

Bon Accord Community School



School Education Plan and Annual Education Results Report

October 2020 Update



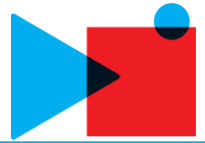
Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Bon Accord Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.8	98.2	98.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.5	93.2	90.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.7	97.2	96.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Work Preparation	94.4	81.8	91.9	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	95.3	96.8	95.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.6	90.8	90.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.3	91.7	97.0	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort





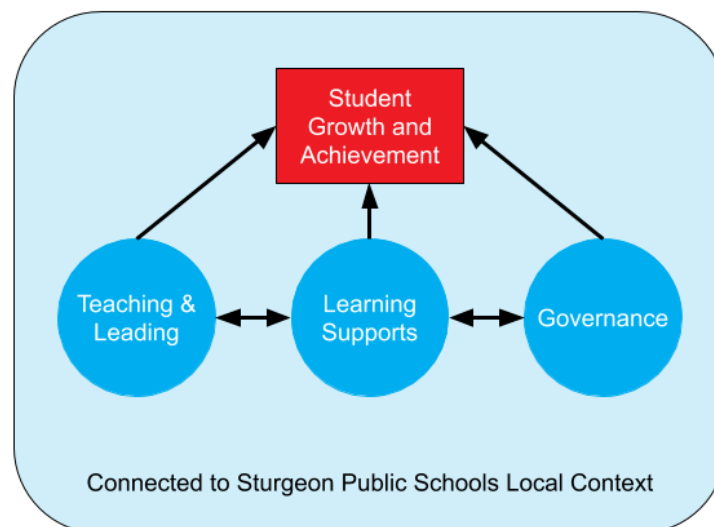
Priority

Student Achievement

Assurance Domains and Student Achievement

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



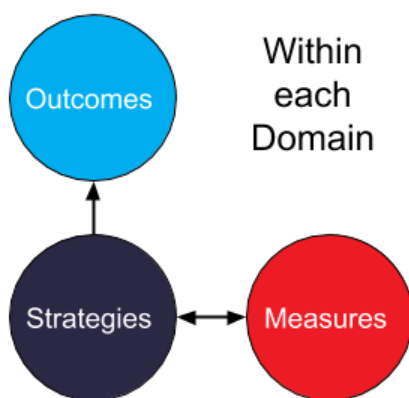
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.



School Highlight or Context

Everyone a Teacher, Everyone a Learner.

Our school serves students from Pre-Kindergarten to Grade 4 under the philosophy “Everyone a Teacher, Everyone a Learner.” We bolster a well-rounded academic program with extracurricular options like



makerspace, athletics (track meets & cross-country running), a strong music program, and a diverse and engaging leadership program for all students. We’re proud the community plays a large role in our school education. Our town is a place to extend the curriculum, with kindergarten students visiting the fire department and post office, and Grade 1 classes learning community studies. Grade 4 students actively engage in a variety of numeracy-focused activities with many of the seniors in Bon Accord. The breakfast program, offered every day to all students, is supported by a variety of local organizations, such as Pembina, the Breakfast Club of Canada, and TELUS

Pay-Day. Many parents volunteer with hot lunch programs, the library and classrooms. Likewise, the school is a hub of activity for the community and hosts many evening programs like 4H, craft fairs, karate, and various private bookings. As well, the school provides space for a before and after-school care for families. The school is a key location and focal point of the community.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically, and continuously progress as learners.

SPS Outcomes

- Students achieve provincial learning outcomes and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

Strategies

Division	School
<ul style="list-style-type: none"> Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. 	<ul style="list-style-type: none"> IPP goal involvement with all stakeholders PLC Sprints developed by teachers are encouraged to attempt new and innovative strategies to promote active learning
<ul style="list-style-type: none"> Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> PLC Sprints are supported and facilitated by leadership when required School-based PD Days include a focus on strategies to support differentiated instruction
<ul style="list-style-type: none"> Teachers will communicate achievement of outcomes to students and families using division identified tools. 	<ul style="list-style-type: none"> All teaching staff use PowerSchool to record and communicate academic results to parents/guardians A variety of digital tools (Google Classroom and SeeSaw) are used to demonstrate student work and achievement

Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98.3	95.5	93.0	96.8	95.3	97.0	Very High	Maintained	Excellent			



