



ARDEN T LITT CENTRE FOR LEARNING
Combined 2020-21 to 22-23 Education Plan and
2019-2020 Annual Education Results Report

ARDEN T LITT CENTRE FOR LEARNING

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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
- Response to intervention to meet the needs of all students

Alberta Education Key Action Items (Desired Outcomes)

All learners leaving school are competent contributing global citizens.

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

What Makes Us Arden T Litt Centre For Learning?

Principal's Message

Arden T. Litt Centre for Learning (ATL) provides an excellent public high school opportunity for students within Southern Alberta. Our school has a focus on: flexible learning environments, home and community involvement and meaningful relationships.

One of the most prominent attributes of our school is the focus on collaboration and community. Students and teachers work together to support the needs of individual students and the community as a whole.

Most of our families are from the town and farms surrounding Grassy Lake. A large percentage of our population come from a Low German Mennonite background. English is often not the primary language spoken at home, necessitating the need for us to have supports for English Language Learners. A significant percentage of our student population leave ATL during the spring and fall to support their families during seeding and harvest.

We find that as students finish elementary school, we have a smaller group of students who attend junior and senior high school, as some families choose home schooling options. We also have a significant number of students who drop out of school, often with the intention of supporting their families financially. In order to provide flexibility and personalized learning, we offer a blend of both distance learning as well as classroom based instruction.

Arden T. Litt Centre for Learning's outreach designation allows us to be as flexible as possible in meeting the needs of all students, including those who may work during parts of the school year. At the same time, our high school programming provides engaging and innovative teaching and moves away from the traditional distance learning model.

Our students attend ATL because they want to, many of them being amongst the first generation of their family to attend high school with the goal of graduating. We find that this small but motivated core group of students do extremely well when compared to district and provincial standards.

We are in our fourth year of an Alberta Education sponsored School Nutrition Program. The aim of the program is to provide students with a wholesome breakfast and supplement existing lunches with nutritious and hearty options. This initiative supports students in both Chamberlain and Arden T Litt Centre for Learning.



Accountability Pillar - Overall Summary

Accountability Pillar Overall Summary
 3-Year Plan - May 2020
 School: 1473 Arden T. Litt Centre for Learning



Measure Category	Measure	Arden T. Litt Centre for Learn			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	82.3	94.4	90.2	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	84.4	82.8	81.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	84.4	89.3	88.7	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.0	0.0	0.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	80.4	100.0	94.8	79.7	79.1	78.4	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.9	95.5	87.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	9.7	9.1	11.0	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	13.4	75.0	57.6	56.4	56.3	55.6	Very Low	Declined Significantly	Concern
	Rutherford Scholarship Eligibility Rate	46.2	100.0	88.0	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	39.2	46.6	49.7	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	66.7	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	86.1	92.8	88.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	78.1	92.0	84.5	81.5	81.0	80.9	High	Maintained	Good

TARGETED AREAS FOR IMPROVEMENT IN 2020-2021

PERFORMANCE AREA	CURRENT RESULT	TARGET (2020-21)
Diploma Exam Participation Rate	13.4%	60%

PERFORMANCE AREA	CURRENT RESULT	TARGET (2020-21)
Rutherford Scholarship	46.2%	65%

BACKGROUND

As a school, we recognize the importance of improving our Diploma results and the academic success of our students. We also recognize that because of small class sizes, statistical anomalies occur. One student has the ability to change our statistic representation dramatically...

STRATEGIES

As a school, we need to strengthen relationships with our students, community and family members in order to build trust and support for our public school programs. Providing students with the guidance they need will allow them to achieve the success they deserve.

Because of the work schedule and responsibilities of our students outside of school, flexibility in teaching and learning must occur.

PLAN FOR ACTION (How will the strategies be implemented - timeline, budget...)

- Weekly support from:
 - Off-Campus Education Teacher
 - Academic & Career Advisor
- Monthly CRM meetings to ensure students are receiving the support they require.

TARGETED AREAS FOR IMPROVEMENT IN 2020-2021

PERFORMANCE AREA	CURRENT RESULT	TARGET (2020-21)
Transition Rates (6 yr)	46.6%	55%

BACKGROUND

As a school, we recognize the importance of improving our Transition Rates. For many of our graduates, they are the first member of their family to ever receive a high school diploma. Our next step is encouraging more students to attend a post-secondary institution. For many of our families, this is a cultural and financial burden we still need to work through. It is also important to recognize that because of small class sizes, statistical anomalies occur. One student's participation has the ability to change our statistic representation by over 10%.

STRATEGIES

- Student involvement in Experiential Learning Week (ELW) will be expanded to allow students to better understand the careers and options student have after high school.
- Students will have the opportunity to attend field trips to the University of Lethbridge and Lethbridge Community College in order to reduce anxiety around attending post-secondary institutions.
- APEX Awards - Two years ago, two of our students received scholarships to attend post-secondary schooling. We need to ensure future students are also provided with these incentives.

PLAN FOR ACTION (How will the strategies be implemented - timeline, budget...)

- ELW will be expanded for the 2020-21 school year, allowing all ATL students to be involved.
- The 2020-21 budget includes PD support for teachers and release time in order to support the areas of Literacy, Numeracy and the teaching of conceptual understanding.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

KEY ACTION 1 - STRONG INSTRUCTION THAT DEVELOPS COMPETENCIES

Ongoing Professional Development

Foundational Principals we are working on:

Literacy

Numeracy

Community Wellness

STRATEGIES

- As a school, we are part of several district initiatives to ensure our teachers can effectively develop competencies in our students.
 - Literacy Committee
 - Numeracy Committee
 - Assessment Committee

PLAN FOR ACTION (How will the strategies be implemented - timeline, budget...)

- The 2020-21 budget supports professional development in these areas.
- Sub days have been set aside for staff to work on these initiatives throughout the year
- Ongoing staff meetings and PD days provide feedback loops to continually examine these issues.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

KEY ACTION 2 - RESPONSE TO INTERVENTION TO MEET THE NEEDS OF ALL STUDENTS

Provincial Desired Outcome for FNMI - supporting First Nations, Metis, and Inuit students success.

As a school, we do not have any self-declared First Nations, Metis or Inuit students, but recognize the importance of ensuring that all students, teachers and school leaders learn about the history and legacy of residential schools; treaties; agreements; and First Nations, Métis and Inuit history, perspectives, culture and contributions in Alberta and Canada.

STRATEGIES

- A prioritized focus on staff PD related to FNMI awareness and education.
 - Time set aside during each staff meeting and PD day to discuss topics related to increasing awareness in these areas.
 - The school will designate an FNMI champion who will attend district meetings and bring back information to further educate our staff.
 - School and division based student activities will focus on this conceptual understanding.

PLAN FOR ACTION (How will the strategies be implemented - timeline, budget...)

- Continued partnership with Horizon's Indigenous Liaison Worker and a local Elder to support FNMI awareness and understanding.
- Funding has been set aside to support teacher PD in this area.

Collaborative Response Model

Building on the implementation which began at the end of the 2019-18 school year, ATL will continue to utilize the CRM model to support all students within the building.

STRATEGIES

- Teachers meet in teams every six weeks to discuss the supports needed to ensure the success of all students. These teams include:
 - Grade 9-12 (with a Learning Support Teacher focusing on this age group)
- Division supports include:
 - Supervisor of Early Learning, Director of Learning, Councillors and Behavioural Specialists

PLAN FOR ACTION (How will the strategies be implemented - timeline, budget...)

- Staff (Administrators, Teachers and Educational Assistants) will schedule time to meet in order to discuss the specific supports individual students require.