



Aurora Elementary School

Year:2021-2024

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 370 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

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

Inquiry Question: How can we use evidence collection and our CRM time to be responsive to the diversity of learners in our classrooms?

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 so we can use it to be responsive to the needs of our learners.

1. Strategies:

- Staff to have embedded time to reflect on instructional strategies being utilized in their classrooms (grade teams, cross grades min. twice a year)
- Draw upon current experts in the field of personalized learning such as Shelley Moore
- 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)
- Work with teachers and division leaders to create a math screen

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, staff discussions and new tools to be implemented.
- Grade Level of Achievement

3. Implementation:

June 2021:

- Present plan to staff for feedback, and to allow staff to begin to reflect based on their personal context and perspective
- June 21st- National Indigenous People's Day- staff set aside a half day to allow for recognition of our Indigenous history and peoples. Minimum expectations will be the creation of a heart garden and possibly a story/craft or movement activity.

August:

- Shelley Moore PD on Aug 27-2021
- Teams to discuss their current data collection methods/approaches and how they initially hope to focus their team time to be responsive to diverse learners
- Outline the goal for Aurora's collaboration on data (compare where they start and where they end in a way that will support the focus of specific grade teams as well as the school)

September:

- CRM embedded time: Review and collaborate on both F&P and numeracy, GLA data from 2020/21 and identify students groups and instructional strategies and possible intervention schedules
- Sept 27 PD day: **Whole group**: Share strategies on how your team collects data and how it's used for implementing UDL strategies **In teams**: Continue the conversations started in CRM about next steps for literacy/numeracy instruction

October :

- CRM embedded time: Discuss instructional processes and different UDL approaches you will try
- Oct 22 PD Day: **In teams**: UDL strategies that have been tried, identification of individual students who they will try Examine appropriate student achievement results
- October Staff Meeting: general sharing of how CRM discussions are going, what new strategies are you trying

November:

- CRM embedded time: Review instructional processes and revise as needed
- Nov 26 PD Day: **In teams**: Reflection and sharing with Admin. What PD support may be required moving forward.
- November Staff Meeting: general sharing of how CRM discussions are going, what new strategies are you trying

December:

- CRM embedded time: Reflect and adjust based on student data and conversations

January:

- CRM embedded time:

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| | <ul style="list-style-type: none"> ● Jan staff meeting: Team sharing of their process (??) |
| February: | <ul style="list-style-type: none"> ● CRM embedded time: Review instructional processes and revise as needed ● Feb 9 PD Day: Cross Groups (K-2, 3's & 4's) ● Feb Staff Meeting: Kindergarten/Grade 4 team share what has worked and what hasn't and the data they have collected that supports that reflection |
| March: | <ul style="list-style-type: none"> ● CRM embedded time: Review instructional processes and revise as needed ● March 11 PD Day: In teams: What is working? What is not? What do you still want to try? ● March Staff Meeting: What is working? What is not? What do you still want to try? ● April Staff Meeting: Grade 3 team share what has worked and what hasn't and the data they have collected that supports that reflection ● |
| April: | <ul style="list-style-type: none"> ● CRM embedded time: Review instructional processes and revise as needed ● April 14 PD Day: In teams: What is working? What is not? What do you still want to try? ● April Staff Meeting: Grade 2 team share what has worked and what hasn't and the data they have collected that supports that reflection |
| May: | <ul style="list-style-type: none"> ● CRM embedded time: Get final data together. Reflect on Review instructional processes and revise as needed ● May 11 PD Day: Cross Groups (one from each team): Share data collection/representation...What new/revised instructional strategies worked this year? What do you feel are the next steps for your team? For you? ● May Staff Meeting: Grade1 team share what has worked and what hasn't and the data they have collected that supports that reflection |
| June: | <ul style="list-style-type: none"> ● National Indigenous People's Day- staff set aside a half day to allow for recognition of our Indigenous history and peoples. |

B. Stakeholder Involvement:

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| <ul style="list-style-type: none"> ● Staff will have input at monthly staff meetings as we will revisit the plan at the beginning of each. ● Non-instructional day time will be used throughout the year to have staff re-work the plan as needed. ● The plan will be brought to school council for input and updates at the beginning of the year, the middle of the year and the end of the year, ● Both Staff and Parent Council completed a survey pre-plan to help create our focus for the inquiry ● Draft Plan presented to Parent Council and Staff for feedback in June. ● Draft Plan discussed with Staff at June Staff Meeting. |
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