

Chamberlain School

Arden T. Litt Centre for Learning



vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching*

our desired future)

engaging and empowering all learners

horizon is a learning community that

values

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and
safe learning environments;
collaboration; and
accountability

2021-
2025

Principal's message

Grassy Lake, is a small farming hamlet within southern Alberta. We provide an exciting and innovative K-12 program within two different buildings.

Chamberlain School provides an excellent Early Learning to grade nine public school opportunity. Our school has a focus on: literacy, numeracy and community wellness.

Arden T. Litt Centre for Learning (ATL) provides an excellent public high school opportunity. Our school has a focus on: literacy, flexible learning environments, and providing a high quality education with a wide variety of learning opportunities.

Both of our schools are working towards building positive relationships and enhancing school culture through school wide activities that provide leadership and learning opportunities for all grades. Often this includes physical activity, cultural celebrations, fine arts presentations or shows, literacy & numeracy activities, and indigenous learning opportunities.

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 provide support for English Language Learners. Some of our students are only with us during harvest and planting season, when larger farm operations are looking for seasonal employment. We also find that a significant percentage of our Jr. High and High School students miss time at school during this time because they are working labour jobs to support their families.

In order to engage our students and support the cultural background of our community, we offer an optional German program for grades 1-9, optional Bible classes for Early Learning-grade 9, and hands-on CTF classes for grades 6-9. The Bible class is a new initiative in 2022 and was put in place in response to parent feedback and survey responses. We are also culturally sensitive in the way that we teach and talk at the school.

We provide 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.

Chamberlain is one of the best schools in the world. Quality teachers, lots of one on one time for each child, and a fun atmosphere. It doesn't get much better than here.

~ Chamberlain School Parent



quality teaching and optimum learning

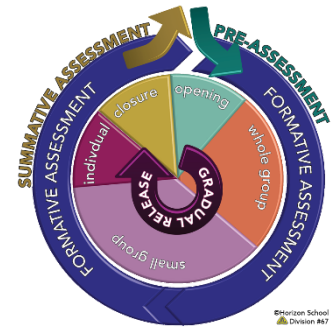
Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and results for parents, and students <ul style="list-style-type: none"> ● Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ○ Reading intervention groups, push in reading and phonics support as well as some pull out interventions. <ul style="list-style-type: none"> ● Budget Allocation - money set aside for: <ul style="list-style-type: none"> ○ Release time for benchmarking ○ PD opportunities for staff ○ Phonics resources ○ Book study on visible thinking <ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ○ Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations. ○ Plans to begin the creation of an early numeracy intervention program for students in K-3 <ul style="list-style-type: none"> ● Budget Allocation - money has been set aside for: <ul style="list-style-type: none"> ○ PD opportunities for staff ○ Numeracy resources and books as needed

- Teacher, parent, and student agreement that students model the characteristics of active citizenship.
 - o Overall and results for teachers, parents, and students
- A measure of student engagement in their learning at school

- Teacher, parent, and student agreement that children will be prepared for the next grade level
 - o Overall and results for teachers, parents, and students

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- o High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.
- o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
- Assessment
 - o Build on key assessment principles to increase teacher conceptual understanding of assessment.

- Budget Allocation - money has been set aside for:
 - o Book study on Visible Thinking
 - o PD opportunities for staff
 - o Release time to work with instructional coaches and division learning specialists.

Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.

- Teacher, parent, and student satisfaction with the overall quality of basic education.
 - o Overall and results for teachers, parents, and students.

- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
 - o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning
 - Overall and results for teachers, parents, and students
 - o Teacher, parent, and student belief that children find school interesting
 - Overall and results for teachers, parents, and students
 - o Percent of students who are motivated to do their best at school
 - o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school

- Learning
 - o Staff meeting and PLC learning related to best practices, contextual factors and analyzing survey data
 - Driven by assurance survey results, staff discussions, school surveys and school council feedback.

		<ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ○ No additional cost at this time to decentralized budget
		<ul style="list-style-type: none"> ○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> ○ Utilize Division experts: Wellness Coach, School Counselor, Off-campus coordinator and other experts to help students understand possible career paths. ○ Schedule activities / field trips such as EPIC to broaden students' horizons <hr/> <ul style="list-style-type: none"> ● Budget Allocation - money has been set aside for - <ul style="list-style-type: none"> ● Field Trips ● Extracurricular activities
		<ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> ○ Monthly school newsletter ○ Monthly School Council Meetings ○ Utilize social media services such as School Messenger, school website, instagram, Facebook and Twitter to keep the community informed. ○ Support from the Divisions LGM Liaison to provide interpretation services. <hr/> <ul style="list-style-type: none"> ● Budget Allocation - No cost to decentralized budget
		<ul style="list-style-type: none"> ○ Percent of staff who felt that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice ○ Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school ○ Percentage of staff satisfied with the professional development opportunities provided by the school and division ○ Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> ○ see School PD plans <hr/> <ul style="list-style-type: none"> ● Budget Allocation - money has been set aside for: <ul style="list-style-type: none"> ○ PD opportunities for teaching and support staff ○ Book study on visible thinking
		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ○ Indigenous <ul style="list-style-type: none"> ▪ PD on Indigenous Culture (CASS website) ▪ Accessing experts such as the Division's Indigenous Liaison ▪ Release time to maintain our school's connection to the Indigenous Allies program. <p>LGM</p> <ul style="list-style-type: none"> ● Optional LGM course (Gr. 1-9)

		<p>welcomed, cared for, respected and safe.</p> <ul style="list-style-type: none"> o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> ● Accessing experts such as the Division's LGM Liaison
			<ul style="list-style-type: none"> ● Budget Allocation - money has been set aside for: <ul style="list-style-type: none"> o PD opportunities for staff o Classroom supports o Guest speakers and presentations

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. o Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. o Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). o Examine current data and create strategies for schools to maximize the success of FNMI students o Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way o Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome
		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ● Budget Allocation - money has been set aside for: <ul style="list-style-type: none"> o PD opportunities for staff o Classroom supports o Guest speakers and presentations
			<ul style="list-style-type: none"> ● Collaborative Response <ul style="list-style-type: none"> o Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry. o Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. ● Early Learning <ul style="list-style-type: none"> o Provide professional learning opportunities that includes Hanen Training to all Early

		<ul style="list-style-type: none"> o Percent of staff who feel the school's collaborative response meetings are effective o Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> Learning staff to enhance knowledge and language, social and literacy skills. ● Nutrition Program <ul style="list-style-type: none"> o Continue to provide breakfast and a supplemental lunch program to all students.
			<ul style="list-style-type: none"> ● Budget Allocation - MOney has been set aside for: <ul style="list-style-type: none"> o Nutrition program
<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> o Overall and results for teachers and parents ● Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges o List of partnerships / collaborative projects 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> o Access to the principal and other staff members for continual feedback o Parent/teacher surveys and meetings o School council meetings
			<ul style="list-style-type: none"> ● Budget Allocation - no additional cost to decentralized budget.
		<ul style="list-style-type: none"> ● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> ● Stakeholder engagement <ul style="list-style-type: none"> o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. o Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services.
			<ul style="list-style-type: none"> ● Budget Allocation - money has been set aside for: <ul style="list-style-type: none"> o Staff release to bring students to leadership events o Materials and resources to support student leadership activities o Guest speakers

Visible Thinking/Early Literacy

School Measures	School Strategies
<ul style="list-style-type: none"> ● Benchmark assessment results ● School engagement survey ● Diploma and PAT results 	<ul style="list-style-type: none"> ● Book study and professional learning activities for all grades. ● PLC focus ● Push in classroom supports in early grades



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