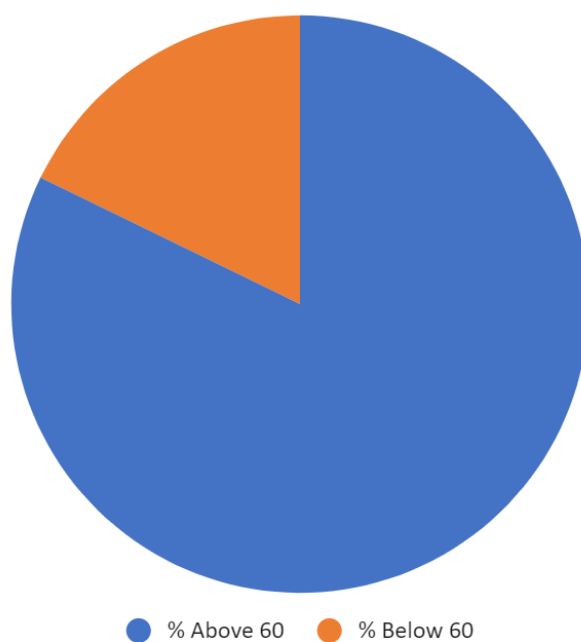


Local Measures

Measures	Results					
Student Growth & Achievement	2017	AB avg	2018	AB avg	2019	AB avg
Elementary						
Intellectual Engagement: Interest and Motivation	90%	87%	93%	86%	93%	n/a

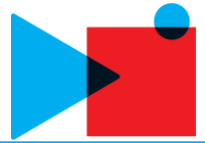
Math Intervention Programming Initiative (MIPI)

BACS Grade 2 to 4 Students. Students performing Above or Below 60%



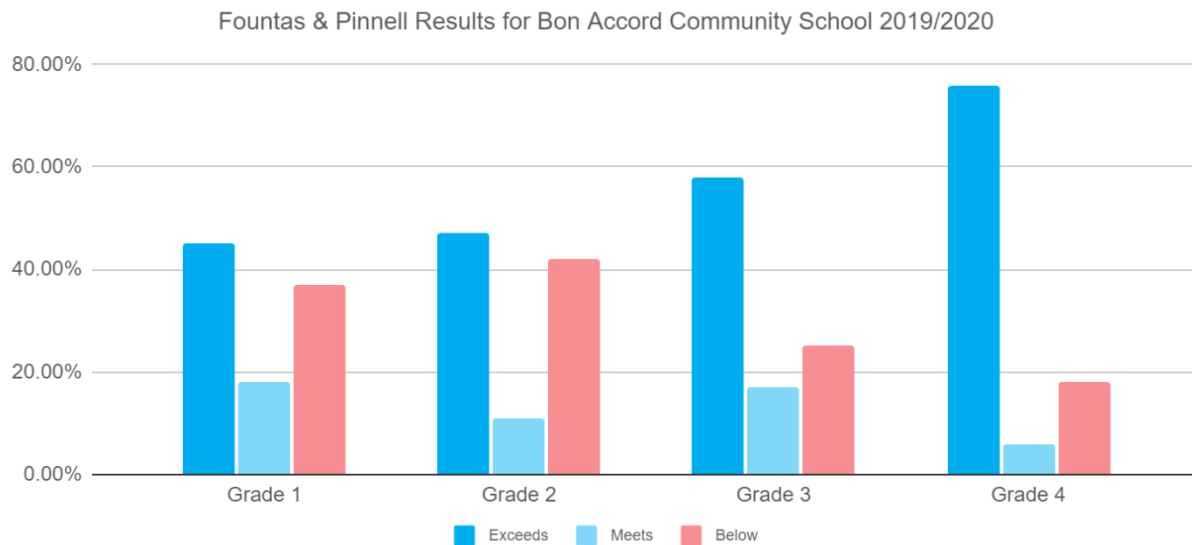
Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies for student success in mathematics. This screening tool does not measure student achievement and is not recorded as part of a student's grade.





Reading Comprehension

Fountas and Pinnell



Fountas & Pinnell Results for Bon Accord Community School 2019/2020					
Grade Level Goals	Grade 1	Grade 2	Grade 3	Grade 4	Average
Exceeds	45.00%	47.00%	58.00%	76.00%	56.50%
Meets	18.00%	11.00%	17.00%	6.00%	13.00%
Below	37.00%	42.00%	25.00%	18.00%	30.50%

The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.





