

EDUCATION PLAN

2024-2027

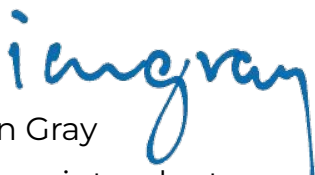
Accountability Statement

The Education Plan commencing September 1, 2024 for Aurora School Ltd. was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Education Plan for 2024-2027 on May 23, 2024.



Zahida Hirani-Saran, Chair
Aurora School Ltd. Board of Directors



Ian Gray
Superintendent

Education Plan

The Education Plan, as outlined in Alberta Education's [Funding Manual for School Authorities](#), serves as a strategic tool designed to fulfill several important purposes. It provides a structured framework for school authorities to articulate their educational goals, strategies, and outcomes. By clearly defining these elements, the Education Plan helps guide decision-making processes within schools and aligns efforts towards achieving desired educational outcomes. It serves as **a roadmap for school authorities to plan and implement educational initiatives**, ensuring a coherent and effective approach to education delivery.

The Education Plan promotes accountability and transparency within the education system. It requires school authorities to clearly communicate their objectives, initiatives, and resource allocations to various stakeholders, including students, parents, teachers, and the wider community. By doing so, the Education Plan enhances public trust and confidence in the education system, as stakeholders can assess the effectiveness and progress of educational programs and initiatives. Additionally, the Education Plan enables school authorities to demonstrate compliance with provincial guidelines and policies, ensuring that educational resources are used efficiently and effectively to support student learning and success.



This Education Plan is one-half of a cycle of educational assurance. The other half is the Annual Education Results Report, which measures and reports on the success of the Education Plan.

Message from the Board Chair

It is with great pleasure that I write to express my sincere gratitude and admiration for the achievements of the Aurora Academic Charter School in Edmonton. As Board Chair, I am honored to acknowledge the remarkable progress and success of our school, which has been made possible by the dedication and hard work of our exceptional educators, staff, students, and parents.

Since our establishment 28 years ago, Aurora Academic Charter School has been steadfast in its commitment to providing an academic education that fosters the development of hard work, knowledge, and diligence necessary for students to become productive members of society. Our mission to empower learning excellence through sequenced instruction in a student-centered environment supported by families is a lived experience in our school community.

I am pleased to report several significant achievements from the past year. One of the most notable milestones was the successful move of our grades 8-11 students to our new facility, the Aurora Academic Charter Secondary School, located in the Alberta Avenue community. This new environment has been instrumental in continuing the process of developing Aurora's first high school program, an endeavor that reflects our commitment to expanding educational opportunities for our students.

In addition to this expansion, we introduced a dual-credit program for high school students, allowing them to earn college credits while completing their high school education. This initiative has been well-received and demonstrates our commitment to providing advanced learning opportunities that prepare our students for future academic and career success.

We have also placed a strong emphasis on enhancing and improving our school culture. This includes not only fostering a positive and inclusive environment within our school but also extending our engagement efforts to the broader community. Our representatives attended Sherbrooke Community League meetings and presented mental health and wellbeing sessions for families. Additionally, we have initiated a relationship with our new school community in Alberta Avenue, underscoring our dedication to building strong community ties and supporting our students' mental and emotional health.

As we celebrate these achievements, I would like to express my deepest gratitude to our teachers, support staff, students, and parents, whose commitment and enthusiasm have been instrumental in driving our success. I also want to thank our Board of Directors, a group of highly dedicated parents and community members who have demonstrated their unwavering commitment to academic education.

Finally, I want to express my gratitude to the Minister and the team at Alberta Education for their ongoing support and guidance. Without their assistance, we would not have been able to accomplish so much in such a short period.

As we look ahead, I am confident that Aurora Academic Charter School will continue to thrive and provide an exceptional educational experience for our students. Once again, thank you to everyone who has contributed to our success, and I look forward to working together to achieve even greater heights.

Sincerely,



Zahida Hirani-Saran

Board Chair

Aurora Academic Charter School

A Profile of School Authority

The Charter for Aurora School Ltd. was granted on March 8, 1996. Our school first opened on September 9, 1996 serving 280 students from Kindergarten to Grade 8. The original school location was the former Misericordia Hospital Nurses' Residences located in West Edmonton. In September 1997, Aurora School Ltd. extended the educational program to Grade 9. Our Charter was successfully renewed in 2001, 2006, 2011, 2016, and 2021.

