections worker work hand-in-hand to meet the individual needs of every student, ensuring that every child feels seen, heard, and valued. Adding a CASA (Child and Adolescent Services Association) classroom for our district will help meet the 'missing middle' mental health needs of upper elementary students. Through a targeted, short-term approach to mental health supports, students will learn strategies they can take with them moving forward. Furthermore, we value and engage in collaboration not only at the school level, but also coordinate with wrap-around service agencies and charitable organizations to bridge as many gaps as possible. At Central, relationships are at the heart of everything we do. We believe that when our students feel truly connected, they will thrive in both their academic and personal growth. As one parent beautifully put it, "This is a great school. Kids learn from their teachers who clearly enjoy their jobs."

At Central School, we are invested not just in the academic success of our students but in their holistic development. We know that building strong, supportive relationships and prioritizing well-being are key to a child's success. We approach each child where they are—socially, emotionally, and academically—ensuring that they have the tools to succeed in every area of their lives. We aim to help our students become self-advocates, equipped with skills in resilience, self-regulation, and executive functioning. Our work is grounded in the philosophy of the Circle of Courage, which emphasizes the importance of generosity, independence, mastery, and belonging in our students' journeys.

Together with our staff, families, and community partners, we are always willing to adapt and explore new approaches, ensuring that we do what's best for each child, individually and collectively. We celebrate successes—whether from students or staff—and ensure that we consistently reflect on how we contribute to these moments. One student recently shared, "I feel like I belong at Central." These voices remind us of the positive impact we can have when we come together with intention.

Our current focus as a school is to nurture a growth mindset in our students, helping them understand that their abilities can evolve through dedication and perseverance. We are continually refining and aligning our supports in areas like literacy, numeracy, social skills, and wellness, ensuring that every student has the tools and encouragement they need to thrive. In addition, we are committed to empowering students with strategies for self-regulation and resilience, reducing reliance on external referrals through a proactive approach. Our dedicated staff engages in ongoing professional learning to refine their practices, and we use data thoughtfully to guide our decisions, ensuring our teaching is responsive, intentional, and impactful.

We also believe that involving families in the learning process is essential, which is why we keep parents informed through our bi-weekly Smore newsletter, SeeSaw messages and regular parent council meetings. One student shared, "I do think I belong, but sometimes I don't because I look so different," highlighting the importance of addressing these feelings with empathy and care. This reminds us of the need for ongoing collaboration with families to ensure that every child feels valued and supported in their journey, fostering a deeper sense of belonging and understanding.

Finally, our staff sees themselves as lifelong learners. They are committed to their own professional growth, constantly seeking new ways to support our students. We believe in the power of data, using it to guide our decisions and track our students' progress. This commitment to reflection, change, and growth ensures that all of our students are supported, no matter what "success" looks like for each of them.

Mrs. Coral James
Principal, Taber Central School



our strategic priorities

- Quality teaching and optimal learning
 - Response to intervention
 - Wellness and well-being
- Developing a growth mind-set

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"> o Overall and specific course results for all students o 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"> o Overall and specific course results for all students o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students • The high school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> o Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students • Teacher, parent, and student agree that students model the characteristics of active citizenship. <ul style="list-style-type: none"> o Overall 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"> o 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"> • Literacy <ul style="list-style-type: none"> o PL of foundational literacy instruction through UFLI and Heggerty o 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) o Understanding and implementation of sound pedagogical teaching; alignment of strategies and language o 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) o School-wide approaches to instil a love of reading, such as: library initiatives, one-school one book and read-alouds as mentor texts o 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 o Use of district instructional coaches to assist teachers in PL under the Teaching Sprints model. o A focus on vocabulary and comprehension strategies to support our EAL learners o Increased opportunities for support staff to train and better understand literacy foundations for when they are working with students (brought in for staff meeting time and paid-for PD) o Communicating with parents through the weekly Smore newsletter and parent council meeting, how they, as 'partners in education,' can support their children's literacy learning at home.
		<ul style="list-style-type: none"> • Parent are satisfied that their children have grown in their ability to do math. • Students believe that they consider themselves to be strong at math 	<ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> o PL on foundational numeracy instruction through a deep dive of rich resources at our school: Mastering Manipulatives, Building Thinking Classrooms and Mathology o 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 o A cyclical approach to planning and teaching math concepts, consistently re-teaching and extending students' understanding

