

# Aurora Elementary School



## School Education Plan



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## **Aurora Elementary School**

**Year:2024-2027**

### **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 including two full day, every day Kindergartens and a full day, partime, PreKindergarten and two full day, part time Kindergartens. 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. We have approximately 42 staff members. Our building/schedule is designed for opportunities for meeting students's needs including teacher collaboration, and flexible learning spaces. We also have a snoezelen room and a student wellness room. Our special programs include: annual concerts, choirs, intramurals, recycling club, garden, cultural performances, and daily Physical Education Wellness classes. Our school also focuses on positive behaviors with the Aurora Way. Students have access to free healthy snacks, donated by our community partners and a paid hot lunch program is available. We work with parents, and other schools to ensure transitions between grades, and between schools, are as seamless as possible.

## **Values**

Our three decision making filters are: (in order)

### **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

### **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.

### **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

**Aurora's Goal:** *to empower educators to be confident in using purposefully designed assessment practices in a school wide collaborative learning environment to improve student learning.*

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

*OR How can we use streamlined evidence in our collaborative time to increase success for all learners?*

- **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, streamline 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/WIN Year Plans.



### Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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   | 88.8                     | 92.1             | 90.3                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Citizenship</a>   | 91.6                     | 93.0             | 92.4                | 79.4           | 80.3             | 80.9                | Very High          | Maintained  | Excellent |
|                                | <a href="#">3-year High School Completion</a>   | n/a                      | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a         | n/a       |
|                                | <a href="#">5-year High School Completion</a>   | n/a                      | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT8: Acceptable</a>  | n/a                      | n/a              | n/a                 | n/a            | 66.2             | 66.2                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT8: Excellence</a>  | n/a                      | n/a              | n/a                 | n/a            | 18.0             | 18.0                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Acceptable</a>  | n/a                      | n/a              | n/a                 | n/a            | 62.6             | 62.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT9: Excellence</a>  | n/a                      | n/a              | n/a                 | n/a            | 15.5             | 15.5                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                      | n/a              | n/a                 | n/a            | 80.3             | 80.3                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                      | n/a              | n/a                 | n/a            | 21.2             | 21.2                | n/a                | n/a         | n/a       |
| Teaching & Leading             | Education Quality   | 95.1                     | 94.8             | 93.1                | 87.6           | 88.1             | 88.6                | Very High          | Maintained  | Excellent |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 95.8                     | 94.0             | 95.3                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 92.5                     | 84.3             | 85.8                | 79.9           | 80.6             | 81.1                | n/a                | Improved    | n/a       |
| Governance                     | Parental Involvement  | 89.3                     | 80.3             | 80.7                | 79.5           | 79.1             | 78.9                | Very High          | Maintained  | Excellent |

Notes:

This current school year our goal was to improve parental involvement. We worked closely with our Parent Council on this goal implementing ideas and suggestions from PAC and are pleased to see a 9% increase in this area. We are also happy to see we are now 10% above provincial average.

## Implementation:

## [Professional Learning Plan](#)

## [First Nations, Metis, & Inuit\(FNMI\) Teachings, Learnings. Activities\(2024-25\).](#)

- Indigenous Education - In order to meet TQS competency #5: Applying Foundational Knowledge about First Nations, Métis and Inuit, each school must provide the required time for Indigenous Education professional development. Topics are determined by the Indigenous Education Team. Dates and times for each school to receive this professional development are to be arranged in coordination with the school's Indigenous Education Specialist. These sessions will be fully planned and delivered by the WRSD Indigenous Education Team. They can take place on non-instructional days or during school staff meetings.

**Stakeholder Involvement:**

- Non-instructional day time can 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,
- Draft Plan presented to Parent Council and Staff for feedback.