In 2007, Aurora Charter School moved to 12245 131 Street in the Sherbrooke community in Edmonton. The Sherbrooke school building is leased from Edmonton Public School Division. In 2015, Aurora Charter School was rebranded and renamed Aurora Academic Charter School (AACS). Commencing the fall of 2022, we opened a high school program, located at 14904 123 Avenue in Edmonton, demarcated as our Parkwest Campus, which housed grade nine and ten students.

In May of 2023, AACS entered to a lease agreement with the Government of Alberta to house students at the site of what was formerly St. Patrick School, at 12050 95A Avenue in the Alberta Avenue community in Edmonton. Students in grades kindergarten through seven occupy the Sherbrooke location while students in grades eight through twelve occupy the Alberta Avenue facility.

AACS school employs 65 certificated teachers, two principals, three assistant principals, a superintendent, twelve support staff, a contracted custodial team, a contracted student health support team, and a contracted student school bus service.

The Sherbrooke Campus includes two gymnasiums, one wellness physical training centre (with both cardiovascular and strength training equipment), an Elementary multi-purpose wellness activity centre (Cub Corner), a Foods Lab, a Learning Commons, two experimental science learning laboratories, an art facility, and 38 classrooms, all of which contain SMART boards and one-to-one technology devices.

The Alberta Avenue campus includes one gymnasium, one wellness physical training centre (with both cardiovascular and strength training equipment), a Foods Lab, a Learning Commons, two experimental science learning laboratories, an art facility, a Student Learning Services centre, and 26 classrooms, all of which contain SMART boards and one-to-one technology devices.

Our Aurora programming is in high demand with over 2200 Edmonton and area students on the waitlist. The large number of applicants share the Edmonton regional area demand for our unique, innovative, and highly successful academic-focused teaching and learning community at Aurora.

Vision

The best choice for highly structured and enhanced academics.

Mission

Empower learning excellence through sequenced instruction in a student-centred environment, supported by families. Instruction is informed by research and delivered in a whole group setting with a focus on academic rigour and mastery.



Key Insights of Results Analysis

Key insights garnered from the *Alberta Education Accountability Pillar Surveys* from 2022-2023, completed by students, parents, and staff are:

- Aurora School's Provincial Achievement Test results consistently exceed the provincial average. This is attributed to factors such as small class sizes, close working relationships with parents, student-centered learning strategies, and direct instruction. Even with the expansion to the new Parkwest facility and grade 9 students moving to the new campus with some different teachers, results were still higher than the provincial average. This is attributed to following the established Aurora grade 9 materials and program, as well as a focus on writing skills and basic mathematical concepts. With the second expansion in 2023-2024 to Alberta Avenue, the same teacher mentorship program is being implemented.
- Stakeholders are interested in increased learning supports. As such, the school has increased intervention programs in mathematics and ELA (English Language Arts) to provide targeted support to students in the classroom and after school. There are a variety of tutoring programs including peer tutoring, tutoring clubs run by teachers at lunch, and after school tutoring contracted with university students.

- Increasing parent involvement at the school has been a target for the 2023-2024 school year, based on survey results from parents following school lockdown measures during Covid.
- While citizenship measures for the province slightly declined, Aurora's students reported increased satisfaction rates, particularly in terms of showing respect for each other. However, parents and teachers at Aurora expressed decreased satisfaction in certain areas, such as students following rules and respecting each other.
- Student engagement in learning increased.
- Parent and student satisfaction rates in Aurora's Elementary and Middle Schools are higher than the provincial average. However, parent satisfaction decreased in certain areas, particularly those having children in grades 7-9, highlighting the need for strategies to engage parents and address their concerns.

Engagement

Aurora Academic Charter School has a strong history of engagement with its stakeholders. To date, all AACCS Board members have been parents of students who have attended the school. As such, they have a deep understanding of the needs of the children and families who make the school a part of their extended community.

Some ways that AACCS engages stakeholders are:

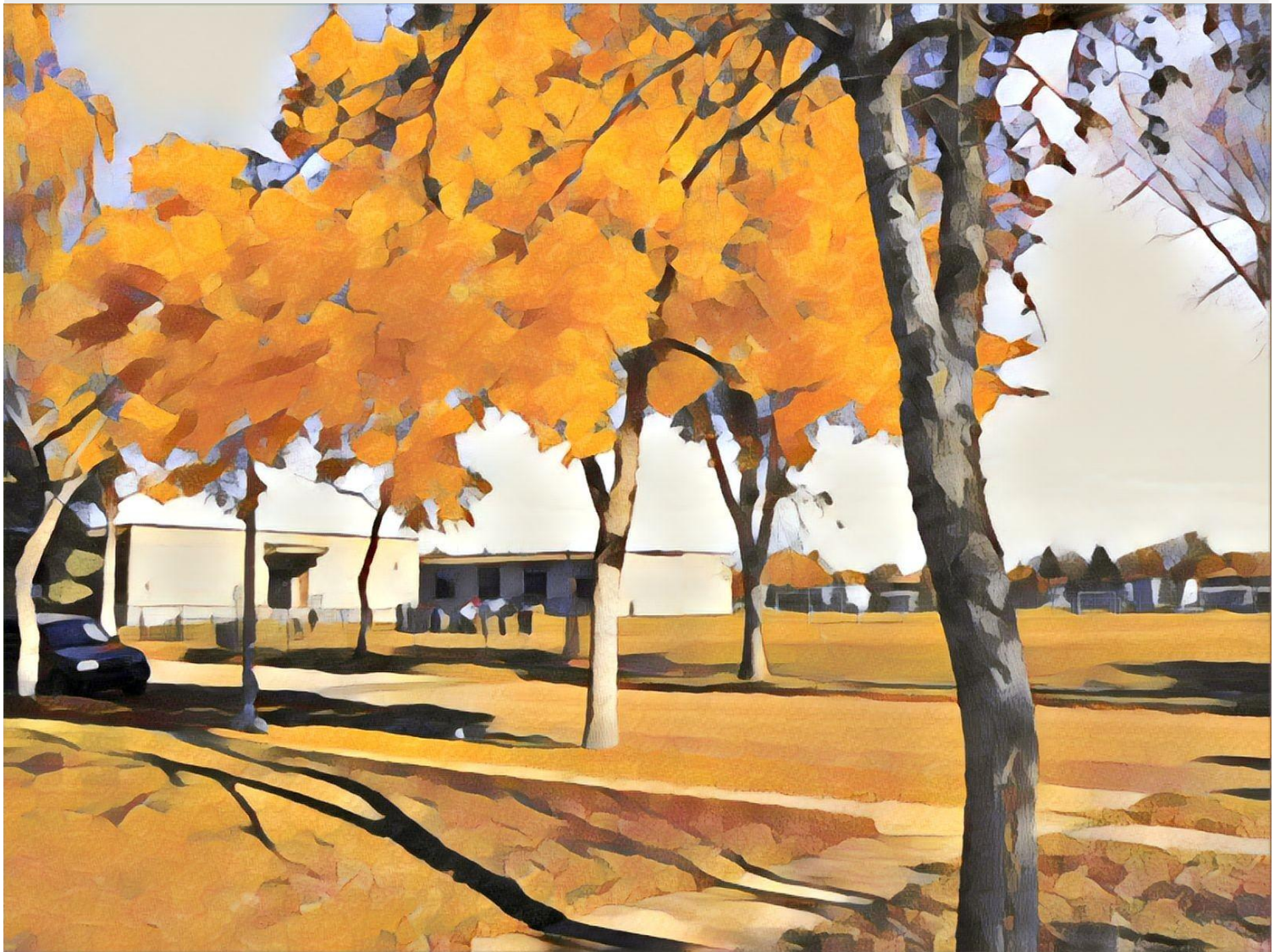
- Open communication channels: The school maintains open lines of communication with stakeholders, including parents, students, teachers, and the local community. This is achieved through regular newsletters, emails, phone calls, and face-to-face meetings. The Board holds monthly regular meetings, which are public, as well as an Annual General Meeting each November.
- Town Hall meetings: When significant decisions are to be made, or have been made by the Board, Town Hall meetings are held, virtually or in-person. Recent Town Hall meetings included a session about the move to the Alberta Avenue facility.

