Aurora Elementary School

2023-2024 Annual Education Results Report

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School Profile

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: hot lunch program, annual concerts, choirs, percussion and recorder clubs, cultural performances, daily phys-ed wellness and intramurals. Our school follows the Aurora Way, our school wide program for creating a welcoming, caring, respectful, and safe learning environment.

Foundation Statements

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.

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 join wellness
     activities in the classroom, and beyond the school's four walls

October 2024 Assurance Survey Results:

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
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

Strengths: All of the results remain above the provincial average and should be celebrated!
It is noted there is an increase in student learning engagement, citizenship, and education quality. Interestingly, there is a slight decrease in Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE).

Areas of concern: We have noticed that Parental involvement has continued to go down slightly. As in previous years, 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 slightly above the Provincial average in this area. We have discussed this with our School Council and are currently working on a plan to bring parents back into the school by offering lots of family events this year. We are also increasing parent and caregiver involvement by advertising assemblies, and other events through social media (Facebook), whole school messaging and teacher messaging through Remind or Bloomz. We also strived for 100% of participation in our initial parent teacher interviews in early October. We also have a higher amount of working parents. The school council will give admin feedback on the annual letter sent to grade four parents requesting their assistance in filling out the survey (January/February 2025)

Division Level Assurance Measures:
Early Year Screener Data (Grades 1-3 in 23-24)

Aurora Elementary School

Grade 3 CC3 English	Sept. 22	Sept. 23	June 24
Requiring Additional Supports	27	17	13
Not Requiring Additional Supports	41	48	52

Grade 3 Numeracy	Sept. 22	Sept. 23	June 24
Requiring Additional Supports	17	8	0
Not Requiring Additional Supports	49	58	66

Grade 2 CC3 English	Sept. 22	Sept. 23	June 24
Requiring Additional Supports	19	24	15
Not Requiring Additional Supports	51	46	55

Grade 2 LeNS	Sept. 22	Sept. 23	June 24
Requiring Additional Supports	26	26	19
Not Requiring Additional Supports	44	44	51

Grade 2 Numeracy	Sept. 22	Sept. 23	June 24
Requiring Additional Supports	24	15	8
Not Requiring Additional Supports	46	55	62

Grade 1 CC3	Jan. 23	Jan. 24	Jun. 24
Requiring Additional Supports	11	8	4
Not Requiring Additional Supports	53	65	69

Grade 1 LeNS	Jan. 23	Jan. 24	Jun. 24
Requiring Additional Supports	13	5	2
Not Requiring Additional Supports	50	68	71

Grade Level of Achievement Data (K-8)

WRSD GLA K-8 Data 2020-2024 : AU

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Grade Level of Achievement Results

Students At/Above Grade Level %	2021	2022	2023	2024
Kindergarten Math	79.1%	92.9%	84.3%	78.9%
Kindergarten Reading	72.1%	84.3%	82.9%	76.1%
Kindergarten Writing	69.8%	74.3%	82.9%	76.1%

Students At/Above Grade Level %	2021	2022	2023	2024
Grade 1 Math	69.4%	83.6%	83.3%	72.4%
Grade 1 Reading	57.1%	49.1%	25.8%	51.3%
Grade 1 Writing	59.2%	65.5%	47.0%	69.7%

Students At/Above Grade Level %	2021	2022	2023	2024
Grade 2 Math	75.0%	85.7%	80.3%	81.4%
Grade 2 Reading	64.3%	65.3%	49.3%	61.4%
Grade 2 Writing	62.5%	71.4%	60.6%	54.3%

Students At/Above Grade Level %	2021	2022	2023	2024
Grade 3 Math	88.9%	88.2%	80.6%	71.6%
Grade 3 Reading	77.8%	80.4%	67.2%	68.7%
Grade 3 Writing	74.6%	76.5%	58.2%	64.2%

Students At/Above Grade Level %	2021	2022	2023	2024
Grade 4 Math	55.7%	70.6%	76.9%	80.6%
Grade 4 Reading	50.8%	62.7%	82.7%	74.6%
Grade 4 Writing	49.2%	47.1%	61.5%	68.7%

Comment on areas of strength and concern: At our school, we have targeted skill groups in grades 3, and 4 starting in October. Grade 2s start SWAP groups in December/January, and grade 1s will start in January/February. There is a larger jump in expectations between Kindergarten and grade one, and again from grade three to grade four, which would explain some drops in students at or above grade level. The 2023 result for grade 1 reading seems to be an anomaly, as they were back on track in 2024 grade 2 reading.

Analysis of Results:

2023/24 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? 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, 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 gathering data to support student learning (previous inquiry question) to streamlining evidence collection 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 will be shared with staff at our November staff meeting (November 6, 2024) and feedback gathered. Results will be shared with parents at the November School Council meeting (Nov 14, 2024) and feedback will be gathered.