



# *Horizon School Division No. 67*

## **Horizon MAP School**

*Combined 2019-20 to 2021-22 Education Plan  
and 2018-2019 Annual Education Results Report*



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

## ***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 “Horizon MAP School”***

### **Principal’s Message**

Horizon Mennonite Alternative Program (MAP School) is a grade 7-12 outreach school located in Vauxhall, Alberta. We provide flexible, high quality instruction for about 70 students from the Vauxhall, Enchant and Hays areas.



MAP works with other Horizon schools to expand the educational opportunities for all students. Although our own building is quite small, our classes regularly use the gym and CTS rooms at Vauxhall High School. A large number of our high school students take part in joint religious studies classes with VHS students. In past years, MAP students have participated on several VHS sports teams. Covide 19 regulations have restricted and postponed this participation but we would very much like to get back to that rewarding cooperation between the schools. It is our hope that restrictions may ease enough by spring for us to meet in person, in some fashion, with students from Vauxhall Elementary School, Hays School, and Enchant School to discuss the value of staying in school and how MAP can help with that. We have found that many students who were leaning towards exiting school are able to find a home at MAP instead. We also have several students who come to us from homeschooling or from outside

of Horizon School Division. Our students and alumni become role models and promoters of public education within their communities.



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The distinctiveness of MAP School arises from the diversity of our student population. Most MAP students have a connection to Low German Mennonite faith and culture, but there are significant differences in their family contexts. Some are recent immigrants to Canada but others have lived here all of their lives. Some speak Plautdietsch at home, others English, and a large number speak both. A few families go to Mexico for an extended time each winter, but most do not. Our students often contribute to their families by helping with harvest, working part-time, caring for siblings, or taking on other family responsibilities. These contributions are highly valued and require significant commitment of time and effort. In many cases, though, these commitments limit the time that students are able to put into their studies.



This variety of student needs requires MAP to be very flexible and responsive. Typical outreach strategies such as module booklets or online courses have been an effective solution for some of our students. However, we have found that most MAP students have greater success with strong classroom instruction. Our students with the greatest challenges in language learning, educational history, or attendance also tend to benefit most from direct teaching. We have worked hard to both increase the number of direct-taught courses at MAP and to make our direct taught classes more flexible. We have adopted a “blended” model of instruction, where students with attendance differences are able to participate in and benefit from classroom instruction, but where all students have access to print or online materials that can be done at an alternate time, place, or pace. In addition, our timetable ensures that students have flex periods and self-directed periods to allow students to stay caught up in their classes, to access individualized help from teachers, and to explore other areas of interest.



The evidence indicates that this approach is working well for MAP students and their families. We had 9 graduates last year, for a total of 47 in the last five years. More and more MAP students are now taking Math and Science diploma exams, qualifying for a full 3 years of Rutherford scholarships, and registering for post-secondary courses after high school. MAP has more students taking “dash one” courses at high school than ever before, but we also had students successfully completing apprenticeship and “dash four” Knowledge and Employability courses and everything in-between. We have seen increases in student satisfaction on our annual provincial accountability report surveys in the areas of Safe and Caring Schools, Work Preparation, and Citizenship. Less obvious, but just as important to us, are our students who are sticking with education or returning to school long after they thought that they might quit. We celebrate in their success as well!



Of course, MAP students and their families care about more than just academics and flexibility. Strong relationships and respect for faith and cultural identity are also fundamental. This year, we are excited to have formed a Parent's Council who wish to be very active in our school culture. Partnering with school and staff to form and manage activities that will enhance the experience of students in our school. We also continue to try new things to boost those features of our school culture. We continue to offer a Low German Mennonite Language and Culture class. Our student council is very active again this year. They are encouraged to participate in and mold school culture Through various activities planned for the general student body throughout the year. We know that student input helps ensure that our school activities are interesting and relevant. By encouraging and respecting student and parent contributions, we also hope to strengthen their sense of belonging and commitment to our school community.



## Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure		Prev Year Result		Average		Prev Year Result		Average		Horizon MAP School Alberta Measure Evaluation	
	Current	Result	Prev 3	Year	Current	Result	Prev 3	Year	Prev 3 Year	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	99.0	96.0	90.7	89.0	89.3	Very High	Improved	Significantly	Excellent		
Student Learning Opportunities												
Student Learning Achievement (Grades K-9)												
Student Learning Achievement (Grades 10-12)												
Preparation for Lifelong Learning, World of Work, Citizenship												
Parental Involvement												

## TARGETED AREAS FOR IMPROVEMENT IN 2019-2020

Performance Area Current Result Target (2019-20) Program of Studies **66.3 80**

### Strategies:

- Offer a variety of different direct-taught and self-directed courses within the timetable and through partnerships with VHS and ADLC.
- Supplement with diverse Flex period choices, Friday activities and a grade 7-12 Experiential Week in May.
- Inform parents about the variety of courses offered and the ways in which MAP School is able to (since many had responded “don’t know” on the survey)

