



## **Aurora Elementary School**

**Year:2018-2021**

### **Vision Statement:**

Aurora Elementary School will provide, for all students, an exemplary K-4 learning experience imbued with a sense of dignity, purpose and hope.

### **Mission Statement:**

To provide the best well-rounded education to the Aurora School community within a safe and caring environment.

### **Background Information**

Aurora is a K-4 school of approximately 355 students. It was built in 1992. We are located in Drayton Valley, Alberta, 100 km. southwest of Edmonton. Our school division is Wild Rose, whose central office is located in Rocky Mountain House. Our special programs include: Aurora Watch, after school P.E., hot lunch program, annual concerts, monthly assemblies, after school care, choirs, cultural performances, daily P.E., early literacy, enrichment, house leagues, Safe & Caring Schools, Running/Walking Club, Archery Club, and study skills.

### **Values**

Our three decision making filters are: (in order)

#### **1. Safe & Caring**

- a place where all children feel accepted and respected
- a family atmosphere promoting enjoyment of learning by everyone
- staff friendliness and high staff morale
- clear, strong, consistent discipline procedures
- safe, clean, facility and grounds

#### **2. Learning**

- involved parents and an effective School Council
- a broad program exposing students to a variety of learning opportunities to promote emotional, academic, social, and physical well-being
- high academic standards revolving around literacy and numeracy
- strong, collaborative school leadership
- effective, focused Professional Learning groups

- enrichment opportunities for students.
- 3. Fun**
- regular recreational activities for everyone
  - regular opportunities to laugh together

## **Results Report / Analysis**

### **Focus of previous year**

- Literacy.
- Quality of Education

Aurora staff set a CRM goal of having all students reading at grade level by the end of grade 3. Students will then maintain reading level through grade 4. We decided to follow the data very closely this year at the grade 3 level. At the beginning of the year we had 60% of our students at or above grade level in reading. By the end of the year we had 88% of students at or above grade level in reading. This is an improvement of 28%. Through our collaborative response model and Swap groups we were able to achieve this improvement. The results were shared with and celebrated by staff.



Aurora - Literacy  
Champions Celebrat

October 2018 Accountability Survey. We noticed a decline in school improvement so we investigated further. Parents and staff were asked- Has the quality of education that your child experienced at school improved, stayed the same or declined in the past 3 years? A total of 14 parents, 14 staff members answered this question. 11 parents said that it has improved or stayed the same, 1 parent said it declined, and 2 parents answered I don't know. Of the 14 teachers, 12 said it improved or stayed the same and 2 said they do not know. Of the 28 surveys only 1 answered that it has declined. The problem is that when you answer "I don't know" it works against your overall percentage. With that being said, and the fact that the Education quality ranked very high, we do not see this as an issue.

October Accountability results on school improvement show 93.2% satisfaction which is an improvement of 10% from last year.

