



Bon Accord Community School Education Plan 2024 -2027

School Goal 1

Teachers will use high impact teaching strategies to create purposeful, collaborative learning.

School Goal 2

Bon Accord Community School will foster a safe, inclusive, and supportive learning environment through the implementation of the Therapeutic Crisis Intervention in Schools model.

School Goal 3

To engage stakeholders, students, and staff, in fostering a responsible and responsive community.



Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Teachers will use high impact teaching strategies to create purposeful, collaborative learning

Baseline data (starting point):

Data / Products	Conversations	Observations
24/25 Screener Data	Look at Raw Score Data What are we focusing on as a school?	Up to 25% at risk in Numeracy & Literacy across the grade levels, according to the September Screeners.
High Impact Teaching Strategies: <ul style="list-style-type: none"> • Within Context learning experiences and explicit instruction • Collaboration and accountable talk • Communication regarding criteria and path of achievement • Progressions of learning • Relevant, representative experiences and resources 	<ul style="list-style-type: none"> • Building awareness relative to the 5 High Impact Teaching Strategies. • How can we best support teachers in implementing the High Impact Teaching Strategies 	High Impact Teaching Strategies: <ul style="list-style-type: none"> • Within Context learning experiences and explicit instruction • Collaboration and accountable talk • Communication regarding criteria and path of achievement • Progressions of learning • Relevant, representative experiences and resources

Action Items (how we will achieve this goal):



- **Professional Development and Training:** Provide teachers with targeted professional development sessions focused on high-impact teaching strategies, such as explicit instruction, questioning techniques, and feedback. Equip them with tools and techniques to facilitate purposeful, student-centered collaboration in the classroom.
- **Collaborative Lesson Planning and Peer Observations:** Establish collaborative planning sessions where teachers can work together to design lessons that incorporate high-impact strategies. Encourage peer observations and feedback sessions to share best practices and refine the implementation of these strategies in real-time.
- **Instructional Leadership:** Classroom observation to provide support and feedback for self reflective growth.

Lead Measures (how we will know we are on the right track):

- **Teacher Self-Assessment and Reflection:** Teachers evaluate their own practice, identify growth areas, and align high-impact teaching strategies with student needs and outcomes.
- **Learning Coach Support:** Provide targeted and ongoing assistance to foster professional growth while enhancing student outcomes through a collaborative and reflective approach.
- **Classroom Observations & Feedback:** Administrators engage in regular and purposeful classroom observations to support teacher growth and ensure quality instruction.

End of year results (June update):

Data / Products	Conversations	Observations
24/25 Screener Data	How have our students progressed? (Growth & Achievement)	

Highlight - Literacy & Numeracy Instruction:

Effective literacy and numeracy instruction is enhanced through High Impact Teaching Strategies (HITS), which prioritize evidence-based practices to maximize student learning. Incorporating daily Drop Everything and Read (DEAR) time allows students to build consistent reading habits and improve comprehension in a structured yet independent setting. Programs



like Words Their Way, and Layers of Literacy which focus on word study and literacy development, provide students with hands-on, differentiated learning experiences tailored to their developmental stages.

Teachers collaborating in Professional Learning Communities (PLCs) can analyze student data, share insights, and refine strategies to support literacy and numeracy growth. By combining DEAR time, Words Their Way, Layers of Literacy, Mathology, explicit instruction, effective and informative assessments, educators can create a comprehensive approach that meets the diverse needs of students while fostering strong outcomes in reading, writing, and mathematical understanding.



Goal Two: Healthy School Communities

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.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Bon Accord Community School will foster a safe, inclusive, and supportive learning environment through the implementation of the Therapeutic Crisis Intervention in Schools model, ensuring that all students feel welcome, secure, and valued.

Baseline data (starting point):

Data / Products	Conversations	Observations
How many people involved are trained? Certified & informed.	How can we best support staff in feeling comfortable with TCIS?	Currently four staff members are TCIS certified while the rest are TCIS informed.
Restraints/LSI Data	At what point is a restraint required? How effective is the LSI in increasing positive behaviour? How can we ensure LSIs are conducted without interruption?	LSI shows learning to manage emotions and reactions, when they are able to be conducted.
Log Entry		

Action Items (how we will achieve this goal):

- **Staff Training on Therapeutic Crisis Intervention (TCIS) Techniques:** Provide comprehensive training for all school staff on the Therapeutic Crisis Intervention in Schools (TCI) model. This will equip educators with the skills to de-escalate situations, respond to student behavior with empathy, and support students' emotional needs, ensuring a safe and supportive environment.
- **Establish a School-Wide Behavior Support Framework:** Develop and implement a clear, consistent behavior support system that aligns with the TCI model. This framework should include restorative practices, positive behavior reinforcement, and individualized student support plans to promote an inclusive, caring environment where every student feels heard and valued.

