



**Aldergrove Community  
Secondary School**  
Action Plan for Learning 2014 – 2015  
Langley School District #35



**Names and Signatures of School Planning Council**

Parent: Angelica Fischer

A. Fischer

Parent: Andrea Ross

Andrea Ross

Parent: Angela Schonewille

ASchonewille

Student: Fiona Young

fiona young.

Student: Ariane Qanbery

Ariane

Principal: John Pusic

J. Pusic

**Board Approval**

Suzanne Hoffman, Superintendent

S. Hoffman

Board of Education Chair

[Signature]

Date Approved

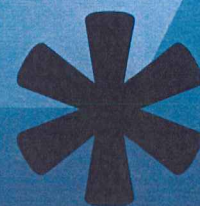
February 24, 2015



ACTION PLAN FOR LEARNING

**2014-15**

**ACCESS**



**How Can We Increase  
Student Engagement to  
Improve Learning?**





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SCHOOL DISTRICT NO. 35 (LANGLEY)  
**Action Plan for Learning**  
Aldergrove Community Secondary School  
*Dream • Believe • Achieve*

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John Pusic, Principal	Angie Schonewille, Parent
Mike Pue, Vice Principal	Andrea Ross, Parent
Arianne Qanbery, Student (Gr. 12)	Angelica Fischer, Parent
Fiona Young, Student (Gr. 10)	

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## Rationale

Student engagement has become both a strategic process for learning and an accountability outcome unto itself. (Taylor, L & Parsons, J) In the past we have strategized around the non-engaged learners and how to get them re-engaged in our school system. We feel that a shift to focus on engaged learners and how to revision our school to fit their needs may lead to improved results that will benefit all students.

Our shift is evident in the high participation rate of unique programs and learning opportunities such as AVID, Leadership and Dual-Credit programs that offer education in manners that may differ from 'main stream' classes. Data shows that students in these programs have fewer behavioural issues and experience higher achievement than their peers.

ACSS has focused goals on transitions for a number of years. Although we have seen improvements on measures such as the 6-year completion rate, we believe we can further impact student learning by increasing student engagement in learning for all students.

## School Context:

Aldergrove Community Secondary is a semester school that will enroll 521 students, including 58 International students in September 2014. ACSS enrolls students in Grades 9 to 12 and also accommodates 402 students from Betty Gilbert Middle School who access facilities and staff for explorations courses on a daily basis.

ACSS offers a comprehensive program that includes a French language program, Advancement via Individual Achievement (AVID) as well as fine arts and applied skills programs. ACSS also offers Automotive Service 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 free breakfast program                   | - an aboriginal support teacher & support program |
| - an alternative education program (Advance) | - the AVID program for Grades 9 – 12              |
| - a Special Education resource program       | - restorative action                              |
|  | - community and recreation leadership programs    |

## **DAC Connections**

An inquiry into engagement's impact on achievement can be connected to the District Accountability Contract's Transitions goal. Furthermore, we believe that increased engagement in learning will impact literacy and numeracy skills in a positive way.

The AVID, Leadership & other aforementioned programs all focus on successful transitions to post-secondary and are dependent on the literacy and numeracy skills addressed in the DAC. Aboriginal culture is incorporated in our overall plans through integration in classes with additional support provided by an Aboriginal Support Worker and Teacher.

- The School plan connects to the SD35 District Vision in many ways, but perhaps most closely with the two themes: [1] Relevant and meaningful choices for students ignite a lifelong passion for learning and [2] Our schools foster an inclusive and accepting culture.

## **Parental Involvement:**

Parents have a critical role in students' engagement in learning and school. It is important to have established means of communication and involvement for parents that impact educational as well as co-curricular activities in the school. Parents are involved in the development of the ACSS Action Plan for Learning through the School Planning Council (SPC) and the Parent Advisory Committee (PAC) and are kept abreast of new initiatives through parent nights, our website, weekly newsletters and other communication structures.

## **Actions – Monitoring / Reflecting**

### ***Guardian Angel Program***

2014-2015 is a year of updating and adjusting our Guardian Angel Program (GAP). We will be continuing with the GAP using data from report card results, attendance records and anecdotal notes from teachers and staff to identify students and make positive connections for students. This we will be focusing on engaging Grade 9 students and new students into the school community. A GAP committee will identify strategies and structures that can ease students' first year of transition from Betty Gilbert Middle School to ACSS.

#### ***NEXT STEPS:***

- ½ day release for teachers to collaboration re: Grade 9 student transition
- Identifying and strategizing support structures for current Grade 10-12 students

### ***Work Habit Rubric Implementation***

The work habit rubric has been developed and introduced to classes for Semester 2 of 2013-14. This rubric was used to evaluate students behaviourally for report cards for semester 2 and for all of this year thus far. To complement the rubric, our effort list is designed to encourage students to develop strong work habits in all classes.

#### ***NEXT STEPS:***

- Review and revise Work Habits rubric and spend time educating students about self-assessment on the rubric.
- Revisit implementation strategies during department & staff meetings
- Examine data from effort list vs academic achievement for students

### ***Implementing Technology***

Continue growth that began with our iPad Project and the tech training begun in the 2013-2014 school year. Provide in-service to teachers and SEAs in the use of technology and how to support students in their use of technology. We will also be looking to support teachers with the implementation of the District laptop and projector lease programs.