| Measure Category  | Measure  | Aurora Elementary 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                                       | <a href="#">Safe and Caring</a>                            | 95.9                     | 93.2             | 93.7                | 89.0           | 89.5             | 89.4                | Very High          | Maintained  | Excellent |
| Student Learning Opportunities                                | <a href="#">Program of Studies</a>                         | 87.1                     | 88.6             | 88.5                | 81.8           | 81.9             | 81.7                | Very High          | Maintained  | Excellent |
|   | <a href="#">Education Quality</a>                          | 97.2                     | 95.0             | 93.5                | 90.0           | 90.1             | 89.9                | Very High          | Improved    | Excellent |
|   | <a href="#">Drop Out Rate</a>                              | n/a                      | n/a              | n/a                 | 2.3            | 3.0              | 3.3                 | n/a                | n/a         | n/a       |
|   | <a href="#">High School Completion Rate (3 yr)</a>         | n/a                      | n/a              | n/a                 | 78.0           | 78.0             | 77.0                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades K-9)                     | <a href="#">PAT, Acceptable</a>                            | n/a                      | 83.0             | 86.4                | 73.6           | 73.4             | 73.3                | n/a                | n/a         | n/a       |
|   | <a href="#">PAT, Excellence</a>                            | n/a                      | 22.4             | 22.0                | 19.9           | 19.5             | 19.2                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades 10-12)                   | <a href="#">Diploma, Acceptable</a>                        | n/a                      | n/a              | n/a                 | 83.7           | 83.0             | 83.0                | n/a                | n/a         | n/a       |
|   | <a href="#">Diploma, Excellence</a>                        | n/a                      | n/a              | n/a                 | 24.2           | 22.2             | 21.7                | n/a                | n/a         | n/a       |
|   | <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                      | n/a              | n/a                 | 55.7           | 54.9             | 54.7                | n/a                | n/a         | n/a       |
|   | <a href="#">Rutherford Scholarship Eligibility Rate</a>    | n/a                      | n/a              | n/a                 | 63.4           | 62.3             | 61.5                | n/a                | n/a         | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | <a href="#">Transition Rate (6 yr)</a>                     | n/a                      | n/a              | n/a                 | 58.7           | 57.9             | 59.0                | n/a                | n/a         | n/a       |
|   | <a href="#">Work Preparation</a>                           | 97.4                     | 88.7             | 86.1                | 82.4           | 82.7             | 82.4                | Very High          | Improved    | Excellent |
|   | <a href="#">Citizenship</a>                                | 93.9                     | 93.2             | 91.5                | 83.0           | 83.7             | 83.7                | Very High          | Maintained  | Excellent |
| Parental Involvement  | <a href="#">Parental Involvement</a>                       | 89.2                     | 89.9             | 89.0                | 81.2           | 81.2             | 81.0                | Very High          | Maintained  | Excellent |
| Continuous Improvement  | <a href="#">School Improvement</a>                         | 93.2                     | 84.0             | 86.3                | 80.3           | 81.4             | 80.7                | Very High          | Improved    | Excellent |

## 2018-21 WRSD Three Year Education Plan

### 2018-19 WRSD Priorities

The following three priorities have been collaboratively developed to grow staff and students in Wild Rose School Division.

1. **Well-being** - WRSD is committed to fostering a culture that respects diversity and promotes wellness through:

- Positive Relationships
- Healthy Mind and Body
- Belonging

2. **Learning** - WRSD is committed to ensuring powerful learning environments that develop the essential understandings needed to be successful in an ever changing society through:

- [Literacy](#)
- [Numeracy](#)
- [Competencies](#)
- [Foundational Knowledge of First Nations, Métis and Inuit Cultures](#)
- Engagement
- Career Planning
- Inclusion

**3. Leading** - WRSD is committed to developing a culture of strong leadership capacity through:

- Vision & Reflective Practices
- Empowering Others
- School Leader Quality Standard
- Awareness & Advocacy
- Transparency
- Accountability

### **Aurora Elementary School- Measurable Strategies for 3 WRSD Goals.**

#### **1- Well-Being**

**Aurora Goal and Strategy-** Each teacher will make an extra effort to create a significant connection with each student. Teacher's will also identify students who could use an extra connection with an adult. Identified students will be reported to Principal to connect with. Principal will make an effort to check in on these kids and develop a rewards system where students may earn extra time with Principal.

#### **2- Learning**

**Aurora Goal and Strategy-** Our school goal for our Collaborative Response Model is to ensure all of our students are reading at grade level by the end of grade 3. We then plan on maintaining their reading levels through grade 4. Staff will develop a Collaborative Response Model (CRM) process and begin implementation in the following ways- Weekly teacher collaborative meetings of 1 hour of uninterrupted time at grade level which focus on LITERACY and on focusing on all kids. The SSF/Principal/Vice Principal/Family Wellness worker will join each grade team once a month on PD days to look at data and determine future paths and interventions. Grade teams will focus on literacy following the CRM model. Common teaching time (literacy blocks) will be provided and used each week for each grade team so teachers can group students and focus on areas of need based on literacy skills.

We have worked together with Kim Wedman and Lisa Rosentreter (Literacy Coach) to develop a school Literacy plan and will re-visit and fine tune it periodically throughout the school year.