- Open Houses: both facilities have increased their number of opportunities for parents and members of the general public to visit the school, tour the facilities, and learn about the program.
- Wellness and Flourishing Forever Sessions: Aurora school administration worked with the Sherbrooke Community League to secure a \$500,000 grant to implement mental health supports for students, stakeholders, and the surrounding community. This led to a Mental Health support program that includes evening and weekend supports run out of the Aurora School building but available not only to Aurora students, but also parents, families, and members of the Sherbrooke community. So far, the WFF team has led monthly online and in-person learning sessions about a variety of mental health and parenting topics, which are open to all. The team also provided crisis intervention support when there was a shooting in the Sherbrooke community, following a request from the community league. The WFF team has also conducted extensive surveys of parents, students, and staff to set baseline and ongoing results after implementing the BASE student wellness program and leading MANDT behavioral crisis intervention training for staff.
- Parent involvement: The school encourages parents to actively participate in their child's education by organizing parent-teacher conferences, workshops, and events. There are also parent committees such as the Audit & Finance Committee, Policy Committee, and School Councils, that act as advisory or regulatory or policy committees that involve parents in decision-making processes. Parents were also engaged as key members in the recent move to Alberta Avenue, volunteering to dis-assemble furniture, pack, make repairs, and assemble furniture and other requirements.
- School Council: The Board maintains compliance with the *School Council Regulation* by providing them with an opportunity to provide advice on the development of the school's vision, mission, and values, as well as its policies, annual education plan and annual results report and budget. Each school operates its own School Council, made up of parents of students in that school. Each Council sends members to the joint Aurora Fundraising Society, which leads volunteers in staffing casinos every three years. The School Councils also receive the results for the school from provincial assessments and an interpretation of those results. As the Board publishes all public material online, the school council has free and full access to timely and accurate information of the Board.
- Student involvement: Aurora Academic Charter School values student input and engagement. There are numerous student-led activities, clubs, and student councils that provide opportunities for students to express their opinions and contribute to school decisions. Options courses at the Alberta Avenue location are based on student survey results to ensure programming is based on student-led choice.
- Collaborative partnerships: The school establishes partnerships with local businesses, community organizations, and higher education institutions. For instance, AACS is a part of The Association of Alberta Public Charter Schools, which advocates for all charter schools in Alberta. AACS also shares technology services with New Humble Community School and supported the Edmonton Classical Academy in its search for facility space and furniture, including hosting its inaugural Open House for parents before their final school was operational.

- Educational partnerships: Administration also sought out relationships with other educational organizations, such as Norwood Chinese School, which was looking for a rental space to hold Saturday language classes, as well as Ignite Online Learning Centre, which uses Aurora classrooms as a Diploma testing site and provides access to Aurora students to two free online courses per year to increase the number of courses available for grade 10-12 students.
- Post-Secondary Partnerships: Aurora has signed two Memorandums of Understanding with NAIT and with Olds College to offer Dual-Credit programs to students in grades 10-12. Black Gold School District is acting as a mentorship partner to help Aurora to grow this facet of its programming. Aurora received a \$50,000 grant from Alberta Education to provide opportunities for healthcare post-secondary programming, based on student interest. Administration were also invited to attend the inaugural Collegiate Conference, to research further opportunities for dual-credit and internship opportunities for students.
- AACS partners with the Enoch Cree Nation, amiskwacy Academy, Prince Charles School, and Mother Earth's Children's Charter School to increase awareness of First Nations, Métis, and Inuit education. Additionally, AACS has partnered with the Sherbrooke Community League and Block Psychological Services to extend outreach health services to families of the school and the community through its WFF program. AACS has also partnered with universities and colleges to develop innovative research in education.
- Surveys and feedback mechanisms: Aurora Academic Charter School utilizes surveys or feedback forms to gather input from stakeholders. They may conduct regular surveys to assess satisfaction levels, identify areas for improvement, and gather suggestions for enhancing the educational experience. To ensure alignment with stakeholder expectations, parents, students, and Board members were given entry and mid-point surveys about the new grade 10 and 11 programs, which will continue in the future.
- Strategic Plan: beginning process to engage multiple stakeholders in the next Aurora Strategic Plan. There is a strategic planning committee that has identified key stakeholders and methods for engagement. This committee will be inviting representatives from the staff, parents, and students to help to plan the process and engagement questions.
- Volunteer programs: The school promotes volunteerism by encouraging stakeholders to contribute their time and expertise. This could involve parents volunteering in classrooms, professionals delivering guest lectures, or community members assisting with school events and projects. By searching out partnerships with private businesses, the Alberta Avenue location secured more than \$80,000 of in-kind donations of school supplies and furnishings.
- Social media, media, and online platforms: Aurora Academic Charter School leverages social media channels and online platforms to engage with stakeholders. They may maintain active profiles to share updates, news, and important information, while also responding to comments, questions, and concerns raised by the community. The Alberta Avenue facility hosted a Grand Opening Celebration attended by the Minister of Health (former Minister of Education), members from the Ministry of Infrastructure responsible for helping to secure the use of the facility, and partners from Norwood Chinese School and Ignite online learning centre. This event was attended by numerous television and radio media outlets and reported in the news to communicate the value of Charter Schools and increased availability of spaces in the program.

The local priorities of the school, including the charter goals and objectives, are evidenced in these stakeholder engagement areas due to the small size of the authority, the direct involvement of parents as Board members, and the immediacy of response and flexibility of school staff and administration. The overarching directive of the Charter Document creates a shared sense of purpose and social contract, which cements and connects all stakeholder groups.