			<ul style="list-style-type: none"> o Use of district instructional coaches to assist teachers in PL under the Teaching Sprints model (as one option) o PLC time dedicated to going through Horizon's newly created Numeracy framework and making connections to their own teaching o 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 strategies
			<ul style="list-style-type: none"> ● Curriculum Achievement <ul style="list-style-type: none"> o New Curriculum: use of embedded weekly PLC time to focus on needs at each grade level (determined collaboratively at the beginning of the year). o 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 o Aligning curricular outcomes to a variety of assessment tools and strategies, including student choice ● Assessment <ul style="list-style-type: none"> o Bringing in district instructional coaches to support teachers in their triangulation of assessment (observation, conversation and product) o Aligning the sharing of assessment practices with parents through See-Saw, parent-teacher interviews and Open House/ Celebration of Learning. Encouraging parents to interact with See-Saw, as this is an effective tool for sharing student work. o 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"> -Numeracy & Literacy Subscriptions (Learning A-Z, Reading A-Z, Guided Readers, I Know It Math) \$2740 -Generation Genius Subscription (Numeracy & Science with embedded Literacy & differentiation for Canadian curriculum) (approx \$3000) -See-Saw digital instruction/assessment tool (\$3400/year) -Smore Newsletter subscription (\$170/year); updated to the Pro version with the interpreting tool -Learning Commons Student Rewards (\$200/year) -EAL funds to support increased EA time for students in grades 1 and 2 -Disruption funding grant of \$13,500 to support literacy interventions (purchase

			<p>of staffing for intervention & allocation of sub release time for testing)</p> <ul style="list-style-type: none"> -Sub time built into budget to support teachers completing assessments (\$3000/year) -Instructional supplies, new curriculum resources, and PL built into the budget (\$4000/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.</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"> o Overall results for teachers, parents, and students. 	<ul style="list-style-type: none"> • Processes, strategies, and 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"> o Students believe that teachers provide different ways to make learning interesting o Students agree that they enjoy learning at school o 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 	<ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> o Admin meet with staff at the beginning of the year to go over PL goals; action plans and support are created from this (EA staff meetings, PLC embedded time) o Increased communication with parents on how we can partner with them. Opportunities to discuss at parent council meetings and bi-weekly newsletters. o Increasing volunteers (parents and others) within our school beyond field trips, and reading with students. o Seeking out interpreters for multiple languages that are spoken in the home to close the English language barrier. o Use of Language Liner interpreting service. o 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 (during parent council meetings and other informal opportunities) o 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. o 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"> o The percentage of parents who feel the school keeps them informed about their child's progress and achievement o The percentage 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"> o Bi-weekly Smore newsletters that include important updates as well as an 'educational piece,' connections to parent council meetings o Use of See-Saw and School Messenger for quick announcements or questions o Use of phone calls or in-person meetings as a more personal approach to partnering with parents o Use of interpreters when needed: LGM liaison as well as support staff who speak low German and Tagalog; seeking out more interpreting support for other languages being spoken in the home o Use of the Language Line interpreting tool
		<ul style="list-style-type: none"> o 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"> o School PD plan focusing on site-based, revising and adapting our Continuum of Supports, Growth Mindset (especially in Numeracy)

		<p>them to reflect upon their practice</p> <ul style="list-style-type: none"> o Percentage of teachers satisfied with the professional development opportunities provided by the school and division 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> o Themes/months/days shared over announcements, bulletin boards, weekly Smore newsletter and library; teachers embedding within their own lessons (cross-curricular) o Celebrating our students' cultural backgrounds; seeking staff and parent feedback on those ideas; LGM celebrations (Christmas and Easter programs) specialized for LGM families; sharing of a portion of these at that month's assembly to all students o Wow Wall – celebrating students' achievements and successes, highlighted at assembly o Bring in assembly speakers to highlight areas (eg. Reconciliation and Micro-aggressions) o 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, SWCSS) o Collaborate with the parent council to bring more parents in (eg. booth set up at annual Back to School Tri-School BBQ) o Continued use of the Sensory Room and the Regulation Room o Fit Kids time on Thursdays, where classes are mixed o Wellness Coach programming, as well as other initiatives like Pink Shirt Day and Mental Health Week, adding a grade 5 leadership group as part of this role (eg. Spirit Committee); to also address our strategy of Wellness and Growth Mindset o Filipino Parent Night (in collaboration with DAF and WRM) o Bi-weekly Smore adds celebrations of various cultures that are representative of families in our building o Collaborating with Parent Council around hot lunches that represent diversity (eg. connecting with Pan Flame to do some teaching & then provide a hot lunch) o Ensuring access to food for students who are gluten-free and Halal ● 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</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 agree 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 results for teachers, parents, and students. A measure assessing whether 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 history and legacy of residential schools <ul style="list-style-type: none"> Overall results for teachers, parents, and students 	<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 bi-weekly Smore, where/when applicable Staff attendance at Eagles' Spirit Nest activities in our district Increased indigenous resources during Learning Commons time Consistent monthly meetings (in-person or digital) with the 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 the literature (specifically Blackfoot) for our library Revisit the background and knowledge 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 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) Yearly Blanket Ceremony for staff to participate in 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 agree 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 refining the CR process, especially for new staff; use of issues as well as continue to develop and refine the four continuums built this spring: Literacy, Numeracy, Social Skills and Wellness. Principal and LST/VP to facilitate all CTM's and attend all PLC times Monthly embedded 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 continuums to build their capacity and tap into their expertise as well Inviting district office staff and service providers to monthly CTM's when we