#### **3-Leading**

**Aurora Goal and Strategy-** The Principal and Vice-Principal will implement classroom visits of a minimum of 20 minutes in every classroom(teacher supervision). The school leaders will provide verbal feedback on each visit and more in-depth feedback upon request. We have created a jar with popsicle sticks with every teachers name on it to ensure we get into every classroom. The Admin. Team has committed to do at least three of these visits each per month. We will also complete walk-through visits of 5 minutes each weekly.

## Aurora Elementary Professional Learning Plan 2018-2019

PD days will include time for staff to work through the Collaborative Response Model (CRM) for their students. The Collaborative Response Model is a comprehensive school framework focused on three essential components: collaborative team meetings, assessments & response to intervention. The goal of this model is to help school staff meet the individual needs of all students. This [video](#) explains the Collaborative Response Model in greater detail.

| Part-Time Staff | Date         | Focus  | ATA/CAAMSE/<br>PUF |
|-----------------|--------------|--|--------------------|
|                 | August 29    | Teacher Planning Day   | ATA                |
| ✓               | August 30    | Literacy 9-11:30 Kim Wedman AUR<br>Staff meeting/ PGP plans  | ATA/CAAMSE         |
| ✓               | August 31    | AM- Brain in Mind session/Team-building activities<br>PM- PGP/CRM time.  | ATA/CAAMSE         |
|                 | September 21 | AM- Freshgrade session- presented by Jen Deyenberg.<br>PM- CRM Meetings  | ATA                |
| ✓               | October 18   | NVCI training/ alternate PD- trauma/mental health sessions(AUR)<br><br>Thinking about metacognition and mindfulness 9am(AUR) | ATA/CAAMSE         |

|   |             |  |                    |
|---|-------------|--|--------------------|
|   |             | Addressing learning disabilities in the inclusive classroom<br>12:30pm(AUR)<br><br>K-1- Literacy strategies with Miriam Trehearne(RMH)   |                    |
|   | October 19  | AM – review MIPI/literacy data and create a literacy visual(electronic or board)<br><br>PM- Trauma-informed classrooms at Eldorado presented by Kathy Murch.   | ATA                |
|   | November 23 | Staff meeting- 9-10am<br>PGP meetings with Admin.<br>Meet with Eldorado teachers in grade teams.(At Eldorado)<br>10:15am-11:30am -3s, 4s w/ELD<br>12:45-2pm-2:00pm-Ks w/ELD<br>2:00pm-3:15pm-1s, 2s w/ELD<br>Music Teachers- PM at Aurora.   | ATA/CAAMSE/<br>PUF |
|   | February 11 | Collaborative Response Model- AM<br><br>New Curriculum Preview- Jen Lefebvre presenting. PM  | ATA                |
| ✓ | March 8     | Collaborative Response Model<br><br><b>March 8 (North)</b> We are going to pull groups of teachers together to look at the outcomes and start planning for instruction, resourcing and assessment of the new curricula.<br><br><b>Grades K, 1, 2 will be in the AM</b> and Grades 3-4 will be in the PM (Kindergarten will stay together for the PM to work with Leah) We would like K-4 school administrators and SSFs to join one of the groups. This will still leave half a day for CRM or other PD, recognizing that staffs will be split up. | ATA/CAAMSE         |
|   | April 12    | Collaborative Response Model<br><br>Jody Carrington EAs, FWWs and PUF  | ATA/CAAMSE/<br>PUF |

|   |         |   |   |
|---|---------|---|---|
|   | May 10  | Braiding Indigenous Stories Through Our History:<br>Collective Memories of Forced Assimilation with<br>Eldorado/DCS<br><br>Collaborative Response Model | ATA<br><br>ELD/DCS/AUR<br><br>Celebration of<br>Learning<br><br>Part of day<br><br>Shared reading |
| ✓ | June 7  | Transitions/classlists  | ATA/CAAMSE  |
|   | June 27 | Year End Items<br><br>PGP creation for 2019-2020<br><br>PGP conversations   | ATA   |
|   | June 28 | Year End Items  | ATA   |

\*\* Teacher Growth Plan time will be given during school-based PD times instead of full days, throughout the year. This time should be roughly equivalent to 1 full day and will be worked out at the school level.

