



ALTERNATE COMMUNITY PROGRAMS

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

John McInnis Centre

Phone: (250) 564-6574 Fax: (250) 563-5487

3400 Westwood Drive, Prince George BC V2N 1S1

URL: cla.sd57.bc.ca

OUTCOMES and REFLECTIONS

School Plan for Student Success 2021-2022

AUDIENCE	METHOD of COLLECTION	LEVEL	ASSESSMENT TYPE
ALL Students	Formative	Classroom	Other
	Performance-Based	Department	Course completions
	Performance-Based	Department	Five Year Completion Rates
Indigenous Students	Formative	Classroom	Other
	Performance-Based	Department	Course completions
	Performance-Based	Department	Five Year Completion Rates
Students with disabilities or diverse abilities	Formative	Classroom	Other
	Performance-Based	Classroom	Course completions
	Performance-Based	Department	Five Year Completion Rates

School RESPONSE to the Data-Driven Dialogue

GENERATION What did you see?	INTERPRETATION What did you learn?	IMPLICATION What is your response?
We noticed that students were doing things and engaging in our school community, but we weren't necessarily moving forward on their grad plan.	There is lots that we do that we aren't counting, that can be counted.	We will work towards cross curricular, triangulated evidence based instructional plans. We will use the book "Equity By Design" next year to guide that work.
We noticed that some students would be in courses yearlong and wondered if there was a way to keep better track of progress and getting them more courses.	Some students participate in PE every day, all year. Even though we aren't semesters, we need to ensure students get credit and start another course.	Assign grad coach time to monitor all student grad plans and review at each quarterly program review.
Student's coursework towards their grad pathway is not clear to staff, students or families.	We noticed through our grad coach that students coming to ACP need a thorough transcript review for course recovery; they need clear documentation on their grad pathway; they need meaningful transition connections and assessment/intervention plans for their academic needs.	Through our new Student Learning Plan process we will have the grad planning tool and review as part of the process. We will also require assessment and intervention documentation for academic needs.



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Plans to IMPROVE STUDENT LEARNING in School Plan for Student Success 2022-2023

AUDIENCE	Grade Level	ASSESSMENT TYPE	CURRENT LEVEL of ACHIEVEMENT	TARGET LEVEL of ACHIEVEMENT
ALL Students	Grades 10-12	Transition skills	To be established	All students ready to transition to adulthood
	Grade 12	Five Year Completion Rates	18%	50%
	Grade 12	Grade 12 interviews (pre/post)	To be established	All students prepared for leaving our system.
Indigenous Students	Grades 10-12	Transition Skills	To be established	All students ready to transition to adulthood
	Grade 12	Five year Completion Rates	15%	50%
	Grade 12	Grade 12 Interviews (pre/post)	To be established	All students prepared to leave our system.
	Choose an item.	Choose an item.		
	Choose an item.	Choose an item.		
Students with disabilities or diverse abilities	Grades 10-12	Transition Skills	To be established	All students ready to transition to adulthood
	Grade 12	Five Year Completion Rates	17%	50%
	Grade 12	Grade 12 Interviews (pre/post)	To be established	All students prepared for leaving our system.
	Choose an item.	Choose an item.		
	Choose an item.	Choose an item.		

Please provide links to your DATA here:

Course Completions:

All students: 544

Indigenous Students: 242

Designated Students: 243

Summary Statement and Reflections on Outcomes:

The nature of our work at Alternate Community Programs is such that students have had a disruption in their education and we work on stabilizing and skill building to improve student self efficacy and



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achievement moving forward. That means that it is reasonable to consider that they may not graduate on time, or in a traditional way. We do recognize that we can improve in some areas as mentioned above, while also acknowledging that what success looks like may differ for some of our students. We plan to work with staff and students next year to identify a measure for success that is personalized to our school. Our data collection plan included goals to develop ways to collect street, map and satellite data from our school to improve our levels of achievement for all students. This year through the work our Indigenous grad coach did, as well as through our program reviews and student learning plans, we looked at street data to inform our approaches to grad pathway planning. We noticed that four areas: course recovery, interventions/identification of needs, explicit documentation of grad pathway planning, and creating meaningful community connections all improved our Indigenous students' outcomes. This street data applies to all of our students and we will use these four pillars to guide our work, including the types of map data assessments we will use (literacy/numeracy, transitional skills). Next year we plan to use the Brigance Transitional Skills Assessment tool in Grades 10-12 as well as interviews in Grade 12 (pre/post) to collect information on student readiness for transition out of our system.