



Horizon School Division No. 67

ACE Place Learning Centre

*Combined 2019-20 to 2022-23 Education Plan and
2019-2020 Annual Education Results Report*



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

ACE Place Learning Centre
Second Floor 5329 – 47th Avenue
Taber, AB T1G 1R4

Foundation Statements

Horizon Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

ACE Vision

To provide self-paced alternative learning opportunities within a safe and caring environment by;

- empowering students to make positive life choices;
- encouraging personal accountability;
- promoting educational and personal success;
- promoting a sense of self-worth;
- encouraging responsible citizenship.

Horizon Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

ACE Mission Statement

To provide alternative choices in education that assist students to overcome obstacles and develop knowledge, skills, and attitudes that will contribute to their success, while working towards high school completion.

Our Priorities

Horizon School Division Core Goal

All learners leaving school are competent contributing global citizens.

Strong instruction that develops competencies

- **Literacy**
- **Numeracy**
- **Assessment**

Response to intervention to meet the needs of all students.

- **Collaborative Response Model**

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

Principal's Message

ACE is an awesome place to go to school. The staff are dedicated and care about each student in our building and work hard to ensure that students have a positive experience. Students at ACE are encouraged to make good choices in all areas of their lives.

Our Accountability pillar results don't look like those of other schools and we are okay with that, we are not like other schools in many ways. Success at ACE looks different for many of our students in comparison to those from other schools.

Our students receive individual help and attention on a daily basis as they work to complete their courses. We provide many off campus experiences and some taught classes to supplement the core of distance learning course materials.

We have wonderful students that help us maintain a safe and caring environment. They, along with their parents provide tremendous support for the school.

Let's have another great year at ACE!

Brock Campbell

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 6523 ACE Place Learning Centre



Measure Category	Measure	ACE Place Learning Centre			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	98.6	97.2	96.9	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.4	78.5	83.6	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.3	95.5	94.1	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	11.1	6.6	8.6	2.6	2.3	2.9	Very Low	Maintained	Concern
	High School Completion Rate (3-yr)	21.2	46.8	35.7	79.1	78.0	77.5	Very Low	Maintained	Concern
	PAT: Accessible	*	*	44.7	73.8	73.6	73.6	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Excellence	*	*	3.1	20.6	19.9	19.6	*	*	*
	Diploma: Accessible	79.5	88.9	86.0	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	4.5	7.4	6.6	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	35.3	31.8	30.6	64.8	63.4	62.2	Very Low	Maintained	Concern
	Transition Rate (6-yr)	4.9	22.6	11.0	59.0	58.7	58.7	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	95.0	92.3	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	97.7	95.0	92.7	82.9	83.0	83.5	Very High	Maintained	Excellent
	Parental Involvement	n/a	82.1	88.7	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	96.4	100.0	95.4	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOLTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equaling was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equalized examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

TARGETED AREAS FOR IMPROVEMENT

Performance Area	Current Result	Target (2019-20)
Student Learning Opportunities	Program of Studies: 85.4 Education Quality: 95.3 Drop Out Rate: 11.1 High School Completion Rate: 21.2	Maintain Maintain 10 35

Comment on Results:

ACE achieved a rate of 95.3 in the Education Quality category which is an important measure in our school. The other three areas are important as well but are expected to be lower due to the nature of ACE. By design, ACE accepts students who are in jeopardy and therefore will likely always have dropout and completion rates that would not be acceptable in a mainstream high school. Keeping students in school is a central focus at ACE and the goals stated above are merely a commitment to always try to improve while continuing to accept the students who need our services the most.

Strategies:

- Monthly scheduled meetings to discuss the progress of all students with all staff will be held. Each student's progress will be monitored and tracked. Strategies for success will be discussed and assignments made.
- ACE will continue to offer a multitude of off campus experiences (field trips) that are both curriculum based and co-curricular in order to give students positive learning, social, and life experiences.

