



ACE PLACE

LEARNING CENTRE

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.*

mission

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.

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



Principal's message

ACE is an awesome place to go to school. The staff are dedicated and care about each student in our building, they 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.

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 a core of distributed learning materials. We have wonderful students that help us maintain a safe and caring environment. They, along with their parents, and the community at large provide tremendous support.

Brock Campbell



Key Action 1 - Maximize student success through attendance, involvement, and sense of belonging.

Strategies:

Offer as many direct instruction classes as is reasonable, and practical.

Offer as many off campus activities as is reasonable, practical, and affordable.

Provide a safe and caring environment for all students at all times.

Focus on early intervention for students who fall behind on course completion contracts.

Food program: regular hot lunches and daily snacks.

Increase opportunities for daily involvement through physical activities.


Key Action 2 - Response to intervention to meet the needs of all learners.

Strategies:

Collaborative Response Model: Teaching staff and Administration review the progress/needs of every student monthly.

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 ● 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 	<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 ● 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. ● Junior High classes have extra time scheduled for L.A. ● Enrichment class for all Junior High students. ● Jr. High classes will visit the public library regularly. ● Jr. High will participate in the "what I am reading" program. Sharing what we read with our peers to increase engagement. ● Dedicated time at each staff meeting for guidance from our staff literacy representative. <ul style="list-style-type: none"> ● Numeracy ● Junior High classes have extra time scheduled for Math ● Enrichment class for all Junior High students. ● Dedicated time at each staff meeting for guidance from our staff numeracy representative.

		<ul style="list-style-type: none"> • Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> • Curriculum Achievement <p style="text-align: center;">HORIZON INSTRUCTIONAL MODEL</p>  <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment.
<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"> o 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"> o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> o All staff will engage in professional learning throughout the year. See P.D. plan. o Several wellness challenges will be offered to staff and students throughout the year. o Hoodies will be given to students based on attendance for the Jr. High and course completion for the High School o Co-curricular field trips will be offered for High School students based on specific course completion criteria.
	<ul style="list-style-type: none"> • Budget Allocation: • \$300 for incentives for staff challenges 		

		<ul style="list-style-type: none"> ● \$3000 for Hoodies ● \$4000 for student travel expenses 	
		<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"> ○ Schedule all high school students to meet with a counselor and/or principal on a monthly basis. ○ Offer an attendance based CALM class with guest speakers on various topics. ○ Jr. High students will attend the SPARK Fair. ○ Sr. High students will have the opportunity to attend the Epic (and other) career exploration activities.
			<ul style="list-style-type: none"> ● Budget Allocation: travel expenses
		<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"> ○ Weekly newsletter will be sent out highlighting events of the coming week. ○ Keep website up to date ○ Increase communication through mail.
			<ul style="list-style-type: none"> ● Budget Allocation: <ul style="list-style-type: none"> ● \$500 school council grant
		<ul style="list-style-type: none"> ○ Percent of staff who fell 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
		<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 welcomed, cared for, respected and safe. ○ Percent of staff who feel the principal understands 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ○ Dedicated time at each staff meeting for our staff Indigenous Ally to guide the staff and plan events. ○ Students will be educated on different cultures based on their respective social studies curricula. ○ Jr. High will offer a cultural appreciation activity for all students. ○ Bulletin Board titled "You Belong" ○ Bulletin board promoting monthly topics on inclusion. ○ Staff members will host a TLC group based on LGBTQ+ inclusion in Horizon schools. ○ Field trip to Head-Smashed-In Buffalo Jump Heritage Site

and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division.

- Budget Allocation: Small amount for travel costs

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"> ○ 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"> ○ 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 ● 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"> ○ 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"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) ● Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ● 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. ● 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). ● Partake in the National Indigenous Peoples day celebration in Taber on June 21 ● 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 ● 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 (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.

		<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 	
Governance Public assurance occurs when demonstrate 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"> 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 • Budget Allocation
		<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.

wellness and well-being

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 situation 	<ul style="list-style-type: none"> • Staff and student wellness challenges • That went really well activity to start off staff meetings • Wellness agenda item each staff meeting • Staff members on division wellness committee

School strategic priority

School Measures	School Strategies
<ul style="list-style-type: none"> • Increase student attendance and engagement 	<ul style="list-style-type: none"> • Wellness challenges • Weekly free hot lunch and breakfast/lunch program

- Hoodie incentive program
- Requirements to qualify for field trips
- Enhance physical facilities to provide a safe and caring learning environment



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