



 Bon Accord Community School						
2022 - 2025 School Education Plan & Alberta Education Assurance Survey Summary						
Sturgeon Public Schools: <i>Dare to Reimagine Learning</i>						
Priority	Strategic Goal	School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Student Growth and Achievement	<p>Outcome 1 Students achieve provincial learning outcomes and solve problems with real-world applications</p> <p>Outcome 2 Students use assessment feedback to identify strengths and areas of need and set learning goals</p>	Students make meaningful connections to their outcomes taught in class.	There has been a decline in the last three years on reported students' interest and motivation and instructional rigor. Last year 82% of our grade 4 students reported that they were interested and motivated, and 8.2 out of every 10 grade 4 students reported they find classroom instruction relevant to their daily lives. We are also seeing a significant	Our goal is for students to be engaged and accountable for their own learning. Our goal is to have students engaged in their learning at the same rates or higher than the 2019/20 measures - what they were prior to Covid - 93%.	<ul style="list-style-type: none"> - Incorporating maker space challenges into core subject areas on a more consistent basis. - Piloting a grade 4 Recreation Academy to engage students in lifelong wellness and reduce levels of anxiety. - Planning instructional activities in collaboration with the learning coach to ensure that activities are at students' developmental levels, have them gain independence, as well as providing continual feedback on learning. 	





			increase in student anxiety - 21% of grade 4 students as compared to 6% the previous year.			
Teaching and Leading	<p>Outcome 3 Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement</p> <p>Outcome 4 Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership</p>	<p>Teachers use a consistent approach to literacy and numeracy instruction across all grade levels.</p> <p>Teachers participate in professional learning opportunities and collaborative planning.</p>	<p>Last year at the beginning of the year, using provincial standardized assessments, 66% of our grade 2's and 3's were identified at risk in numeracy. At the beginning of this year, 48% are at risk. In regard to literacy, 52% of grade 2 and 3 students were at risk at the beginning of last year and at the beginning of this year, 40% of students are at risk.</p> <p>Of last year's grade three's that</p>	<p>All teachers are confident and competent in foundational understanding in development of reading, implementing literacy interventions and consistent numeracy instruction. Our goal is that only 30% of our grade 2 and 3 students are at risk in both literacy and numeracy.</p>	<ul style="list-style-type: none"> - All staff are participating in the Layers of Reading Literacy program to continue to grow foundational literacy programming and further differentiation in student planning - All staff understand and are able to administer Fountas and Pinell assessments and reading instruction. - Team teaching with the literacy teacher and vice principal around phonological awareness and foundational literacy skills based around the quasi developmental continuum of literacy skills. - Consistency of practice and development in the Mathology program to support student achievement in numeracy. 	





			<p>were identified as still being at risk at the end of the year, only 7/16 remain at risk for literacy and 11/17 are at risk for numeracy.</p> <p>Because most of our students are working at individualized levels of achievement, teachers are required to respond to individual learning needs more frequently. As a result, our planning needs to be collaborative and consistent across all grade levels.</p>			
Learning Supports	Outcome 5 Public School Communities are safe, caring, respectful and inclusive.	First Nations, Métis, and Inuit students see themselves in the daily curriculum	17% of our grade 4 students last year identified as Indigenous. First Nations, Métis,	Our goal this year is to have staff and students engaging in more meaningful,	<ul style="list-style-type: none"> - Teaching foundational understanding and reflection for staff during staff meetings and PD days. - Incorporating meaningful and relevant teaching 	