Performance Area	Current Result	Target (2019-20)
Student Learning	PAT: Acceptable: * PAT Excellence: *	70 15

Comment on Results:

Our results vary greatly from year to year as we have a small number of students. Most of our students write the Knowledge and Employability exam in science. A 70% goal represents our intention to get as many students as possible to the acceptable level. Many of our students have gaps in background skills and knowledge and some have missed significant amounts of school in the testing year due to personal circumstances. Students regularly write achievement exams without ever completing a large portion of the curriculum, often due to attendance issues or a late start at ACE.

Strategies:

- Stress the importance of regular attendance to all students and parents.
- Maintain an environment in which students who are making their own decision on a day to day basis on whether or not to come to school will usually choose to come.

Performance Area	Current Result	Target (2018-19)
Student Learning Achievement	Diploma: Acceptable: 79.5 Diploma: Excellence: 4.5 Diploma Exam Participation Rate: 0 Rutherford Eligibility Rate: 35.3	Maintain 10 0 Maintain

Strategies:

- Be as firm as is reasonable with students to encourage them to finish courses within their contract dates.
- Regular contact with parents through report cards and phone calls.
- Last year we made an effort to allow/encourage increased numbers of students to write diploma exams even if they were not completely finished the corresponding course work. We plan to continue this strategy even though it may affect our acceptable rates. More students may fail a diploma exam but in the long run we hope to increase the number of completing the courses and earning a diploma in the long run.

Performance Area	Current Result	Target (2019-20)
Parental Involvement	*	90
<p>Comment on Results: This is an area that is particularly important to ACE. Rolling averages remain higher than provincial average but not at an acceptable level for ACE.</p>		
<p>Strategies:</p> <p>-Re-focused efforts to ensure parents are contacted regularly by staff. Methods include report cards mailed at the mid-point (for a five credit course) and upon completion of each course. Regular phone calls home with emphasis on students that are behind on their contracts.</p> <p>-Marks will be made available in real time to parents through power school.</p>		

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN			
Core Goal - All learners will finish school able to be contributing global citizens who possess the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit			
Key Action 1 – Success for each student through strong core instruction that develops student competencies.			
Strategies	Timeline	Person responsible	Budget Allocation
Support all Division P.D. opportunities and Division initiatives	Throughout the year.	All Staff.	None
Information obtained at monthly administrator meeting will be shared with staff at monthly staff meetings.	Monthly	Brock Campbell	None
Offer as many direct instruction classes as is reasonable and practical.	Throughout the year.	All staff.	None
Offer as many off campus curricular and co-curricular experiences as is reasonable and practical.	Throughout the year.	All staff	\$5000+ available through TDLF. Additional funds for local excursions from School decentralized budget.
Key Action 2 – Response to intervention to meet the needs of all learners.			
Strategies	Timeline	Person responsible	Budget Allocation
Collaborative Response Model	Implementation is underway and ongoing.	Brock Campbell Angela Odland	None
Key Action 3 - Increase parent and community engagement through reciprocal and collaborative relationships.			
Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Keep the ACE website and Facebook account up to date with relevant information.	Ongoing	Nicole Cooney, Shannon Bos	None
Stuff a Bus Program	December	Kathie Gellatly	None
Volunteer Work Experience	Regular schedule throughout the year.	Brock Campbell	None
Food bank Volunteering	Ongoing	Brock Campbell	None
Community Snow Shoveling	As needed.	Brock Campbell	None
APEX awards set up	April	Brock Campbell	None
Provincial Desired Outcome for FNMI – The achievement gap between First Nations, Metis, and Inuit students and all other Students is eliminated.			
Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Support and encourage opportunities for cultural learning (meeting with elders, attending conferences/PD sessions).	Head-Smashed-In Buffalo Jump P.D. Activity (September 26) Ongoing	Brock Campbell Nicole Cooney	\$2000