Analysis of Results

Successes

The Empower reading program has continued to be a successful support program for developing student literacy skills in addition to the in-class instruction they are receiving. The impact of having extra support for some students is demonstrated by the continued growth in student literacy throughout their time at BACS.

A larger focus on numeracy at BACS, in the classroom and school-wide opportunities, has created an opportunity for more significant success for students in this area. Even with the adjustment to student learning from March to June 2020, the MIPI results from September 2020 were more positive than the previous year. There was an increase in the number of students who scored greater than 60% compared to the previous year. A continued focus on math centers in the classroom, increased staff discussion about numeracy, the development of the 'Numeracy Corner' in the school, and multiple numeracy-focused family events all contributed to this success.

Opportunities for Growth

With reduced opportunities for direct parental involvement within the school, adjustments to previously successful strategies will need to take place. With an effort needing to be made to encourage literacy and numeracy focused discussions in the home, a different approach will be required. The success of monthly literacy and numeracy focused family events at the school needs to be continued in a virtual or modified way.

The adjustment of not having a trained staff member to run the 'Empowered reading' program will impact the extra support provided to struggling students. And adequate support strategy will be necessary to continue to help these students succeed.

Consistent and successful access to technology to enhance and further learning for all grades needs to be ensured.





Domain: Teaching and Leading

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.
- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division	School
<ul style="list-style-type: none"> Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. 	<ul style="list-style-type: none"> Fountas & Pinnell and MIPI data is collected, analyzed, and used to inform planning. Weekly PLC time occurs for teachers to plan, reflect on data, and implement learning sprints. Input from the school community is received through surveys and discussions at Parent Council meetings.
<ul style="list-style-type: none"> Staff participate in professional development and collaborate to address division and local goals. 	<ul style="list-style-type: none"> School-based and Division-based PD days have similar themes and objectives. A school-wide focus on Concept-Based Learning which aligns with the division focus of Universal Design for Learning

Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	97.2	88.4	91.0	93.2	86.5	94.0	Very high	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.7	96.1	96.9	97.2	95.7	98.0	Very high	Maintained	Excellent			





Measure	Sturgeon School Div No. 24				Alberta		
	Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	12	88.9	100	97.3	85.0	85.2	84.6

Local Measures

Measures			Results					
Teaching and Leading		2017	AB avg	2018	AB avg	2019	AB avg	
Elementary								
Quality Instruction: Rigor		(out of 10)	8.4	n/a	9.0	8.3	9.0	n/a

Analysis of Results

Successes

The learning sprint strategy implementation has demonstrated targeted success over a variety of concepts within classrooms. From specific numeracy and literacy interventions, student achievement has improved, demonstrated through positive Fountas & Pinnell and MIPI results over several years.

The ability for school-based professional development to enhance and compliment division-based professional development has led to an increase in staff development and understanding.

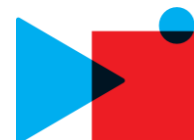
The development of monthly literacy and numeracy programs between parents and the school has created a positive atmosphere and relationship to support student development.

Opportunities for Growth

Maintaining a positive and effective communication channel with all families to ensure consistent and supportive growth for all students.

Continuing to focus on the alignment between Concept-Based Learning (school focus) and Universal Design for Learning (Division focus) will continue to allow for further alignment and clear focus on teacher development. The opportunity to discuss with peers addressing similar topics and concerns will create opportunities for personal reflection and improvements to programming and teaching practice.





Professional Learning in 2020-2021

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

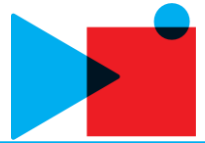
Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, and cohort/team sessions
April 23	SCHS or Four Winds	UDL: Action and Expression Keynote, breakout, and cohort/team sessions
May 21	In-person	Staff Recognition Event

Site-Based PD Days

Site-based days provide the opportunity to continue division initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff, and used to inform practice.