	<p>Outcome 6 First Nations, Metis and Inuit Students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.</p> <p>Outcome 7 Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.</p>	and feel a sense of pride and willingness to share their experiences in the classroom.	and Inuit. students continue to face challenges that stem from systemic racism. Deficit thinking, abstract liberalism, and essentialism are still common issues that arise meanwhile hindering the success of Indigenous students.	relevant and frequent teaching about Indigenous foundational knowledge so that our First Nations, Métis, and Inuit students see themselves in their classrooms and learning.	<p>of foundational understandings within classrooms and using appropriate resources provided by the Indigenous Lead Teacher and Métis Learning coach.</p> <ul style="list-style-type: none"> - Ensure every class attends the outdoor classroom and multiple opportunities for land-based learning. - Reflecting as a staff what processes and systems are in place as a result of colonialism and may not serve a purpose and revising those systems (ex: not allowing hats in school). - Engaging parents in creating an outdoor classroom that is authentic, relevant and respectful of Indigenous foundational understanding. 	
Governance/ Local & Societal Context	<p>Outcome 8 Students, families, staff and community members are committed to a shared vision for student achievement.</p>	Parents are engaged in decisions regarding their children's education and feel they are connected and	Parents feel that they have been disconnected from their children's learning for the last two years. Last year, 78.8% of the 21	We would like to have parents feel that they are as much a part of their child's education as their teacher is. Parents should be	<ul style="list-style-type: none"> - Unlocking front doors during the day. - Inviting parents to volunteer in classrooms. - Schedule school wide community breakfasts once a month and invite community members. - Host parents council meetings and Program Support Meeting both in person and online for maximum attendance. - Create sub committees for fundraising, Outdoor 	





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	<p>Outcome 9 Resources are allocated and managed in the interests of ensuring student success.</p> <p>Outcome 10 Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community</p> <p>Outcome 11 Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events</p>	<p>welcome within the school.</p>	<p>(out of 42) grade 4 parents who completed the Alberta Education Assurance Measures Survey were satisfied with the amount of opportunities provided for parents to be involved. This was compared to 100% the previous year. However, that year only 4 parents completed the survey. Regardless, parents are still communicating that they want to be more involved within the school.</p>	<p>welcomed into the building and have a personal relationship with staff. Our target is to have 75% of the grade 4 parents complete the survey and 85% report that they are satisfied with the number of opportunities to engage in their child's learning.</p>	<p>classroom planning and events to engage as many parents as possible in volunteering.</p> <ul style="list-style-type: none"> - Increased communication of school events and classroom events through newsletters. Website and teacher communication. 	
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School's Alberta Education Assurance Measures Summary - Provincial Measures

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	87.3	79.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	84.3	86.3	96.1	81.4	83.2	83.1	Very High	Declined Significantly	Acceptable
Teaching & Leading	Education Quality	93.7	98.0	96.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	87.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.5	87.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.6	100.0	91.7	78.8	79.5	81.5	High	Declined	Acceptable





OurSchool Survey - Local Measures

Intellectual Engagement: Interest and Motivation	Results			
		2019/20	2020/21	2021/22
Elementary 4-6*	(%)	93	88	82
Quality Instruction: Rigor				
Elementary 4-6*	Out of 10	9.0	8.5	8.2
Emotional Health: Anxiety				
Elementary 4-6*	(%)	14	6.0	21
School Context: Advocacy at School				
Elementary 4-6*	Out of 10	7.8	8.2	7.1





Communication and Engagement

Accountability Item	Description of Action	Date
School involves School Council in updating the plan and preparing the AERR	<p>Shared the process of school goals reflecting the board priorities and the data used to guide them.</p> <p>School Council meeting finalized plan to be shared, while explaining it is a living document that will evolve and change as required</p>	on-going
School updates its education plan/AERR document, posts it on the school website and notifies Central Office	The School Plan is posted on the school website and link shared with the Area Office.	January 27, 2023
Results for the AEA survey and student assessments (when available) are included in our AERR and shared with our school community	Completed through the School Plan and posted on the website.	January 27, 2023
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	<p>All school plans are developed in alliance with both Alberta education TQS and LQS.</p> <p>Professional growth is provided to parallel the School Plans and the competencies in each of the TQS categories.</p> <p>School plans serve as a living document for school administration to monitor and guide school improvement initiatives and planning as per Alberta Education LQS.</p> <p>Throughout the year at staff meetings, individual TQS components will be discussed and staff will brainstorm what these outcomes look like at the school and classroom level.</p>	on-going

