

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

2025
2028

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 was a new initiative in 2022 and was put in place in response to parent feedback and survey responses. Since then it has grown in popularity and the majority of students attend. We are also culturally sensitive in the way that we teach and talk at the school. In 2023 we began a K-5 music program, which, in 2024, expanded to include 6-9 students as well, and also incorporates a variety of instruments. This program continues to engage students!

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.

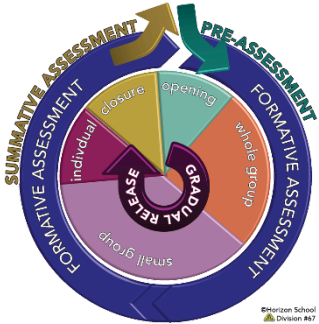
Chamberlain is one of the best schools in the world. Quality teachers, lots of one on one time for each child, and a fun atmosphere. It doesn't get much better than here.

~ Chamberlain School Parent



quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.	<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"> o Overall and specific course results for all students o 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"> o Overall and specific course results for all students o 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"> o Overall, for all students and for self-identified First 	<ul style="list-style-type: none"> • Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment • Parent & 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"> o Overall and specific group • A list of the Alberta Education approved screening assessments used at each grade level; • Total number of students assessed at the beginning of the school year in gr 1, 2, & 3. • Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, & 3. • Total number of students identified as being at risk at the end of the school year in gr 1, 2, & 3. • Average number of months behind grade level after the 	<ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> o Benchmark assessments (SLAs, F&P) and follow up intervention for students reading below grade level. o Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. o Reading intervention groups, push in reading and phonics support as well as some pull out interventions. o UFLI resources, Heggerty Phonics, Science of Reading, and Morphology based programs. o IXL review support o Teaching sprints in various areas. • Budget Allocation – money set aside for: <ul style="list-style-type: none"> o Release time for benchmarking o PD opportunities for staff o Phonics resources

	<p>Nations, Métis and Inuit and English Second Language students</p> <ul style="list-style-type: none"> Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> Overall and results for teachers, parents, and students A measure of student engagement in their learning at school 	<p>administration of the initial assessments for at risk students in gr 1, 2, & 3.</p> <ul style="list-style-type: none"> Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, & 3. A summary of support strategies used for students identified as being at risk at each grade level. 	
		<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"> 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. Focus on use of math manipulatives. Mathology, Super Simple Sheets, IXL as a resource. Dynamic math adapted resources Differentiated numeracy instruction Focus on collaborative work Building Thinking Classrooms book resource Teaching sprints in various areas Budget Allocation - money has been set aside for: <ul style="list-style-type: none"> PD opportunities for staff Numeracy resources and books as needed Curriculum Achievement <div data-bbox="1133 1119 1482 1144" data-label="Section-Header"> <p>HORIZON INSTRUCTIONAL MODEL</p> </div>  <p>o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.</p> Assessment <ul style="list-style-type: none"> Build on key assessment principles to increase teacher conceptual understanding of assessment. PLC on building Check Bricks, rubrics, exam analysis. Budget Allocation - money has been set aside for: <ul style="list-style-type: none"> PD opportunities for staff Release time to work with instructional coaches and division learning specialists.

<p>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.</p>	<ul style="list-style-type: none"> Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> Student belief that teachers provide different ways to make learning interesting Students agreement that they enjoy learning at school Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> Overall and specific group results 	<ul style="list-style-type: none"> Learning <ul style="list-style-type: none"> Staff meetings, CRM and PLC learning, growth plans, teacher accountability meetings related to best practices, contextual factors and analyzing survey data, assessments <ul style="list-style-type: none"> Driven by assurance survey results, staff discussions, school surveys and school council feedback.
			<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 and Career Transitions events to broaden students' horizons Site visits to post secondary institutions and businesses, on campus presentations from institutions and career exploration professionals.
			<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"> Report cards Teacher Interviews Regular teacher communication (seesaw, Class Dojo, email, letters, etc.) Monthly school newsletter Monthly School Council Meetings Utilize social media services such as School Messenger, school website, instagram and Facebook to keep the community informed. Support from the Divisions LGM Liaison to provide interpretation services.
			<ul style="list-style-type: none"> Budget Allocation - No cost to decentralized budget
		<ul style="list-style-type: none"> Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow 	<ul style="list-style-type: none"> Continual improvement <ul style="list-style-type: none"> see School PD plans
			<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

