



Aldergrove Community Secondary School

School Plan 2011 - 2012

Langley School District #35

Parent: Mrs. Tracy Witowich _____

Parent: Mrs. Jenny Foss _____

Parent: Mrs. Linda Wiens _____

Student: Mr. Adam Schonewille _____

Student: Ms Keelee Miller _____

Principal: Mr. Gordon Stewart _____

School Profile

Aldergrove Community Secondary is a semester school that currently enrolls 696 students, including 56 International students. ACSS enrolls students in Grades 9 to 12 and also accommodates 410 Betty Gilbert Middle School students who access the facilities and staff for explorations courses on a daily basis.

ACSS offers a comprehensive program that includes a French Immersion program as well as outstanding fine arts and applied skills programs. ACSS also offers Automotive Technician, Carpentry and Hairdressing Dual Credit programs.

In the Aldergrove community

(Source: 2006 Canada Census & Ministry of Education Student Statistics Report 2010/2011):

- 21% of the population earning an annual income under \$30,000
- 7% of the population possess a Bachelor's degree or higher
- 21% of families are single parent families.
- 9.4% of ACSS students are Aboriginal (highest in the district)
- 14% of ACSS students are identified with a Special Education designation

The school and community, to meet these challenges, provide a number of services. These include:

- a breakfast program
- an alternative education program (Advance)
- a Special Education resource program
- an Aboriginal support counselor & program
- the AVID program for Grades 9 – 12
- restorative action

Board Approval

Mrs. Cheryle Beaumont, Superintendent _____

Stacey Cody, Board Chairperson _____

Date Approved: _____



Mission, Vision, Values

In 2006/07, a committee of 12 staff members developed a process to include staff, students, and parents in a series of presentations, classroom visits, and surveys designed to assist in the development of a new Mission, Vision and Value for ACSS.

Mission:

Dream, Believe, Achieve

School Vision:

Using the acronym STRIVE, our staff will strive to have all grads leave our school with these qualities:

- S** kills (Graduates have the skills necessary to make a successful transition after grade 12)
- T** eamwork (Graduates are able to successfully collaborate with others)
- R** esponsibility (Graduates will be responsible/respectful citizens)
- I** nitiative (Graduates will have the confidence to overcome challenges and pursue their goals)
- V** ision (Graduates can plan for the future and also see beyond their personal needs)
- E** xcellence (Graduates will strive for excellence in all their pursuits)

School Values:

We would like all stakeholders to commit to these values using the acronym RESPECT:

- R** esponsibility (self, others, and environment)
- E** xcellence (achievement in all areas)
- S** afety (a safe place for all)
- P** ride (in the school)
- E** ncouragement (develop positive connections)
- C** ommunity (with a nurturing atmosphere)
- T** eamwork (collaboratively working together)

As a staff we are using all of the above statements to guide our actions. We refer to these at assemblies, in the classroom and have tried to make them visible throughout the school.



Review of School Goals - 2010/2011

LITERACY

ACSS has been a part of ongoing regional administrative collaboration with the Aldergrove Family of Schools. These meetings provide an opportunity to share strategies related to professional practice, identifying student needs pertaining to literacy and transitions impacting all Aldergrove schools.

ACSS did not have sufficient funding for a Literacy Coordinator or the release time for teachers to code the DART assessment in 2010/2011. Despite hampered efforts in this goal area, results show that our English 10 Pass rate has surpassed the District and Provincial Pass rate for the 2009/2010 School year.

Target 1: To increase our English 10 Provincial exam pass rates to surpass the District and Provincial rates within three years. 2010 Results – ACSS 97%, District 96%, Province 96%

In order to continue with this achievement, the ACSS Humanities Department will build upon the strategies implemented in our feeder schools. Also, plans are in motion to improve communication between ACSS and BGMS on students who transition from Grades 8 to 9.

In order to create a more efficient school plan and due to the impact of literacy on our Transitions Goal, we have decided to combine the two goals into one comprehensive area of focus.

TRANSITIONS

During the 2010/11 school year, the structures and strategies were maintained to improve transition rates from grade-to-grade and to post-secondary for ACSS Students. Key strategies included taking all Grade 10 to 12 students on tours of post-secondary institutions, implementing a federally funded Life After High School project for all graduating students focused on selecting post-secondary options, navigating the application process, and applying for student loans and/or bursaries. Students were able to have their first application paid for by the project. We also hosted a Professional Development day focused on transitions for all staff in the Aldergrove Family of Schools. Other initiatives included:

- maintaining contact with former grads at a variety of post-secondary institutions for our post secondary visits as a connection to ACSS
- administering the Grad Exit Survey (to be revised in June 2010) *This survey will eventually provide data to guide this goal area.*
- voluntary Totem Talk discussions about 21st Century Technology, Personalized Learning and Teaching Boys.
- Maintained the practice of differentiating between work habits and achievement in grading practices
- Maintained our efforts to recognize student work habits with our Honour Roll assemblies



To improve students' transitions**Statement**

This goal is connected to the District Achievement Plan, Transitions Goal, Objectives 1 & 2. Aldergrove Community Secondary School is committed to improving the percentage of students who transition from grade 9 to 12 and the percentage of students that make a successful transition to post-secondary education.

