



Horizon School Division No. 67

CHAMBERLAIN

*Combined 2018-19 to 2020-21 Education Plan and
2017-2018 Annual Education Results Report*



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

Chamberlain School
P.O. Box 790 Grassy Lake, AB
(403) 655-2211

<http://chamberlain.horizon.ab.ca/>

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)

- 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 Chamberlain School

Principal's Message

Chamberlain School provides an excellent K-9 public school opportunity for students within Southern Alberta. Our school has a focus on literacy, numeracy, authentic technology integration and community wellness.

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. Some of our students are only with us during harvest season, when larger farm operations are looking for seasonal employment. These families then travel back to Mexico for the winter months to farm.

We find that as students finish elementary school, we have a smaller group of students who attend junior high. A large percentage of the families within our community choose home schooling options. In order to engage our students and support the cultural background of our community, we offer an optional German program for grades 1-9 and hands-on CTF classes for grades 6-9.



We are in our second year of an Alberta Education sponsored lunchtime School Nutrition Program which complements our existing breakfast program. The aim of the program is to supplement existing lunches with wholesome fruits and vegetables and to educate our community regarding healthy food choices. This initiative supports students in both of our schools.



Last year, Chamberlain / ATL received approval for a district funded Classroom Improvement Project entitled: Digital Assessment Through Mobile Devices. Our goal is to develop stronger formative and summative assessment practices as teachers utilize media literacy practices to document student progress through pictures, videos and audio files.



As teachers gain proficiency in their use of these devices, so will their ability to share / provide feedback on these recordings with students and members of our parent community. It is our goal to expand the use of effective technology integration within our school.



Accountability Pillar Overall Summary

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2018 School: 6602 Chamberlain School



Measure Category	Measure	Chamberlain 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	96.2	96.2	94.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.5	88.3	85.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	94.9	93.9	94.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	8.7	0.0	5.1	2.3	3.0	3.3	Low	Maintained	Issue
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.6	80.6	79.2	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	5.7	16.7	17.8	19.9	19.5	19.2	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	17.8	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	95.5	100.0	96.3	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	93.9	92.8	91.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	94.5	95.7	94.8	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.6	90.8	90.4	80.3	81.4	80.7	Very High	Maintained	Excellent

TARGETED AREAS FOR IMPROVEMENT IN 2018-2019

Performance Area	Current Result	Target (2018-19)
Drop Out Rate	8.7%	6%

Strategies:

- *We have a large number of students who drop out of school at the end of their grade 7 year. This has been a cultural norm based on the values and decisions of a large number of families within our community.*
 - *The Horizon School Division has hired a Low German Mennonite Consultant in order to build upon school / family relationships.*
 - *As a school, we are looking for opportunities to build relationships with students and parents to better tie our community to our school.*
 - **Expanded Community Events**
 - *Movie Nights*
 - *Coffee & Crafts*
 - *FASPA*
 - *Incorporating a fall supper (modelled after our ongoing spring supper)*
 - *We are offering programs that are of interest to our students.*
 - *Expanded our optional German class to include grade 9*
 - *Providing diverse CTF offerings based on student feedback*
 - *Technology Integration / Robotics*
 - *Cooking / Home Economics*

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

- *Horizon School District is providing us with 'dedicated time' with the division's LGM Consultant in order to ensure family connections are made.*
- *Ongoing meetings with our Parent Council have been set up in order to develop ongoing community events.*
- *The 2018-19 Budget includes funds to support the development of enrichment activities (CTF programs) and community events.*

Performance Area	Current Result	Target (2018-19)
PAT Excellence	5.7%	15%

Strategies:

- *Attendance Rates have had a negative impact on student success regarding PAT results. Utilizing strategies related to Drop Out Rates will assist in this area.*
- *A district sponsored book study for administrators is focused on: Tools for Teaching Conceptual Understanding.*
- *It is also important to recognize most years, we have less than 10 students participating in our grade 9 exams, resulting in radical percentage swings from year to year.*
- *School initiatives such as our Joyful Literacy Program (BLITZ) and our Elementary Numeracy Initiative will result in students who are better prepared to excel in their studies.*

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

- *The 2018-19 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

Authentic Technology Integration

Strategies

- As a school, we are part of several district initiatives to ensure our teachers can effectively develop competencies in our students.
 - Joyful Literacy Intervention (BLITZ)
 - Numeracy Committee
 - Assessment Committee
 - Book Study for Administrators - *Tools for Teaching Conceptual Understanding*.

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

- The 2018-19 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.

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

- 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, Chamberlain will continue to utilize the CRM model to support all students within the building.

Strategies

- Teachers Meet as teams twice a month to discuss the supports needed to ensure the success of all students. These teams include:
 - ECS – Grade 4 (with a Learning Support Teacher focusing on this age group)
 - Grade 5-9 (with a Learning Support Teacher focusing on this age group)
- Division supports include:
 - Supervisor of Early Learning

-
- Director of Learning
 - Councilors and Behavioral Specialists

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

- Staff schedules (Administrators, Teachers and Educational Assistants) have scheduled time to meet every two weeks in order to discuss the specific supports individual students need.