### Plan for action:

- **Prior to the start of each semester:** staff collaborate to create a timetable that meets student needs/goals
- **Weekly:** make adjustments to daily flex and Friday activities based on student needs and interests
- **Oct-May:** Survey students to determine areas of focus for Experiential Week; develop experiences that will engage them and expand their interests and perceived possibilities

Performance Area Current Result Target (2019-20)

PAT: Acceptable PAT: Excellence **44.9 6.1**  
**60 10**

### Strategies:

- Schedule an additional daily junior high Language Arts period, and implement Daily 4 structure; work in additional reading intervention during this period for students flagged through Fountas and Pinnell reading assessments.
- Teachers use flex time for classes that need additional time and “claim” students for flex study hall periods if they fall behind, are struggling, or are doing significant portions of their work in a self-directed program.

### Plan for action:

- **September-Oct:** assess reading level of all junior high students with Fountas and Pinnell; budget sub time to free the teacher up to complete the assessments in a timely manner
- **Ongoing:** monitoring of student progress and achievement; flex period finish-up, review, and remediation
- **Jan – June:** PAT prep flex periods start a couple of weeks before exams

Performance Area Current Result Target (2019-20) Drop Out Rate **7.8 6** High School Completion Rate (3 yr)  
**40.2 50** Transition Rate (6 yr) **36.8 Maintain** Diploma Exam Participation Rate (4+ Exams) **11.5 15**

#### Strategies:

- The principal meets with each high school student at MAP to develop a **program plan** which ensures that their courses are a good fit for their goals, family context, and abilities. The plan is reviewed multiple times throughout the year (more often with students closer to graduation and/or with higher risk plans). The **career counselor**, Garth Moulard helps in reviewing plans and providing individualized academic and career advice.
- The principal develops **self-directed learner (SDL) plans** with students who have significant differences in attendance. Their plans detail how they will attend to learning when they are not in direct-taught classes. This may include alternate timelines for course completion and/or graduation, alternate resources (i.e. blended and/or distance-learning materials), and clear processes and expectations for communication and interaction with their teachers. The principal seeks parent involvement in developing and approving this plan.
- MAP teachers continue to **increase direct instruction** in core subjects with emphasis on providing a full range of direct-taught “dash one” courses at grade 10 level. We encourage as many students as possible to take these courses. We also encourage students to take dash one academic courses at grade 11 and 12 levels where appropriate to their goals, abilities, and context. We provide these classes at MAP where possible (eg. Chemistry 20, Math 20-1), but we are also **working with Vauxhall High School** to offer students instruction in other courses (eg. Biology 20 and 30, Chemistry 30, Math 30-1). In cases where direct instruction is not available or feasible, students are still encouraged to take **ADLC** courses as needed, and in such cases, a MAP teacher is designated to monitor and support them.
- The principal has made **adjustments to the timetable and teacher schedules** to ensure that:
  - At least one teacher is scheduled for each period of the day to **support to students taking self-directed courses**, and every MAP teacher is available to self-directed students at least one period per day.
  - The provision of more academic courses does not take away from quality instruction in the other core courses which meet graduation requirements (e.g. English 20-2 and 30-2, Social Studies 20-2 and 30-2, Math 10-3 and 20-3, and Science 14 and 24).
  - MAP teachers are **adapting their high school courses to a “blended” model**. Students who have differences in attendance now able to take part in most direct-taught courses, but they also have access to print and online resources to work on independently to keep up with topics and assignments covered when they were not in class.
- The principal has **designated home room teachers** for each grade level so that there is a “key person” monitoring each student’s progress and attendance. When students are not progressing as expected or are showing signs of disengagement, their situation is brought to the weekly **Collaborative Response Model meetings** where the staff collaborate to find solutions. (We have shifted these meetings to monthly in-person while in the middle of Covid 19 restrictions. This will revert to weekly meetings once the restrictions change. Electronic check-ins about students are taking place at least once a week.)
- The principal will administer the **Student Orientation to School Questionnaire (SOS-Q)** to all students in November and will print off student reports for the homeroom teachers. This information, along with data from the attendance module in **Dossier** will be used to identify risk factors for disengagement, and to flag students for CRM discussions.
- The principal makes every effort to contact and **follow-up** with students who leave the program. He gathers

information on factors causing disengagement and analyzes it, looking for patterns. MAP staff discuss patterns and potential solutions, and add new strategies to our CRM **pyramid of supports and services** if needed.

