ALDERGROVE COMMUNITY SECONDARY SCHOOL

Action Plan for Learning 2026-27

https://acss.sd35.bc.ca

SCHOOL VISION/MISSION:

Passionate educators, skillfully engaging and inspiring learners.

SCHOOL GOALS:

INTELLECTUAL DEVELOPMENT:

Literacy Goal
To improve literacy outcomes for all students by embedding inclusive, culturally responsive, and evidence-based reading and writing strategies across all subject areas, including regular opportunities for students to read and write at length, with targeted supports for vulnerable learners through RTI, Flex and AVID frameworks.

Numeracy Goal
To improve numeracy outcomes for all students by embedding inclusive, culturally responsive, and evidence-based mathematical thinking and problem-solving strategies, with targeted supports for vulnerable learners through RTI, Professional Learning Communities (PLCs) and collaborative instructional practices.

HUMAN & SOCIAL DEVELOPMENT:

Social Emotional Learning Goal
Strengthen student emotional resilience, perseverance (grit), regular attendance, and sense of belonging through intentional classroom practices, inclusive programming, and student-led initiatives that promote empathy,identity exploration, and community connection.

CAREER DEVELOPMENT:

Career Development Goal
Strengthen career readiness and pathway exploration for all students through experiential learning,mentorship, and integrated curriculum connections.

RESOURCES TO SUPPORT OUR WORK:

KEY RESOURCES & ANCHOR DOCUMENTS

Langley School District Strategic Plan (2023-2026)
Ensouling Our Schools Model
Framework for Enhancing Student Learning (FESL)
Universal Design for Learning (UDL)
AVID Program (Advancement Via Individual Determination)
Response to Intervention (RTI) Framework
Universal Literacy & Numeracy Screeners
Tell Them From Me Survey & Student Learning Surveys
Professional Learning Communities (PLCs)

UNIFIED ACTIONS:

Use of RTI (Response to Intervention) Framework:
Embedded across literacy, numeracy, SEL, and career development to provide tiered supports for all learners, delivered primarily through Flex time.

Implementation of AVID Strategies:
AVID's WICOR strategies(Writing, Inquiry, Collaboration, Organization, Reading) are foundational Tier 1 supports.

Focus on Inclusive, Differentiated Instruction:
Co-developed assessments and instructional strategies tailored to diverse learner needs (ELL, ISP, Indigenous, designated learners).

Professional Learning Communities (PLCs):
Staff collaborate in PLCs to co-plan, share resources, and develop inclusive practices across all domains. Numeracy is carried through PLC work in 2026-27.

School-wide Improvement Themes:
Attendance and Grit,Assessment, and Literacy. Each theme takes a turn at Instructional Leadership Team and Staff meetings, where staff design a question, gather voice and evidence, review it, and act. All three themes run twice this year.

Universal Design for Learning (UDL):
All students will engage in Tier 1 UDL learning activities. Staff will build a shared understanding of UDL and identify where their practice already reflects UDL principles.

Student Voice & Leadership Opportunities:
Regular student voice circles and leadership roles empower students and inform school decisions.

Integration of District Frameworks:
All actions align with the Ensouling Our Schools model and the Framework for Enhancing Student Learning (FESL).

Support for Priority Learners:
Consistent targeting of supports for Indigenous students, students with learning designations, and Children and Youth in Care (CYIC). We also closely monitor students who are ELL, ISP and those transitioning to high school.

ADDITIONAL INFO:

ACSS enrolls 930 students from grades 9 - 12. As a community school, we also partner with Betty Gilbert Middle School (BGMS) to teach Grade 8 Exploration courses (Expos) to 170 students. Therefore, our grade 8–12 total student population is 1100 students. ACSS is a very diverse learning community. Some of the unique distinctions in our population of 930 include: 196 learning designations (21%), 113 self-identify as Indigenous (12%), 155 students are part of our International Student Program (ISP) (16%) and 94 students are ELL learners (10%).