		<p>them to reflect upon their practice</p> <ul style="list-style-type: none"> o Percentage of teachers satisfied with the professional development opportunities provided by the school and division 	
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of students who feel connected and have a sense of belonging at school o Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations o Percent of staff who feel that the school is an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> o Indigenous <ul style="list-style-type: none"> ▪ PD on Indigenous Culture (CASS website, Horizon resource bank and Padlet, various books and activities.) ▪ Adopting Indigenous pedagogy. ▪ Accessing experts such as the Division's Indigenous Liaison. ▪ Release time to maintain our school's connection to the Indigenous Allies program. ▪ Whole staff Indigenous learning day <p>LGM</p> <ul style="list-style-type: none"> ● Optional LGM course (Gr. 1-9) ● Accessing experts such as the Division's LGM Liaison ● Lord's Prayer said daily ● Mennonite Heritage Week celebrations ● Optional Early Learning-Grade 9 Bible class. ● Curriculum considerations for cultural sensitivities. <p>All students</p> <ul style="list-style-type: none"> ● Student needs are accounted for and considered when making decisions. ● All students are welcome and made to feel like they belong. ● Staff and students respect each other and have open lines of communication.
			<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 with intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports</p> <p>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,</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, 	<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 for every student after grade 5, and all staff members).

cared for, respected and safe.		<p>agreements, and the history and legacy of residential school</p> <ul style="list-style-type: none"> Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> Examine current data and create strategies for schools to maximize the success of FNMI students 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 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"> Budget Allocation – money has been set aside for: <ul style="list-style-type: none"> PD opportunities for staff Classroom supports Guest speakers and presentations
		<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"> Parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> Overall and specific group results 	<ul style="list-style-type: none"> Collaborative Response <ul style="list-style-type: none"> 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. Reduce stigma associated with mental health through staff training, student engagement (IE. Headstrong, Bell Let's Talk Day, FSLW presentations and programs) and parent/community programming delivered by the Family Connections Program. Early Learning <ul style="list-style-type: none"> Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills. Nutrition Program <ul style="list-style-type: none"> 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"> Nutrition program
Governance Public assurance occurs when demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.	<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"> 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"> Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges 	<ul style="list-style-type: none"> Resource Management <ul style="list-style-type: none"> Transparency of financial records and decision making Access to the principal and other staff members for continual feedback Parent/teacher surveys and meetings School council meetings and PAC meetings where SGF and Decentralized budgets are shared.
			<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 	<ul style="list-style-type: none"> Stakeholder engagement <ul style="list-style-type: none"> Enhance student engagement by encouraging students to lend their voice to school initiatives and promote student

		<p>how the school board met its obligations under the <i>School Councils Regulation</i>, section 12.</p> <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 	<p>leadership opportunities within and beyond school.</p> <ul style="list-style-type: none"> o Mobilize student leadership to promote youth education related to mental health, leadership (SAIL), student council activities. o Open door policy for parent and guardian questions and concerns.
			<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

finding wellness in the work

School Measures	School Strategies
<ul style="list-style-type: none"> ● Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> o My opinions and suggestions are considered at work. o My supervisor shows appreciation for extra effort made by employees. o My workload is appropriate for the time I am assigned. o I can handle stress effectively and can bounce back from difficult situations 	<ul style="list-style-type: none"> ● Staff meetings, celebrations and gratitudes, Staff discussion on workload (keep, change, drop) ● Staff wellness challenges - Month-long challenges focused on staff wellness, health, and work-life balance. ● Staff Communication tools to enhance efficient sharing and accountability. ● PD Days - focus on wellness of staff, dealing with stress, managing conflict and workload ● PLC Focus - differentiated instruction and assessment tools to support staff needs ● Surveys on Google Forms - wellness check-ins ● Student Class goals ● Parent/student nights (craft, activity, baking)

School strategic priorities

School Measures	School Strategies
<ul style="list-style-type: none"> ● Survey data collected in 2023/2024 indicates that Chamberlain/ATL should work to improve Diploma rates of 'Excellence' and PAT rates of 'Acceptable' and 'Excellence'. ● Survey results on questions related to student engagement, interest in the curriculum, and finding learning enjoyable also show that a focus is needed in those areas. 	<ul style="list-style-type: none"> ● Teacher PLC and PD time spent on creating assessments, gathering exemplars, and working to ensure assessments are valid. ● Teacher PLC and PD time used to learn and plan for differentiated instruction, varied instructional strategies, and other areas intended to increase student engagement. ● Literacy interventions and early years phonics groupings. ● Collaborative teacher time spent planning for engagement. ● Student surveys to determine areas of strength and continued areas of growth. ● Budget allocation to ensure these strategies are able to be implemented. ● Teaching sprints focused on making improvements in these areas.



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