September 18	Focus: UDL & Literacy/Numeracy Benchmarks
Details	<ul style="list-style-type: none"> Review of Literacy/Numeracy benchmark results Determine strategies for support & differentiation How it ties into UDL strategies
October 16	Focus: UDL, Differentiation, & Concept-Based Learning
Details	<ul style="list-style-type: none"> Tech & effective use regarding differentiation Online literacy/numeracy programs Supportive tech and how to use it Revisiting of Concept Based Learning strategies and its role within UDL and effective technology use
December 18	Focus: Indigenous Foundational Knowledge
Details	<ul style="list-style-type: none"> Joint event with Gibbons/Lilian Schick/Oak Hill/Landing Trail/BACS staff <ul style="list-style-type: none"> Pending gathering sizes Presenter is TBD





January 29	Focus: Concept-Based Learning
Details	<ul style="list-style-type: none">• Joint event with Ochre Park staff• Focus of Concept Based Learning<ul style="list-style-type: none">○ Broken into grade groups (Pre-K & K, 1 & 2, 3 & 4)
March 25	Focus: Student Digital Citizenship & Wellness
Details	<ul style="list-style-type: none">• Student digital citizenship and wellness school-wide focus• Planning for alignment with concept-based learning• Revisit benchmarks for literacy & numeracy
June 4	Focus: Transitions and Supporting Students
Details	<ul style="list-style-type: none">• IPPs• Class Lists• Reflection of Concept-Based Learning strategies from the year





Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. 	<ul style="list-style-type: none"> • Weekly lessons from the school counsellor provide opportunities to learn about multiple topics relevant to students. • Appropriate learning tools are provided to support student development (iPads, manipulatives, Chromebooks, etc)
<ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. 	<ul style="list-style-type: none"> • Using a literacy specialist to provide pullout target programming with focus on literacy (reading intervention). Is seeing specific students for 15min in reading intervention every day. • Access to relevant technology and appropriate online learning programs, as well as the CST team for tier 3 students.
<ul style="list-style-type: none"> • Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> • Active engagement and recognition of recognized Indigenous days • Collaboration with the SPS Indigenous cohort • Variety of Indigenous resources (e.g., Walking Together) available in the school library for students and teachers
<ul style="list-style-type: none"> • Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. 	<ul style="list-style-type: none"> • Constant and timely collaboration with the CST has helped to provide interdisciplinary supports to students • The school provides space for 'Out of School' care for families who require it





Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	96.9	97.6	98.3	98.2	95.8		Very high	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0	93.8	100.0	81.8	94.4		Very high	Maintained	Excellent			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	89.3	70.2	83.3	75.0	78.1		High	Maintained	Good			

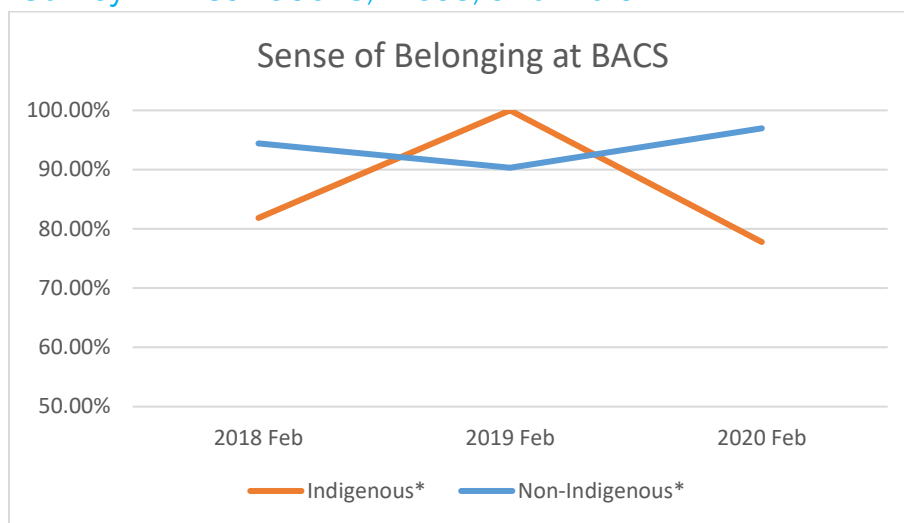
Local Measures

Measures		Results					
Learning Supports		2017	AB avg	2018	AB avg	2019	AB avg
Elementary							
Emotional Health: Anxiety		3%	22%	12%	22%	14%	n/a
School Context: Advocacy at School	(out of 10)	6.0	6.7	7.4	6.7	7.8	n/a





Our School Survey – First Nations, Métis, and Inuit



Analysis of Results

Successes

The broad spectrum of ongoing student-based activities at Bon Accord Community School provides a well-rounded support of all students. From daily physical education, a diverse leadership program for all students, assemblies of celebration, to the breakfast program, students are continually nurtured in all aspects (physical, emotional, mental) of their growth. Regular morning announcements, online meets between students, teachers, and admin, and in-class activities all provide opportunities for continued acknowledgement and engagement for all students.