**Plan for action:**

- **By the start of each semester (Sept and Feb):** timetable modifications, homeroom teachers designated, blended course plans
- **By mid-October:** meet with all students; SDL and student program plans finalized
- **Ongoing:** homeroom teachers monitor student progress and attendance; review plans with students
- **Monthly:** CRM meetings (Thursdays from 3:20 – 3:50)
- **November:** administer SOSQ; parent meetings for input / approval of SDL plans
- **Feb/March:** review/update SDL plans;
- **April/May** – review with student and make recommendations; parent meetings as needed

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## SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

### Key Action 1 – Strong instruction that develops competencies

#### Flexible learning environments – Shift to more of a Blended model of instruction

##### Strategies

- Staff collaborate to brainstorm and share strategies/procedures for effective blended instruction
- Teachers convert existing courses, adapting distance learning materials, develop new print and online materials, and upload to Google classroom
- Encourage collaboration with the learning coach in the planning and creation of flexible inclusive assessments (eg. GoFormatives) and classroom resources that blend self-directed resources with classroom instruction.

##### Plan for action:

- Invite the assessment coach to our first staff PD day to share and brainstorm ideas
- Daily flex periods and designated self-directed periods with teacher supervisor
- use time at January PD day to collaborate and create assessment tools
- \$500 budgeted for distance learning resources / courses (ADLC)

#### Home and community involvement – increase school promotion and communication with families

##### Strategies

- Work with Low German Mennonite consultant to plan additional parent / family activities, to re-vitalize the parent hot lunch program, and to expand the range of parent voice (i.e. Low German speaking parents)
- Start up a Low German Mennonite language and Culture class for grades 7-9
- Create opportunities for relationship building and collaboration with other schools (VES, VHS, Hays, Enchant, and Lomond)
- Increase social media presence (update school website, post to Twitter/Facebook, add WhatsApp)

##### Plan for action:

- Hire a German assistant and order materials for LGM Language and Culture class by September

Homeroom teachers to make initial contact with families in the first month

- Sept- Parent meeting (German class), Oct- Harvest Supper; Nov- P/T Interviews; Dec- Christmas Card Making & Baking Exchange; Feb- Parent Meeting; April- P/T Interviews; others?
- Ashley to take the lead in posting to Facebook / Twitter; Walter on school website and WhatsApp

**Rigorous and Relevant Curriculum - Experiential Learning Week** (This will be altered or placed on hold due to the requirements of covid restrictions for the 2021/2022 school year)

**Strategies:**

- Work with Career Counsellor, division office staff, and other admin to research and organize ELW logistics
- Survey MAP high school students to find out areas of interest; analyze results for patterns
- Work with Lomond and Vauxhall High School to find community partners and create local opportunities
- Work with Lethbridge College to create opportunities for local students to spend Experiential Week at LC.
- Teachers plan & develop experiential learning opportunities (with community partners where possible)
- Experiential learning activities take the place of regular classes for the week of May 6-10

**Plan for action:**

- Oct - Survey students
- Nov-Dec: Apply for spots for students at Lethbridge College ELW ; begin discussions with Garth, Lomond and VHS for local implementation logistics
- Jan-April: teachers plan and develop EW activities and schedule activities for other students
- May 4-8: implementation of EW week
- Costs not covered by student fees will be covered by a combination of grants, fundraising, and decentralized funds (from extracurricular and options budgets)

**Key Action 2 – Response to intervention to meet the needs of all students**

**Collaborative Response Model** – increase responsiveness to literacy and academic concerns

**Strategies:**

- Read with all students using Fountas and Pinnell reading assessment to help flag students in need of additional reading instruction or accommodations
- Update and revise CRM continuum of supports and services strategies; review team norms
- Continue the additional language arts period for grade 7-9 and implement Daily 4 structure; work in additional reading intervention
- Use flex periods to provide additional support for students in need of Math help or academic support in other subjects
- Teach students to use tools like Read & Write, Formative, and Google speech-to-text

**Plan for action:**

- Extra ½ day of teacher P.D. in Sept to work revise MAP Continuum of Supports
- Weekly CRM meetings starting after Sept 28<sup>th</sup> Planning for Student Support Day (when covid restrictions allow)
- 2 sub days budgeted for benchmarking and 2 sub days budgeted for parent meetings (ISP/IPP/SDL)

**Provincial Desired Outcome for FNMI - Supporting First Nations, Metis, and Inuit students Success**

**Strategies:**

- Host a Kairos Blanket Exercise activity for MAP staff and students (when Covid restrictions allow)
- Sharing of FNMI resources and Strategies at staff meetings (; focus on trying to bring indigenous perspectives and ways of knowing into courses across subjects
- staff to continue to become familiar with expectations for FNMI knowledge in new Teacher Quality Standard •

Investigate the feasibility and attractiveness of an FNMI-themed Experiential Week option (eg. Majorville Medicine Wheel, land-based knowledge / indigenous ways of knowing, Blackfoot Crossings etc.) **Plan for action:**

- Bev to share strategies / resources (eg. Learning Pebbles) at staff meetings
- Bev and Ashley continue to order additional student resources as needed.
- Plan and present a proposal for an FNMI-themed Experiential Week option to students and survey to determine interest; if it is a go, apply for grants and start to book resources / personnel as soon as possible.