



Horizon School Division No. 67

Taber Mennonite School

*Combined 2019-20 to 2021-22 Education Plan and
2018-19 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

Taber Mennonite School
5329-47 Ave
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Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal and Key Action Items

- **All learners leaving school are competent contributing global citizens.**
 - **Strong instruction that develops competencies**
 - Literacy
 - Numeracy
 - Assessment
 - **Response to intervention to meet the needs of all students**
 - Collaborative Response Model

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
- Alberta's education system is inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

What makes us “Taber Mennonite” School

Mission:

We are a faith-based and culturally sensitive community - empowering Mennonite families to build futures through education.

Vision:

Creating an environment where Mennonite students and families experience a sense of belonging while respecting faith, culture, and language. Students receive an accessible and inclusive education while achieving a high school diploma. TMS advocates for our learners and their families to pursue opportunities that enable them to reach their full potential.

Principal’s Message

Welcome!

Taber Mennonite School (TMS) is a rural outreach school in Taber, Alberta. We have approximately 110 students of Low German Mennonite (LGM) background from grades 6 to 12. We have a commitment to honoring our students LGM values and beliefs, while providing a sound education with direct teacher to student instruction. We believe that all students can succeed while safely expressing their cultural identity within our school.

The demographic of Taber has changed significantly over the last few years. Slow but steady migration from Mexico has increased the number of LGM families looking for educational opportunities for their children. As a result, TMS has also continued its growth. Over the past few years we have not been able to accommodate all of our students at our outreach location in downtown Taber. The building is too small. As a result we have been utilizing unused space in a neighboring school, W.R. Myers. W.R. Myers has been undergoing modernization over the past 2 years. The project is scheduled to conclude this year, with completion of the “grade nine wing”. We will be moving into the W.R. Myers complex for the 2020-21 school year. At this time, we will lose our designation as an out-reach school, and become a parallel LGM program within the W.R. Myers and D.A. Ferguson Middle school. This presents us with an opportunity to continue the enrolling LGM’s students in a program that delivers an accredited educational program, leading students to a Alberta High School Diploma.

This year our professional staff will drill down regarding the core values and beliefs that make our program unique within Taber, and surrounding area. During site based PD days we will take time to identify and articulate those core values and beliefs. This will culminate in the creation of mission and vision statements for our program. We have to clearly define what we are, in order to maintain our identity as we move toward a merger within the larger traditional school program that is offered within Horizon School Division.

We are continuing to develop the number of courses that our students are able to take at TMS. Last year we offered Biology 20 for the first time. This year we are building on our capacity to offer high school sciences by offering Chemistry 20. Additionally, recognizing the pending merger, we have allowed our high school students to take as many courses at WR Myers as they were interested in. We are committed to offer the delivery of all core High Schools courses by dedicated TMS staff, which our students generally take advantage of. By partnering with W.R. Myers we have been able to allow our students access to a full range of high school options courses including: Art, band, cosmetology, outdoor pursuits, photography, psychology, CTS shop, etc. In a reciprocal fashion we are discussing how we can build collaboration with W.R. Myers to offer courses to their students like Religious Instruction. We are currently team teaching a PE 10-30 class with a mixture of TMS and Myers students. Providing students an opportunity to mix in controlled situations will help alleviate some of the anxiety that our students (and Myers) students may have as we move forward with the amalgamation.

We continue to be flexible in the model of instruction. Many of our high school students have a staggered intake date due to their summer and fall work commitments: Harvest, grain bin construction, potato grading, etc. This helps us to meet students “where they are at”, this flexibility to conform to student needs is something that helps to set our program apart from other schools.

Our school has out grown its currently location. Last year we took in the grade six LGM class from a near-by elementary school. The feeder school was no longer able to accommodate intake of more students. Because of this our school has grown from 75 to 100 students. Now we can no longer accommodate all of our students on our campus. After consulting with our families last year, we were given a mandate to explore moving to a near-by high school, whose population has been reducing over the past few years due to falling enrollment. In the 2018-19 school year we will be planning the transition to the new site by working cooperatively with the administration of near-by schools, and continuing to consult with our parents and students. If we are successful, our enrollment will continue to grow over the next few years.

Our staff has gone to great lengths to make connections within the LGM community. Our efforts have proven successful one student, and one family at a time. As we move into a new complex in the next few years we will have to

Mark Harding
B.Ed, M.Ed



Above: TMS bio 20 students hard at work.



Above: Our Jr. High student engaged in a school wide inquiry learning project!
Below: TMS Students enjoying some Physical Education Activities participating gymnastics.





Above: TMS Students enjoying some Physical Education Activities during our year end field trip.

Below: TMS students enjoying a break from class.



TMS: A small, committed, and diversely talented staff, engaging students on a daily basis.
Below: Exploring FNMI culture, and history at Writing On Stone World Heritage Site.



