



Horizon School Division No. 67

*Arden T Litt Centre for Learning
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.*

Arden T Litt Centre for Learning
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 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 percentage of our student population leaves ATL during the spring and fall to support their families during

seeding and harvest seasons. Some of our students also travel back and forth from Mexico as their families look for employment opportunities.



We find that as students finish elementary school, we have a smaller group of students who attend junior and senior high school, as more families choose home schooling options. We also have a significant number of students who drop out, often with the intention of supporting their family 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 travel outside Canada to work during the winter months. 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 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.

Combined 2017 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
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	86.1	90.0	91.0	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	80.2	81.6	81.5	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	84.3	92.4	94.6	90.0	90.1	89.9	Intermediate	Declined	Issue
	Drop Out Rate	0.0	1.9	5.4	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	93.6	90.9	84.9	78.0	78.0	77.0	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
	Diploma: Acceptable	95.5	75.0	85.9	83.7	83.0	83.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	9.1	7.1	13.2	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	34.0	63.6	51.6	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	75.0	88.9	85.1	63.4	62.3	61.5	n/a	Maintained	n/a
	Transition Rate (6 yr)	46.9	55.6	45.8	58.7	57.9	59.0	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	66.7	n/a	90.0	82.4	82.7	82.4	Very Low	Declined	Concern
	Citizenship	85.1	86.7	87.9	83.0	83.7	83.7	Very High	Maintained	Excellent
	Parental Involvement	n/a	n/a	86.0	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	School Improvement	82.4	79.2	85.6	80.3	81.4	80.7	Very High	Maintained	Excellent

TARGETED AREAS FOR IMPROVEMENT IN 2018-2019

Performance Area	Current Result	Target (2018-19)
Education Quality	84.3%	90.0%

Strategies:

- *Improving student / teacher relationships is seen as a way of improving results in this area.*
- *Horizon School Division is developing an Experiential Learning Week for the 2018-19 school year. This week long program will allow students to see how school programs can connect to real-world jobs and experiences. Students will have the opportunity to choose a passion / interest to explore with the support of a mentor.*

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

- *Bi-weekly Collaborative Response Meetings (CRM) have been implemented to identify students requiring personalized assistance.*
- *Students will participate in an anonymous survey within the school year in order to understand their perceptions and perspective.*
- *A guidance counselor will be on site bi-weekly to assist students with school / life opportunities.*
- *A school councilor will work with staff to develop student workshops / presentations.*
- *Funds have been set aside to support students who may require financial assistance to participate in Experiential Week.*

Performance Area	Current Result	Target (2018-19)
Diploma: Excellence	9.1%	15%

Strategies:

- *Attendance – there were a group of students who were not attending school regularly. This ultimately affected their educational performance and success. Strategies must be put into place to improve student attendance rates.*
- *Academic Enrollment – more must be done to educate both students and parents in regards to the educational options that students have available to them. Students have been hesitant to enroll in ‘dash 2’ courses because of perceived stigmas related to the programs.*

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

- *Increased and timely communication with parents as well as placing students on attendance contracts before attendance becomes a problem.*
- *Expanding meetings with families in order to ensure that students are enrolling in the correct classes that will ensure their academic success.*

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong instruction that develops competencies

High School Redesign

Foundational Principals we are working on:

Flexible Learning Environments

Home and Community Involvement

Meaningful Relationships

Strategies

- Some students have extended absences in order to assist their families during key agricultural times of the year. Online programming and personalized accommodations need to be implemented in order to provide students with the flexibility to remain in school.
- Many of our high school students have to advocate for their ability to attend school. Some parents express concerns over their children graduating out of fear that they may move away from home or potentially lose part of their cultural identity. It is important for our school to work with the community so that our school is accepted and supported.
- 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))

- 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.
 - Expanded Community Events
 - Movie Nights
 - Coffee & Crafts
 - FASPA
 - Incorporating a fall supper (modelled after our ongoing spring supper)

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.