Rationale

The percentage of ACSS students who transition from grade 9 to 12, both non-Aboriginal and Aboriginal, is at District average but below Provincial average.

In examining ACSS data, three issues are clearly evident. The first is the difference in achievement of males and females both in transition rates and on provincial exams. In both cases, females outperform males significantly. The second issue of concern relates to students who seem to be satisfied with marginal results. Provincial exam results show Pass rates at or near District and Provincial average. However, the C+ or better rates for ACSS students, on five required examinations (En 10, Sc 10, PMa 10, SS 11, En 12), are considerably lower than District and Provincial rates. The third issue is the fact that ACSS' aboriginal transition rate is below provincial average. These three issues will remain the focus of staff discussions and analysis for the coming year.

Performance Indicators

School level: grade failure rates, provincial exam course grades, acceptance & enrollment into District & Career programs.

Provincial: grade-to-grade transition rates show our students have been consistently below District and Provincial rates for successful transitions¹

Percent of Students Making Successful Transitions to a Higher Grade
(District Rate in parentheses)

School Year	Grade 8	Grade 9	Grade 10	Grade 11
	Students (%)	Students (%)	Students (%)	Students (%)
All Students				
2005/06	97 (96)	90 (94)	88 (88)	85 (87)
2006/07	94 (96)	91 (95)	91 (90)	79 (88)
2007/08	97 (97)	97 (95)	92 (92)	82 (86)
2008/09	99 (98)	95(96)	91 (93)	82 (87)
2009/10	95 (98)	94 (96)	89 (93)	83 (89)
2010/11	TBA*	TBA*	TBA*	TBA*

Female	2005/06	97	91	93	90
	2006/07	96	94	90	80
	2007/08	95	98	92	80
	2008/09	98	96	91	87
	2009/10	95	97	85	90
	2010/11	TBA*	TBA*	TBA*	TBA*
Male	2005/06	97	90	83	82
	2006/07	92	87	93	77
	2007/08	99	95	92	84
	2008/09	99	94	92	76
	2009/10	96	92	92	75
	2010/11	TBA*	TBA*	TBA*	TBA*
Aboriginal	2005/06	93	71	75	93
	2006/07	85	87	90	82
	2007/08	88	100	73	67
	2008/09	95	95	75	74
	2009/10	100	86	81	75
	2010/11	TBA*	TBA*	TBA*	TBA*

- Results will be available from the Ministry of Education in December 2011.

- Achievement rates on Provincially examinable (C+ or Better – Blended Score)

C+ (good) or Better									
Course	ACSS %			District %			Province %		
	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
English 10	50	60	57	60	64	64	65	65	66
Principles of Math 10	42	47	54	52	53	55	57	59	59
Social Studies 11	51	56	60	59	62	60	66	66	65
English 12	54	45	46	70	66	63	68	69	66
Science 10	54	56	57	54	55	59	57	60	62



Targets

- To increase our 6-year Graduation rate to 80% in three years.
- To improve the Grade-to-Grade transition rates of aboriginal students to District rates within 3 years.
- To increase the males' Grade to Grade Transition rate, for Grades 10 & 11 to above, to 80% within 3 years.

Strategies

- Providing appropriate support of the graduation transitions plan
- Administer Grad exit survey to gather information related to post secondary transitions (preliminary data collected in June 2008)
- Professional Development – Building upon May full day workshop with Family of Schools.
- To improve communication between BGMS & ACSS teachers and staff with respect to non-identified at-risk students (personalizing our data).
- Electronic reporting to parents of student progress – improving professional practice
- Continuing to build the shift in school culture from “IF” to “WHEN” students go to post secondary
- Totem Talk – Teaching Boys as the focus of several discussion groups

Structures

- Teacher Support - Grad Transitions (5-7 blocks)
- Collaboration time (4 half day sessions throughout the school year)
- ADVANCE Program
- Apprenticeship programs and liaisons with College training programs
- AVID – continue to offer classes to students and to train teachers
- Totem Talk – staff discussion group (meets monthly)
- Health and Careers Conference (Two days - November)
- Lunch time speaker series
- Post Secondary visit program

Monitoring and Adjusting

- Review of AVID enrollment in September
- Monitoring Graduation requirements for Grade 12s...etc.
- SPC periodic review as per Literacy goal
- Review of progress throughout the year at staff and department meetings as well as through Totem Talk Sessions and Transition Committee meetings
- Review data from Alternate program district survey