



CHAMBERLAIN SCHOOL

Combined 2020-21 to 22-23 Education Plan and 2019-2020 Annual Education Results Report

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)

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 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 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.

We find that as students finish elementary school, we have a smaller group of students who attend junior high. Some of these families choose home schooling options, others drop out of school to support their families at home.

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 5-9.

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: 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	96.6	96.4	96.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	65.1	79.3	83.4	82.4	82.2	82.0	Very Low	Declined	Concern
	Education Quality	91.5	92.6	93.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	20.0	9.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	53.9	71.6	72.7	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	6.6	5.7	10.1	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	83.3	85.7	93.7	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	90.0	95.2	94.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.3	95.7	95.3	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	76.9	82.4	86.3	81.5	81.0	80.9	High	Declined	Acceptable

TARGETED AREAS FOR IMPROVEMENT IN 2020-2021

PERFORMANCE AREA	CURRENT RESULT	TARGET (2020-21)
Program of Studies	65.1%	80%

BACKGROUND

Several factors led to a decline in our Program of Studies from previous years:

At the time of the survey, our locally developed Low German Mennonite class was without an instructor. A group of parents were concerned that we were unable to offer the course. Roughly two weeks after the survey, the position was filled and the course continued.

Jr. High parents indicated that they would like to see an expansion of the Art program we offer our students.

Jr. High students expressed an interest in more technology integration.

STRATEGIES

As a school, we need to strengthen relationships with community / family members in order to build trust and support for public school programs. This is challenging during the COVID-19 pandemic. Many of the initiatives planned have been postponed.

- Expand social activities.
- Develop effective and clear communication from school to home.
- Encourage more parents to attend Parent Council Meetings.
- Offer programs that are of interest to students:
 - Optional German Class - at this time, we are still looking for an instructor.
 - Offer CTF classes based on student & parent feedback (technology integration, expanded art options).

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

- Ongoing meetings with Parent Council to organize activities and receive parent feedback.
- Timely communication with the division's LGM Consultant in order to foster connections with community members and find a German EA.
- The 2020-21 budget includes funds to support the development of enrichment activities (CTF programs).
 - A Kiln was installed during the summer to support pottery and glass fusion.
 - PD set aside to support art integration.

TARGETED AREAS FOR IMPROVEMENT IN 2019-2020

PERFORMANCE AREA	CURRENT RESULT	TARGET (2019-20)
PAT Acceptable	53.9%	75%

BACKGROUND

As a school, we recognize the importance of improving our PAT results. We also recognize that because of small class sizes, statistical anomalies occur. One student's test results has the ability to change our statistic representation by over 10%.

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 large number of our students are English Language Learners. School-based literacy initiatives will positively impact all PAT results.

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

- Dedicated time to support ELL students.
- 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.

PERFORMANCE AREA	CURRENT RESULT	TARGET (2019-20)
PAT Excellence	6.6%	15%

BACKGROUND

As a school, we recognize the importance of improving our PAT results. We also want to recognize that because of small class sizes, statistical anomalies occur. One student's test results has the ability to change our statistic representation by over 10%.

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 large number of our students are English Language Learners. School-based literacy initiatives will positively impact all PAT results.

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

- Dedicated time to support ELL students.
- 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.
- An elementary and jr. high teacher have both been provided with release time to work with students requiring reading intervention.
- 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, Chamberlain 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:
 - 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, 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.