



Aurora Elementary School

Year:2019-2022

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 350 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 and Archery Club.

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.

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 2231 Aurora Elementary School



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	Safe and Caring	96.7	95.9	94.9	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	87.5	87.1	89.3	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	98.7	97.2	96.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT - Acceptable	n/a	83.0	86.4	73.6	73.4	73.3	n/a	n/a	n/a
	PAT - Excellence	n/a	22.4	22.0	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma - Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma - Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	86.7	97.4	93.5	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	94.4	93.9	93.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.5	89.2	90.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.4	93.2	89.9	81.0	80.3	81.0	High	Declined Significantly	Issue

October 2019 Accountability Survey. We noticed a decline in continuous 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? We found that a total of 5 parents, 2 students and 1 teacher answered that it has declined which in the big picture is not that many. As a staff we went over the results to see if we could figure out why there was a significant decline in this area. Some of the reasons we came up with include: Could be that the facility is getting older and more run down, the change from a K-6 school to a K-4 school, a decline in the amount of extra-curricular activities being offered, no more French option, economics and lower positive attitudes in the community and anxiety over reconfigurations. This survey was also taken to Parent council for feedback. Considering this information, and the fact that the Education quality ranked very high, we do not see this as an issue at this time but one that we will want to monitor over the next little while. October Accountability results on educational quality show 98.7% satisfaction which shows that everyone is satisfied with what is happening in classrooms.

2019-2022 Three Year Education Plan

2019/20 Inquiry Question for Promoting School Growth

At Aurora we have three whys behind everything we do:

- Safe, caring and welcoming environment
- Academic engagement
- Having fun (Being a happy and healthy person)

When we, Murray and Kim, considered our current strengths and areas requiring improvement, we kept coming back to the idea behind quality leadership that asks the important questions. We wanted to look at this more deeply as it impacts teacher practice, or what Hattie refers to is teacher efficacy. We believe that by guiding ourselves and our staff in reflective practice we can enhance the overall environment for all learners at Aurora.

It will be important to establish a culture of trust with the staff. For them to understand it's not about evaluation, but about growing as a team, and getting better for the students we serve. It may be messy, and sometimes uncomfortable, but it is those moments that we can truly stand behind each other and take risks/chances that are difficult in isolation. Using the principles of Generative Dialogues [interpersonal communication techniques](#) we, as Admin, will model and share, to help in the culture of trust.

Inquiry Question:

How can using reflective questioning improve teaching efficacy in the areas of learning, relationships and student engagement at Aurora?

We will create a set of questions that will be the lens that all staff reflect on the work we, here at Aurora do. It would be the questions we will use when in conversations with staff, for staff to use personally, and for staff to use when collaborating with each other. The questions will be a living document, as we may find they need tweaking as we discuss further with staff.

The 10 Mindframes for Visible Learning by Hattie and Zierer (2018), is a main resource in our inquiry. It provides questions so teachers can think about their own teaching and the importance of collaboration to enhance, refine and critique one's thinking. We we will come up with a reflective question each month relating to one of the 10 mindsets. We will use it to have conversations with staff during supervision/visitations as well as ask for one staff member each month to 'coach' using the question and the principles of generative dialogue (which will be shared with staff):

Sept/Oct...

Reflective Question:

1. Based on the lesson/activity thinking in the context of making learning visible can you provide examples of how you accomplished this?
2. How do you know they learned what you intended?

Guiding questions/thoughts for making learning visible:
(*Reason and evidence probes from GD*)

1. Why are your intervention strategies successful/unsuccessful? (Mindframes..D.I.I.E.)
What considerations may be needed next time?
2. High impact strategies
3. Collaboration (shared responsibility)
Exchange + evidence + cooperation = educational expertise
4. Belief in change agent/ all students can improve
5. Challenging learners
6. Clear relevant feedback
7. Dialogue/Monologue
8. Creating clear learning/objectives & success criteria
9. Relationships

Implementation

We will share our vision with the staff at our PD Day August 29. They will work to do an initial skim of the Hattie book.

During each month we will pick a chapter with it's question for the staff to reflect on. Admin will also use this lens during observations. We may also consider the photograph and have staff share and discuss at monthly staff meetings.

Long Term Goal... Admin and staff begin to see certain mindframes to dig into a bit more during the following years.

Notes:

What information are you getting from that? What data is that giving you that is driving your instruction?

Now what?

Shared with Staff

How can using reflective questioning improve teaching efficacy in the areas of learning, relationships and student engagement at Aurora?

The Process

1. Admin will complete at least one 20 minute classroom observation with each staff member this year.
2. Each month we will focus on a mindframe from Hattie. If there is a specific mindframe (Month) you would prefer please let us know.
3. We may model some feedback conversations at the following month's staff meeting IF any staff member we visit feels comfortable with it.

https://padlet.com/kim_desmarais/9adct4adglx8

For the month of October.... (Mindframe 1 & 2)

Reflective Questions:

1. Based on the lesson/activity thinking in the context of making learning visible can you provide examples of how you accomplished this?
2. Did your students learn what you intended? How do you know? What are your next steps?

Aurora 2019-2020 Professional Learning Plan

The majority of the non-instructional days will include time for staff to work through the Collaborative Response Model (CRM) for their students. If schools have embedded CRM time in their timetables, this may allow for additional professional learning time.

August 27	Start Up Administrator Meeting	
August 28	Aug.28- Teacher organizational Day	
August 29	Aug.29- Visible learning mind frames(reflective practices)- am Aug.29- CRM- Yearly planning meeting-pm	AS I & II
August 30	Aug.30- staff meeting- 9am Aug.30- Staff PGP time.	All CAAMSE/ K PUF
September 20	Go to Educator training-am. Growth Plan time-pm. CRM cross-team meetings- MIPI results. Kim- EA meeting	All CAAMSE/ K PUF
October 4	CRM/IPP's- 9am. Meet as a group to establish process. Growth Plan Time.-1 pm.	AS I & II, EA (south), FWW
October 25	CRM / ATA- being gender inclusive.	LCF / LT
November 25 (North) / 29 (South)	Math PD- CARC-Cathy Coers-am. CRM / School Based PD- pm.	
January 30 - K-9 Only	Division K-4 Curriculum Preparation / CRM / School Based PD DCS/RCS have regular classes January 30 to make up for October 24 Geri Lorway (Numeracy Specialist) booked for Jan. 30	
January 31	CRM / School Based PD Go to Educator training part 2- am. CRM/PGP- pm.	All CAAMSE
February 6	North EA Conference (CARC) - Drayton Valley	North EA's/ PUF EA's
February 6 & 7	North Teachers' Convention (ATA)	
March 6	CRM / School Based PD - Divisional Admin Assistant PD (details TBD)	AS I & II

March 30	CRM / School Based PD Adrienne Gear (Literacy Specialist) booked for March 30 (optional for entire staffs to attend)	EA, FWW, LCF / LT
May 15	CRM / School Based PD	
June 1	CRM / School Based Day PD / Transition Meetings	EA, FWW, LCF / LT
June 26 - K-9 Only	School Based PD / Transition Meetings / Organizational Day	
June 29	Organizational Day	AS I & II, LCF / LT

*** 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 2 full days.*

PUF EA's to attend 1 additional day- Sept.20, Jan.31,May 30, or June 1st.