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Combined 2019 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019 School: 1988 Taber Mennonite School



Measure Category	Measure	Taber Mennonite School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.6	93.5	94.2	89.0	89.0	89.3	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	75.9	71.0	72.7	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	91.3	92.5	91.3	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	3.6	6.2	6.2	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	67.6	94.3	94.3	79.1	78.0	77.5	Intermediate	Declined	Issue
	PAT: Acceptable	55.0	49.0	48.9	73.8	73.6	73.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	4.3	6.1	9.0	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	*	73.9	81.3	83.6	83.7	83.1	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	*	0.0	3.4	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	6.8	21.8	21.8	56.3	55.7	55.1	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	14.3	46.2	39.7	64.8	63.4	62.2	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	59.0	58.7	58.7	*	*	*
	Work Preparation	87.5	85.7	91.5	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	80.9	88.5	88.3	82.9	83.0	83.5	High	Declined	Acceptable
Parental Involvement	Parental Involvement	95.0	77.6	80.1	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	91.2	80.4	82.7	81.0	80.3	81.0	Very High	Improved	Excellent

Notes:

1. Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT and Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Provincial Achievement and Diploma Examinations. The weights are the number of students writing the Examination for each course.
4. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
5. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
8. Data values have been suppressed where the number students is less than 6. Suppression is marked with an asterisk (*).

TARGETED AREAS FOR IMPROVEMENT IN 2019-20

Performance Area	Current Result	Target (2019-20)
PAT Acceptable Result	55%	65%
PAT Excellence Result	4%	10%
DIP Acceptable Result	73.9% (2018-19)	80%
DIP Excellence Result	0% (2018-19)	5%

Strategies:

- Continue to develop best practice as educators and embrace a gradual release of responsibility model as outlined by Fisher & Frey (2014), as well as implement strategies for engaging students in content area conversation (Fisher, Frey and Rothenberg 2008).
- Focus on broad literacy improve and intervention.
- Target literacy & numeracy intervention.
- Maintain focus on ISP's and differentiate instruction based on individual needs.

Plan for action (details as to how the strategies will be implemented:

- **Broad Literacy Intervention:** Our Junior High Language arts program is embracing a "book club" model that allows students to choose novel studies from some selected novels rather than prescribing a book for all to read. This differentiated approach to instruction we hope will cultivate a love for reading with the students and encourage them to continue reading on their own. The selection of novels has been specifically chosen over a range of reading skills to further underscore the differentiation of instruction that is inherent in such an approach.
- **Targeted Literacy Intervention (Tier 3 RTI action):** All students in the school below a level Z on the Fountas & Pinnell (F&P) Literacy Program will be given a benchmark assessment by Nov 15, 2019. From this data, students significantly below grade level will be pulled out from their grade 6-9 Language Arts Class for individualized instruction and literacy coaching using the appropriate Leveled Literacy Intervention program, within the F&P Literacy Program. This support will be on going through the school after the first reporting period (2nd week of November).
- The targeted programs have a portion of our schools dedicated FTE allotment allocated to them.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

○ Key Action 1 – Strong instruction that develops competencies

Strategies

- Building off our school's PLC studies of Gradual Release of Responsibility (Fisher & Frey 2014) and Content Area Conversations (Fisher, Frey & Rothenberg 2018), class room visits by the principal will focus on finding evidence of continued use of the strategies outlined by these authors.
- Exam teacher professional growth plans to determine how the school can assist teachers in their professional growth.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- Routinely scheduled class visits and individual conferences with teachers as required, on-going through school year.
- Meetings scheduled with individual teacher in fall to review growth plans, and in spring to assess achievement of those goals. Site based PD fund are available to augment individual teacher joint Horizon School Division and Local ATA#4 PD funds.

Key Action 2 – Response to intervention to meet the needs of all students

Strategies

- Scheduled RTI / CRM meetings at Assigned time.
- Collaborative work with students on building school culture and climate
- Work with FSLC services to bring counselling services to students in need support.
- Work with Family Connections worker to deliver broad Tier 1 program on a range mental health, and social wellness programs.
- Allow more choice in students creating their high school programs/course selection.
- High School Flex time now mandatory for students not enrolled in Work Experience or RAP program.

Plan for action (details as to how the strategies will be implemented.

- The School has monthly Response to Intervention / Collaborate Responses Model meetings.
- The purpose is to discuss intervention strategies for students who are struggling learners that need intervention beyond Tier 1 and 2 (Broad classroom, and small group "in classroom" strategies)
- All Staff members are schedule to attend the meetings, and although the intention is discussion around Teir 3 and 4 interventions for individuals (Pull out of classroom intervention, and specialized "non" school based intervention) the conversations also has powerful implication of generalized collegial dialogue on best in class practices for our students.
- As the RTI / CRM meetings focus on emotional and social needs of our students as well. Our Family School Liaison Counselor attends the meetings and offers her input for best meeting our student's needs.
- These are truly a collaborative and collective approach to supporting our students academically, socially, and emotionally.
- Our Family Connections Worker, is going into classrooms to deliver instruction around the issue is mental and social health. This will be an on-going approach through the school year as teachers partner with our FCW.
- Students enjoy making choices in their programs based on their needs and interests. This year we are partnering more closely with W.R. Myers in allowing our students to choose from options courses offered by TMS or W.R. Myers.
- Monday through Thursday our school day concludes with a 40 block call ILT – Independent learning time. This time period is mandatory for grade 10 and 11, and optional for student in grade 12 unless they are enrolled in W.E. or Rapp program, and are in good academic standing. The ILT block is intended to have students ensure they are caught up on school assignment, can confer with their teachers for support when needed, and to explore student lead exploratory activities.