Aurora Elementary School
Annual Education Results Report
Year:2022-2023

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 Pre-K-4 school of approximately 384 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, hot lunch program, annual concerts, monthly assemblies,choirs, cultural performances, daily P.E., early literacy, enrichment,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
   - an inclusive atmosphere promoting enjoyment of learning
   - a place that promotes social and emotional well being
   - 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
   ● assessment for learning emphasis
   ● strong, but judicious, use of technology
   ● strong, collaborative school leadership
   ● effective, focused Collaborative Response
   ● enrichment opportunities for students to grow

3. **Well-Being**
   ● in all aspects of life
   ● use of alternative learning environments and opportunities
   ● regular recreational activities for everyone
   ● regular outdoor recreational activities
   ● bringing awareness and opportunities to partake in wellness activities

Results Report / Analysis

Alberta Government

Required Alberta Education Assurance Measures - Overall Summary
Spring 2023

School: 2231 Aurora Elementary School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	92.1	88.5	88.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.0	91.8	92.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.8	91.4	92.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.0	96.5	96.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	84.3	87.3	87.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.3	81.0	80.8	79.1	78.8	80.3	High	Maintained	Good

<ins>Spring 2023 Accountability Survey Results</ins>

<ins>Accountability Survey Analysis</ins>

On our Spring 2022 results we had noticed a decline in Quality of Education 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?"

Some of the reasons we found included:
- 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 due to Covid
- no more French option
- Economics
- lower positive attitudes towards education in the community
- anxiety over reconfigurations and the pandemic taking away field trips and many other curricular activities that have usually been offered.

We had concluded at the time that our current results were not a significant issue and are happy to report an improvement in this area with a 94.8% satisfaction rate which is now 7% higher than Provincial average.

We have noticed that Parental involvement has continued to go down slightly. We feel that this still has to do with the pandemic and the fact that parents weren't allowed in the schools.We are still at the Provincial average in this area. We have discussed this with our Parent Council and are currently working on a plan to bring parents back into the school by offering lots of family events this year.

2022/23 Inquiry Question for Promoting School Growth

Goal: To increase teachers ease with instructional strategies that support personalized learning

Inquiry Question: How can we streamline evidence collection and our CRM time to increase student academic achievement and be responsive to the diverse needs of students in our classrooms?

- **Year One**: Foundational Habits: deepen understanding of the purpose of data collection methods and how to use data impactfully. We will form sustainable pedagogical habits regarding professional development. SWAP will be supported and implemented school-wide.
- **Year Two:** Review foundational habits, steamline numeracy and literacy professional development and deepen professional learning in classroom instruction and data collection. SWAP will continue to be supported.
- **Year Three:** Continual review of foundational habits, continued professional development and evidence collection to reflect foundations and tools. Ongoing SWAP.

Connection to WRSD PLE framework: Our inquiry question will support personalized learning by creating more intentional conversations around teaching practices that will be more responsive to the diversity of students at Aurora.

Why: We chose this question as we feel our CRM process is working great but we would like to improve our processes making data collection more purposeful and aligned so we can use it to be responsive to the needs of our learners.

1. **Strategies**:

- Staff to have weekly embedded time to reflect on instructional strategies being utilized in their classrooms (grade teams, cross grades min. twice a year)
- Each grade team will collect and organize data appropriate to show student growth in literacy with the hope to move toward numeracy and perhaps social/emotional learning
- Identify appropriate tools to assess student success (survey, conversation, observations,academic screens etc)
- Build opportunities for larger sharing/celebrations/discussion (monthly staff meetings, PD days)

2. **Measures**:

- Staff Engagement: observations of staff discussion and sharing about personalized learning
- Student achievement -Fall F&P results combined with formative classroom assessment and then a summative F&P in Spring
- Data collection-F@P data, GLA data, MIPI, Frys, staff discussions and new tools to be implemented.
- Grade Level of Achievement
- Aurora 3-year Professional Learning Plan.
- CRM Weekly Numeracy/Literacy Alberta Education Assurance Measure Results.

> - SWAP Year Plans.

Inquiry Question Analysis

How can we streamline evidence collection and our CRM time to increase student academic achievement and be responsive to the diverse needs of students in our classrooms?

We have deepened our inquiry question from <u>gathering data to support student learning</u> (previous inquiry question) to <u>streamlining evidence collection</u> in order to take that data and plan for individual student success by being able to hone individual student learning needs,
as well as to plan for school wide student success.

What does that actually mean?

We have given the teachers additional CRM time in order to unpack their data and comprehensively plan for SWAP groups as well as to fine tune individual learning needs within the class. We have created a cyclical system of embedded professional development that aligns and compliments division led professional learning opportunities while being able to focus on our individual student needs. We have created a school wide data collection system which allows us to track students' areas of growth and areas of success in a deep and meaningful way. We see immediate results by catching those areas of growth quickly and adjusting instruction or addressing social/emotional needs in a timely manner.

Assurance and Accountability

Results were shared with staff at our November/December staff meeting and feedback gathered. Results were shared with parents at the October PAC meeting and feedback was gathered.