			<p>know the key issues are something they can support with</p> <ul style="list-style-type: none"> o Inviting and working with CASA classroom staff to build our own capacity and learn from their skill set <ul style="list-style-type: none"> • Early Learning <ul style="list-style-type: none"> o Ensure LST is in the classroom once/week to support the Educator and staff in implementing goals and strategies for students on ECSP's o Continue to involve EL staff and parents in all school-related activities o Free up gym time for them when access gross motor play when the weather is too cold to go outside. o 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) o 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 • Budget Allocation <ul style="list-style-type: none"> -PL and team time (\$500/year)
<p>Governance Public assurance occurs when it demonstrates 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"> o Overall 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"> o 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"> o Budget conversations regularly with the vice principal o Budget conversations three times per year with staff and parent council (September, January and May) o Partnering with the parent council on fundraising and a specific purpose (target \$ goal agreed-upon) o 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 o 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"> o Percent of staff who feel the school is cohesive and supportive of one another o 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"> o Continued grade 5 leadership groups (opportunities) within the school. Possibly adding roles. o Continuation of Recess Champions (from grade 4) o Seeking out suggestions from parents as to leadership opportunities outside of the school. o Grade 5 student leaders are 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 & 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"> 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; opt-in activities for staff to participate if they choose. Staff Wellness Buddy: moving beyond thoughtful gifts, but each person having an adult who regularly checks in with them Staff reviewing the Mental Health Literacy toolbox Staff reviewing Greenshield's resources Site-based survey and ongoing conversations around what is working well and areas of improvement. Celebrate staff at the beginning of each staff meeting with Celebrations and Bouquets. During CR time, when staff share a student celebration, the admin prompts 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. <p>Resources Management</p> <ul style="list-style-type: none"> Staff appreciation budget line (\$500)

School strategic priority: developing a growth mind-set

School Measures	School Strategies
<ul style="list-style-type: none"> Survey data shows this strategic priority has been maintained and declined. Students believe that they consider themselves to be strong at math; 1/3 of our grade 4 and 5 students do not believe this Half of Central grade 4 and 5 students believe they can handle stress effectively; While 87 % of students in grades 4 and 5 believe they have the skills to be resilient One third of grade 4 and 5 students don't believe they can take care of themselves when it comes to the following: screen time, sleep, nutrition and exercise The number 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. classroom teachers accessing our Wellness Coach (Family Connections) 	<ul style="list-style-type: none"> Use of a school-wide book around this theme of a growth mindset Bi-weekly stories read in library class Continued and enhanced programming with our Family Connections worker Shared language in the classroom and around the school, around this theme Ensure the counselling team is a part of Collaborative Team Meetings to take on actions and cluster supports for students Family Connections programming, classroom programs, and small targeted groups Grade 5 Leadership group taking on Wellness initiatives such as: wellness tips in the bi-weekly newsletter, announcements, assemblies, and connected to other 'spirit' activities in the school Continuation of our grade 5 leadership sub-committees to develop learning, capacity and leadership Numeracy enrichment/intervention block one time/week with the use of Thinking Classroom tasks Staff training in growth mindset strategies for students Use of Social Emotional resources such as Fly Five and the accompanying storybooks Bi-weekly Smore newsletter with information around resilience and managing home expectations of Presenters/information at assemblies A common language of a growth mindset being used by adults in the building, such as: <ul style="list-style-type: none"> not yet, I can, I will Fixed versus growth mindset Skills around numeracy are not genetic; we can all learn and grow in all areas <p>Resource Management</p>

- Ensuring the use of P. Liledjhals' Mathematics Tasks for the Thinking Classroom, each teacher in the classroom has a copy
- Budget allocation (\$300 for school-wide books)



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