Specific events, such as Identity Day and Indigenous Day, target student individuality, but still demonstrate a sense of belonging within the community of Bon Accord Community School.

Opportunities for Growth

Increased engagement with all students and the community will continue to build a strong connection for everyone involved. This can include speakers from the community speaking to various classrooms, parent and volunteers reading to students, to students visiting other schools to engage in positive relationship building with older students in the community.

Even though there is a strong focus on understanding First Nations, Metis, and Inuit perspectives at a school level, a more focused effort of addressing these topics at the classroom level continues to show progress. The target is to have First Nations, Metis, and Inuit perspectives embedded in classroom activities and lessons on a consistent basis.





Domain: Governance

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

SPS Outcomes

- Students, families, staff, and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

Division	School
<ul style="list-style-type: none"> • Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making. 	<ul style="list-style-type: none"> • Schools engage staff, parents, and community leaders in a local survey. • Principals work with school councils to plan strategies that address local needs.
<ul style="list-style-type: none"> • The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements. 	<ul style="list-style-type: none"> • Principals report school annual budget and update on progress to the school council during the year.

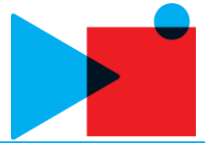
Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.1	93.3	87.2	90.8	92.6		Very high	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	98.6	99.2	100.0	91.7	96.3		Very high	Maintained	Excellent			

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a division-wide forum to discuss progress toward Sturgeon Public School's priority of student achievement and the outcomes in the Governance domain. This will inform the Board of Trustees and School Councils and will be reported here in the 2021 update.





Analysis of Results

Successes

A strong and effective relationship exists between the school and the Parent Council. Monthly meetings take place with great attendance from multiple parents. From this, a robust number of parents seek opportunities to volunteer within the school to help with a variety of activities, in and out of the classroom. When parents are not able to engage in regular ways with the classroom, online communication tools, student recorded videos, and online meets provide multiple opportunities for parents to continue to engage in school activities and student learning.

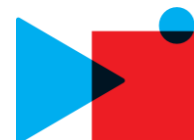
Relatively high return rates on parental surveys provide a clear picture of the views of parents from the school community on a variety of topics.

Opportunities for Growth

Continued engagement with families despite the challenges of the current situation with families having limited access to visit and take part in activities within the school.

Increased and focused discussion with the Parent Council will occur during the school year, targeting focused feedback on current academic initiatives and strategies.





Domain: Local and Societal Context

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity and work ethic.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. 	<ul style="list-style-type: none"> • Students are actively involved in a variety of events, such as Pink Shirt Day, Orange Shirt Day, and Terry Fox Run
<ul style="list-style-type: none"> • Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. 	<ul style="list-style-type: none"> • Students take part in the school Coding Club, and students represent the school at the Division STEAM Games every year

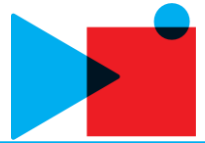
School Partnerships

1. Bon Accord senior groups
2. Lilian Schick students
3. Breakfast Club of Canada
4. TELUS PayDay
5. Circle-K Convenience Store
6. Pembina Pipelines

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a local site-based survey designed in partnership with school principals and division leadership. This will inform principals and local School Councils about local and society needs and be reported here in the 2021 update.





Analysis of Results

Successes

Students actively engage with outside community and school groups, such as Grade 4 students learning to play crib from local senior groups and Grade 1 students having 'reading buddies' from Lilian Schick School. These opportunities provide an understanding regarding the importance of lifelong learning and knowledge with context of the real world.

Using online meets and pre-recorded videos, students are able to continue to interact with community members, students from other schools, authors, and experts in a variety of fields.

The Pre-Kindergarten intergenerational program in Legal continues to be a success. It is currently focusing on expanding its ability to engage with seniors through technology for when face-to-face is not possible.

Opportunities for Growth

A continued focus on innovative and relevant skills and technology must be understood by all teachers to provide effective and beneficial opportunities for students to apply their knowledge in real ways.

Creating opportunities for an increased number of students to engage in personally relevant and academically focused activities and events that encourage life-long learning.

