

Blackfoot Crossing



**ACE PLACE**  
LEARNING CENTRE

## ***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 -***

***ACE Place is a non-traditional school setting that focuses on individual student strengths to find success in an alternative environment.***

- **At-Home Learning (Grades 6-9)**

- This is a hybrid of “homeschooling” and public education. At-Home students have the option to attend ACE in-person 1 ½ days/ week, but complete the bulk of their school work from home. Daily morning meets keep them accountable and in contact with their At-Home teacher.

- **In-person Junior High (Grades 7-9)**

- Teachers work with students in a non-traditional environment focused on SEL to grow life skills, build confidence, and prepare students for high school.

- **High School Outreach/ Distance Learning (Grades 10-12)**

- Students complete module-based courses for high school credits to earn their diploma. Students have the option of working in-person everyday or flexing their school schedule to meet their needs.

### **What makes ACE great?**

- ★ Small in-person class sizes allow for targeted teaching to meet individualized learning needs and goals.
- ★ Our small size promotes a “family” feel where kindness and inclusion are prioritized among a diverse population of students.
- ★ Hands-on learning in jr high exploratories is geared towards student interest.
- ★ A ‘lifestyle’ Phys Ed program grants students the opportunity to try many amazing off-campus activities, often not included in traditional programs.
- ★ Flexibility allows high school students who need to work around a job, complete RAP credits, or engage in trades programs to stay on track with their courses.
- ★ High School students complete one core subject at a time focusing on one set of assignments, as opposed to multiple subjects at a time. This also allows students the opportunity to move as quickly as they are able, with some students completing high school in two years.

Thank you for taking the time to look over our 3 year plan. ACE is an amazing place for students to gain confidence and skills as a learner, and meets students where they are at in their learning journey. Our school provides flexibility for students, caring and attentive staff, unique learning opportunities, amazing outdoor adventures and experiences, and learning that is customized to meet individual student needs. Please don't hesitate to call or request a school tour, if this sounds like a good fit for your child.

Bonnie Dyck  
ACE Place Learning Centre  
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# *our strategic priorities*



*quality teaching and optimum learning  
responding with intervention  
finding wellness in the work*

**Key Action 1 – Maximize student success through attendance, involvement, and fostering a sense of belonging.**

Strategies:
Offer as many direct instruction classes for senior high as is reasonable, and practical.
Offer as many off campus activities/ opportunities for all students 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.
Provide weekly hot lunches and daily snacks.
Increase opportunities for involvement through excursions and off-campus experiences.

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

Strategies:
Collaborative Response Model: Hold monthly CRM meetings with the learning team to review general concerns to meet the individual needs of every student.
Work collaboratively with our FSLC and Wellness coach to implement programming and provide opportunities to develop the social, emotional, and functional skills necessary for success in life.

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<b>Student Growth &amp; Achievement</b> 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"> <li>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"> <li>Overall and specific course results for all students</li> <li>Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>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"> <li>Overall and specific course results for all students</li> <li>Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>High school completion rate of students within three and five years of entering Grade 10.               <ul style="list-style-type: none"> <li>Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> </li> <li>Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and students</li> </ul> </li> <li>A measure of student engagement in their learning at school</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment</li> <li>Parent &amp; 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"> <li>Overall and specific group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Literacy</b> <ul style="list-style-type: none"> <li>Benchmark assessments (Fountas and Pinnell)</li> <li>Follow up intervention – 1:1 pull out for students reading below grade level with the teacher</li> <li>Enrichment class for all Junior High students.</li> <li>Jr. High classes visit the public library once a month.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Parent satisfaction that their children have grown in their ability to do math.</li> </ul>	<ul style="list-style-type: none"> <li><b>Numeracy</b> <ul style="list-style-type: none"> <li>Focus on understanding and growing foundational math skills</li> <li>Enrichment class for all Junior High students.</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li><b>Curriculum Achievement</b> <ul style="list-style-type: none"> <li>Foster discussion about the importance of building literacy skills, and the implementation of targeted intervention to improve this.</li> </ul> </li> <li><b>Assessment</b> <ul style="list-style-type: none"> <li>Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> <li>Continued discussions regarding differentiation in assessment practices</li> </ul> </li> <li><b>Budget Allocation</b> <ul style="list-style-type: none"> <li>One day sub time per teacher for collaboration and gathering new resources</li> </ul> </li> <li>Results show that ACE maintained a very high 90.1% satisfaction with student learning engagement, 89.1% in regards to education quality overall. Both results were higher than the provincial average.</li> </ul>
<b>Teaching &amp; Leading</b> 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	<ul style="list-style-type: none"> <li>Teacher, parent, and student satisfaction with the overall quality of basic education.               <ul style="list-style-type: none"> <li>Overall and results for teachers, parents, and students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Student belief that teachers provide different ways to make learning interesting</li> <li>Students agreement that they enjoy learning at school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Learning</b> <ul style="list-style-type: none"> <li>All staff will engage in professional learning throughout the year as outlined by the PD plan.</li> <li>Several wellness challenges will be offered to staff and students throughout the year.</li> <li>Hoodies will be given to students based on attendance for the Jr. High and earned credits for high school students.</li> <li>Co-curricular field trips will be offered for High School students</li> </ul> </li> </ul>