#### ***NEXT STEPS:***

- Provide increased access to iPads and technology in the Library during lunch and breaks.
- Provide support for and training in use of District technology coming to ACSS (data projectors and laptops)
- Send teachers to the Engaging the Digital Learner Series – District Pro-D
- Digital Coach Program Involvement
- Support communication infrastructure with the installation of a Public Monitor System that allows students to share learning throughout the school.

### ***Student Engagement Initiative***

Building on our in-service in the six major areas of engagement: *ASSESSMENT, EXPLORATION, INSTRUCTION, INTERACTION, MULTIMEDIA, RELEVANCY.*

#### ***NEXT STEPS:***

- Staff Inquiries connected to engagement in learning
- Examining ways to collect data around student engagement in learning – The Learning Bar – Dr. Doug Willms
- Inservice on Engaging the teenage brain – Gary Anaka
- Totem Talk – discussion group / book study
  - books/literature focused on student engagement in learning
  - Possible book: Mindset – Carol Dweck

### **Department Action Plans**

Teachers and Departments are slowly shifting their focus from the Department Goals listed below to the collaborative learning inquiries that are listed below

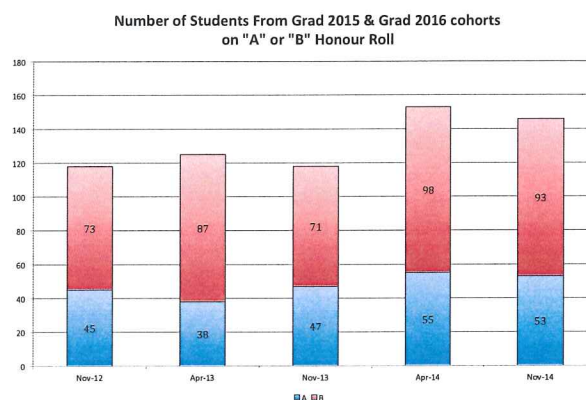
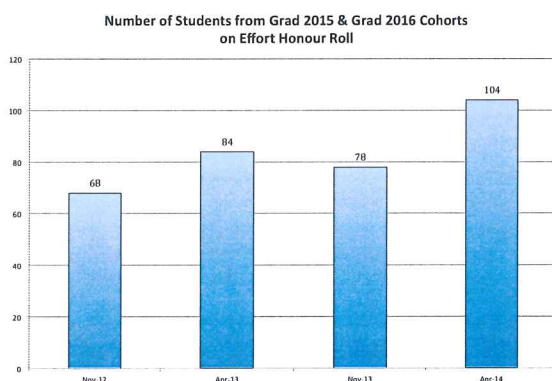
- Applied Skills & Fine Arts
  - How to open the minds of the students to see the relevancy of our courses through real world experiences and career choices who will be consumers.
- Humanities
  - How can we make avid and proficient readers in multiple formats?
- Languages
  - How can we develop a new French language program that includes Advanced Placement French as well as an option for a Dual Graduation Certification for motivated students?
- Physical Education
  - How can we increase student's engagement in Healthy lifestyles and Physical Education?
- Science & Math
  - How do we increase enrollment in senior academic science courses?
  - How can we increase gender enrollment in science/math careers?
- Counseling/Careers & Student Services
  - How can we encourage students to build relationships with each other, with ACSS Staff, with the Aldergrove Community and also globally?
- Student Support Services
  - Can we engage students by having them participate in their own educational planning process through the "Transitions" piece of their IEP?

### *Resources Required*

- *Student engagement data – will look at the Dr. Doug Willms Learning Bar program*
- *Technology – iPads to promote 21<sup>st</sup> Century Learning*
- *Book study –*

## **Evidence:**

We believe that by focusing on improving student attitude and effort in class, we will be able to improve student achievement in learning. Preliminary results see a positive correlation between growth in both areas as is shown in the graphs below:



In the graph on the left, 68 students in Grades 9 & 10 qualified for the effort list\* for Semester I - first term (November 2012). In Semester II - first term (April 2013), 84 students qualified for the effort list - an improvement of 16 students. The following November, we started with 78 students and increased over the course of the year to 104 students. This means that we saw an increase of 36 students on the effort list from the start (all Grade 9 & 10 students) in November 2012 to the end (all Grade 10 & 11 students) April 2014.

In the graph on the right we see the same time frame including the same students on the A and B Honour roll lists. There is an increase from 118 students on the combined A and B Honour roll lists in November 2012 to 153 students on the lists in April 2014. This shows an increase of 35 students on the Honour rolls. This is roughly equal to the number of students with increased effort. The November 2014 results seem to indicate a longer term change in behaviour has been effected.

There seems to be a decrease between the April and November results which may be partially attributable to extended vacation time over the summer.

Key points:

- Grad 2015 & 2016 cohorts were used for this data. This year we will collect data for the 2017 cohort
- Grade 12 results are excluded due to effort list rules that require a minimum of four courses per term. Many Grade 12s take fewer courses.
- To be on the effort list, students must achieve four or more work habit scores of G (Good) or E (Excellent) in the courses they are enrolled in. They may not receive a "N" score in any course.
- To be on the Honour Roll, students must have an A or B average % on the courses that they are taking and may not have a failing or incomplete mark in any course.

**Other data to be considered.**

- Grad Rate beginning 2017– once we have sufficient baseline cohort data
- Attendance rates – data collected in Spring 2014/2015
- The Learning Bar survey tools– consult with Instructional Services/SD35