



Aurora Elementary School

Year:2016-2019

Vision Statement:

Aurora Elementary School will provide, for all students, an exemplary K-6 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-6 school of approximately 392 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, gr. 5 outdoor education, Reading Expedition, Safe & Caring Schools, French program, annual speech competition, 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

- PAT standard of excellence
- Writing meeting standards and standard of excellence.

The school planning team met to discuss a plan of action regarding standard of excellence results and improving writing results. All staff worked together at creating a plan to improve excellence results and writing skills. We formed a school writing committee to look at designing a school-wide approach to improve our writing results. We decided to have a focus on enhancement for high performing students and teach multiple choice test-taking skills at all levels. We purchased an exam bank subscription for the whole school and practiced in all grades all year long. The team is very proud of the recent results that show improvement in both areas as seen on our accountability report below. Staff will celebrate our successes.

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	95.5	92.5	90.7	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	92.1	84.8	84.3	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	97.8	87.8	89.4	90.1	89.5	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	86.4	90.0	85.2	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	30.9	12.7	13.1	19.4	18.8	18.6	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	94.4	75.0	79.7	82.6	82.0	81.1	Very High	Improved	Excellent
		Citizenship	93.4	87.9	88.0	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	91.0	86.2	85.4	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	92.6	82.3	84.0	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2016-19 WRSD Three Year Education Plan

All WRSD Schools will:

- i.- implement strategies that foster **student wellness** by attempting to ensure all students have a significant connection with at least one adult in the school.
- ii.- implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.
- iii.- establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team** meetings.
- iv.- implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.
- v.- implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.

Aurora Elementary School- Measurable Strategies for 5 WRSD Goals.

Implement strategies that foster student wellness by attempting to ensure all students have a significant connection with at least one adult in the school.

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.

Implement pedagogy that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.

Aurora Goal and Strategy- Teachers will ensure students are aware of the outcomes taught in each unit of each subject. They will do this by listing the expected learning outcomes at the beginning of each unit in student binder and put a copy in portfolio when used and also on the front cover of each unit test. Teachers will communicate what it is that the students are learning each day and why they are learning. When Principal enters a classroom he will ask students 2 questions- What are you learning today? Why are you learning this?

Establish a collaborative response model that identifies the needs of individual students and results in a specific plan of action through the implementation of Program Planning Team meetings.

Aurora Goal and Strategy- Staff will develop an RTI process and begin implementation in the following ways- Weekly teacher collaborative meetings at grade level which focus on talking about kids. The SSF will join each grade team once a month to look at data and determine future paths and interventions. Grade teams will identify an RTI focus such as writing, reading, behavior, problem-solving etc. Common teaching time will be provided each week for each grade team so teachers can group students and focus on areas of concern.

Implement strategies that deepen staff and student understanding of First Nations, Metis and Inuit culture and that support the process of reconciliation.

Aurora Goals and Strategies- Teachers will identify and list activities that they already do to deepen staff and student understanding of First Nations culture and the process of reconciliation. The school will utilize funds available through WRSD to purchase books and resources on the subject that will be implemented into assemblies and classroom activities. The school will take part in Orange Shirt Day activities and discuss the importance in an assembly. Teachers will look at utilizing resources such as guest speakers in their classrooms. Staff will be provided with a list of resources created by Jen Deyenburg.

Implement strategies that enable all students to develop and enhance skills in literacy and numeracy, including reading, writing, mathematics, technology, languages and media.

Aurora Goals and Strategies- Staff will take part in a professional development opportunity as a team to learn more about proper implementation of the F@P diagnostic testing tool. Staff will then work to provide consistent implementation of the tool and use the F@P resources to develop student reading skills. Staff will also use the RTI process to identify and close gaps in literacy and numeracy and use the recently developed WRSD Literacy Framework Guide.

Aurora Elementary School PD Plan 2016/2017

PD Date	Description	Planned Activity
Aug. 29	Teacher Day	Teacher Growth Plan Day- ATA
Aug.30	School Based Day (teachers)	WRSD Education Plan Focus Power-teacher Pro introduction RTI activity and group work
Aug. 31	School Based Day (teacher/CAMMSE)	Organizational Day/Staff Meeting
Sept.19	Division Based Day	FNMI Cultural Divisional Day
Oct.21	School Based (teachers)	RTI/PLC/Powerschool Pro
Nov.3	Division Based Day (teacher/CAAMSE)	Dr. Jody Carrington/Kurtis Hewson-RTI- Whole Staff PD Day
Nov.4	Division Based Day (teachers and CAAMSE)	Morning: Growth Plans/PLC Day Afternoon: F@P implementation Session with Kim Wedman
Feb.3	School Based Day half day/ Division Day- half day (teacher only)	Division Day- Power Teacher Pro School Day- Power teacher Pro follow-up.
Feb. 9/10	Teacher's Convention	North Teacher's Convention- ATA

Mar.10	School Based Teacher only	Teacher Growth Plan Day- ATA
Apr.24	School based Teacher/CAAMSE/	?
May 19	Division Based Day Teacher/CAAMSE	Staff/Student Wellness PD.
June 2	School based Teacher Only	Transition Meetings/ Growth Plan Review
June 30	School Based Teacher Only	Organizational Day