Lead Measures (how we will know we are on the right track):



- **Incident Data Monitoring:** Track the frequency and severity of behavioral incidents, including crisis interventions and de-escalation events, to assess the effectiveness of the Therapeutic Crisis Intervention (TCI) model. A reduction in incidents over time will indicate progress toward a safer, more supportive environment.
- **Staff Confidence and Competency Surveys:** Conduct regular surveys or assessments to gauge staff confidence in using TCI techniques and their ability to manage challenging situations effectively. Improvements in staff self-reported competency will show that the training and support systems are working as intended.
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End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:

At Bon Accord Community School, we celebrate Indigenous cultures, languages, and traditions by fostering a sense of belonging and community led by Indigenous voices. We will incorporate Indigenous perspectives into our curriculum and invite Indigenous Elders, Knowledge Holders, or community members to share their knowledge and traditions with students.

We aim to create an inclusive environment where Indigenous students feel valued and empowered. By honoring and integrating Indigenous cultures into our school community, we not only enrich our educational experience but also cultivate mutual respect and understanding among all students and staff.



Goal Three: **Responsible Leadership**

Leaders engage openly with stakeholders with a focus on student achievement and demonstrate stewardship of system resources. We promote leadership opportunities for students, staff and community.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

To engage stakeholders, students, and staff, in fostering a responsible and responsive community

Baseline data (starting point):

Data / Products	Conversations	Observations
AEAM Data	How can we encourage more grade 4 parents to provide effective feedback?	Currently 27 parent responses out of 44 grade 4 students responded.
Surveys administered by school	How can we engage parents across all grade levels to provide feedback?	

Action Items (how we will achieve this goal):

- **Develop a School-Community Partnership Program:** Launch initiatives that encourage collaboration between the school and local organizations, groups, or businesses, offering students opportunities to engage in community service projects, mentorship, or leadership. These programs will help foster a sense of responsibility, strengthen community ties, and encourage responsive collaboration.
- **Create a Student-Led Leadership Program:** Develop a student leadership initiative where students take an active role in organizing school events, peer support programs, and community outreach activities. This will empower students to take responsibility for fostering a positive school culture and build stronger connections between students, staff, and the wider community.

Lead Measures (how we will know we are on the right track):

- **Stakeholder Participation Rates:** Monitor the attendance and engagement levels at forums, events, and meetings designed for stakeholder involvement. An increase in participation rates over time will indicate that stakeholders feel more connected and invested in the community.



- **Feedback and Satisfaction Surveys:** Conduct regular surveys for students, staff, and stakeholders to gather feedback on their experiences with community engagement initiatives. An increase in positive responses regarding the sense of community, support, and communication will demonstrate progress toward fostering a responsible and responsive environment.

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff

At Bon Accord Community School, we are committed to empowering both staff and students to take on leadership roles within the school community.

Student Leadership Opportunities: We will implement student leadership opportunities that encourage elementary students to participate in decision-making, lead initiatives, and engage in community service, fostering their confidence and responsibility.

Staff Empowerment Initiatives: We will provide professional development opportunities that will hone their leadership skills, enabling them to mentor staff and students and collaborate effectively with colleagues.

By fostering a culture of leadership among both staff and students, we aim to create an engaged, supportive environment that encourages growth and collaboration.



Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and



student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
<ul style="list-style-type: none"> • Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. • Students actively participate in engaging learning environments, focused on success and real-world connections. • Learning experiences meet students' current level of achievement, and focus on growth through effective assessment. • Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation. 	<ul style="list-style-type: none"> • Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. • Staff, students and families demonstrate citizenship and honour diverse learning needs. • School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities. 	<ul style="list-style-type: none"> • Staff and students actively participate in and lead school and community projects. • Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. • The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. • Resources are allocated and managed in the interests of ensuring student success.



Current Results: Bon Accord Community 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	80.5	84.3	85.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.2	87.5	85.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.0	93.3	93.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.1	89.5	90.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.4	83.1	83.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.3	79.4	79.5	79.5	79.1	78.9	High	Maintained	Good

Literacy Data - Alberta Education Screeners			
Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	LeNS - English	14%	86%
2	LeNS - English	30%	70%
2	CC3 - English	35% (5% N/A)	60%
3	CC3 - English	14% (7% N/A)	79%
4	CC3 - English	26%	74%



Numeracy Data - Alberta Education Numeracy Screener			
Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	Alberta Education Numeracy Screener	22% (3% N/A)	75%
2	Alberta Education Numeracy Screener	12%	88%
3	Alberta Education Numeracy Screener	25% (11% N/A)	64%
4	Alberta Education Numeracy Screener	26%	74%