professional practice standards.		<ul style="list-style-type: none"> <li>○ 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"> <li>■ Overall and specific group results</li> </ul> </li> </ul>	based on specific course completion criteria.
		<ul style="list-style-type: none"> <li>○ Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> <li>■ Overall and specific group results</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Life plan</u></b> <ul style="list-style-type: none"> <li>● Schedule as many high school students as possible to meet with the principal on a monthly basis.</li> <li>● Offer an attendance based CALM class with guest speakers on various topics.</li> <li>● Jr. High students will attend the SPARK Fair.</li> <li>● Sr. High students will have the opportunity to attend the Epic (and other) career exploration activities.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>○ Percent of parents who are satisfied with the communication they receive from their child's school</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Communication</u></b> <ul style="list-style-type: none"> <li>● Monthly newsletter informing parents of upcoming events, activities, etc.</li> <li>● Weekly event email will be sent out highlighting events of the coming week.</li> <li>● Keep website up to date.</li> <li>● Use school cell phone to increase parent response through use of texting rather than email.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> <li>○ Percentage of teachers satisfied with the professional development opportunities provided by the school and division</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Continual improvement</u></b> <ul style="list-style-type: none"> <li>○ see School PD plans</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>○ Percent of students who feel connected and have a sense of belonging at school</li> <li>○ 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</li> <li>○ Percent of staff who feel that the school is an inclusive learning environment in which diversity is embraced, a sense of belonging is</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Inclusion and respecting diversity</u></b> <ul style="list-style-type: none"> <li>● Dedicated time at each staff meeting for our staff Indigenous Ally to guide the staff and plan events.</li> <li>● Students will be educated on different cultures based on their respective social studies curricula.</li> <li>● Bulletin Board titled "You Belong"</li> <li>● Bulletin board promoting monthly topics on inclusion.</li> <li>● Staff members have 'Safe Space' posters up in their offices to show support for LGBTQ+.</li> <li>● Field trip to Head Smashed In Buffalo Jump</li> </ul> </li> </ul>

emphasized, and all students and staff are welcomed, cared for, respected and safe.

## responding with intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Learning Supports</b> 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"> <li>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"> <li>Overall and results for teachers, parents, and students.</li> </ul> </li> <li>A measure assessing that students feel like they belong and are supported to be successful in their learning.</li> <li>A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>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"> <li>Overall and results for teachers, parents, and student</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Foundational Knowledge:</b> First Nations, Inuit, and Metis (Indigenous People)               <ul style="list-style-type: none"> <li>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.</li> <li>Bring awareness of the experiences of residential school survivors                   <ul style="list-style-type: none"> <li>participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Moosehide campaign.</li> </ul> </li> <li>Partake in the National Indigenous Peoples day celebration in Taber on June 21</li> <li>Examine current data and create strategies for schools to maximize the success of FNMI students</li> <li>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</li> <li>Hold a yearly field trip that focuses on experiencing and expanding our knowledge of Indigenous Ways of Knowing.</li> </ul> <p>4% of students feel their culture, background, and identity is NOT represented by materials used in class. 93% of parents are satisfied that their children are learning about FNMI perspectives...</p> </li> </ul>
		<ul style="list-style-type: none"> <li>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"> <li>Parent, and student agreement that students receive the help and support they require at school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Collaborative Response</b> <ul style="list-style-type: none"> <li>Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that focus on a strategic approach to enhanced engagement, transitions, attendance, and re-entry.</li> <li>Reduce stigma associated with mental health through strong advocacy by staff, student engagement (IE. Headstrong) and parent/community programming</li> </ul> </li> </ul>



		■ Overall and specific group results	delivered by the Family Connections Program.
<b>Governance</b> 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"> <li>Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> <li>Overall and results for teachers and parents</li> </ul> </li> <li>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 %).</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Resource Management</b> <ul style="list-style-type: none"> <li>Work closely with staff regarding all spending</li> <li>All decisions – student-centered and for betterment of the school and students</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>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"> <li>Percent of staff who feel the school is cohesive and supportive of one another</li> <li>Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Stakeholder engagement</b> <ul style="list-style-type: none"> <li>Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.</li> <li>Work with parent council to have regular meetings with a set agenda for school improvement</li> </ul> </li> </ul>

## *finding wellness in the work*

School Measures	School Strategies
<ul style="list-style-type: none"> <li>Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> <li>As a staff we work together to achieve our goals, solve problems, and overcome challenges.</li> <li>100% of staff are satisfied with their job.</li> <li>90% of staff who can handle stress effectively and can bounce back from difficult situations.</li> <li>90% of staff describe their wellness and wellbeing as good or very good.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Encouraging staff to guard time and renew themselves daily/ weekly.</li> <li>Introduce strategies that staff can do to enhance their own personal and professional wellness support.</li> <li>Staff and student wellness challenges.</li> </ul>

<ul style="list-style-type: none"> <li>Increase student attendance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Wellness challenges</li> <li>Weekly free hot lunch and breakfast/lunch program</li> <li>Hoodie incentive program</li> <li>Requirements to qualify for field trips</li> </ul>
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# ACE PLACE

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