By actively involving stakeholders and maintaining transparent and open lines of communication, Aurora Academic Charter School fosters a strong sense of engagement and collaboration within its educational community.



Charter Goals

As found in the Charter Document, the following educational goals have been identified for this plan:

- To provide an enhanced language arts program that empowers students in understanding and appreciating language and mathematics.
- Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

Outcomes

As found in the Charter Document, the following educational outcomes have been identified for this plan:

1. That students, on average, are reading above grade level in language arts.
2. That students, on average, are achieving above grade level in mathematics.

Charter goals and outcomes will be integrated within the goals and outcomes of the assurance framework domains.

Student Growth & Achievement

To provide an enhanced language arts program that empowers students in understanding and appreciating language and mathematics.

Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

Measurable Outcomes

- Increase the rate of Acceptable from 97% to 100% on the Mathematics Provincial Achievement Test.
- Achieve a rate of 60% Excellence on the Provincial Achievement Test in Mathematics.
- Improve the Grade Level of Achievement for students suffering from gap learning in primary school by an additional four months over the course of a single school year.
- Increase the average in-class reading comprehension scores by 10% compared to the 2023-2024 school year.
- Achieve a minimum proficiency rate of 95% in reading assessments.
- Reduce the percentage of students reading below grade level by 30%.
- Increase the number of students actively engaged in independent reading by 20%.
- Increase the percentage of students meeting or exceeding their individual growth targets in literacy and numeracy by 10%.
- Reduce the number of behavioural incidents by 25%.
- Improve student self-reported well-being scores by 15% on the annual survey.
- Increase participation in extracurricular activities by 20%.
- Enhance parent satisfaction with support services, aiming for a 90% satisfaction rate.

Strategies

- Enhanced Small Group and Individual Support: Continue and expand the focus on addressing learning gaps for Grades 1-3 students with increased support through small group and individual pull-out programs. Regular screening using updated Literacy (CC4) and Numeracy tests provided by Alberta Education.
- Cultural Integration: Deepen the infusion of First Nations, Métis, and Inuit perspectives and content across the curriculum. Introduce an Indigenous culture week with events, guest speakers, and workshops to increase cultural awareness and appreciation.
- Interactive Learning: Expand the use of educational technology tools such as interactive math software, online tutorials, and educational apps to make learning more engaging and interactive. Implement a blended learning model that combines traditional teaching with online resources.

- Professional Development: Provide ongoing, targeted professional development opportunities for teachers to enhance their instructional strategies, content knowledge, and understanding of effective math and reading teaching methods. Include training on the latest educational technology and culturally responsive teaching practices.
- New Curriculum Support: Offer additional release time and resources for teachers to implement the new curriculum effectively. Create a mentorship program where experienced teachers support those new to the curriculum.
- Parental Engagement: Foster stronger partnerships with parents by regularly communicating about students' progress and providing resources for supporting math and reading learning at home. Organize monthly workshops and informational sessions to equip parents with strategies to help their children.
- Mental Health and Well-being: Integrate social-emotional learning (SEL) into the daily curriculum. Provide professional development for teachers on SEL and mental health first aid. Create a wellness committee to plan and implement school-wide wellness activities.
- Extracurricular Enrichment: Offer after-school enrichment programs focused on math and reading to provide additional support and engagement opportunities for students.
- Analyze Student Performance Data: Regularly analyze student performance data from standardized tests such as Provincial Achievement Tests and Canadian Achievement Tests, as well as grades, to identify areas of improvement and develop targeted instructional strategies to address those areas.
- Tiered Intervention System: Implement a tiered intervention system that provides academic support services such as tutoring, mentoring, and counseling to students who require additional assistance. Regularly monitor and adjust interventions based on student progress.
- Positive Behavior Support System: Implement a school-wide positive behavior support system that emphasizes proactive strategies, clear expectations, consistent consequences, and rewards for positive behavior. Provide professional development for staff on effective classroom management techniques.
- Anti-Bullying and SEL Programs: Implement anti-bullying programs, peer mediation, and social-emotional learning initiatives to foster a positive and inclusive school culture. Provide professional development for staff to address implicit bias and promote cultural competence.
- Expand Extracurricular Opportunities: Increase the variety and availability of extracurricular activities to engage more students. Offer clubs, sports teams, arts programs, and other activities that cater to diverse interests and talents.
- Early Identification and Intervention: Implement a system for early identification of students who may require additional learning support. Provide timely interventions, such as targeted instruction, small-group interventions, or referral to specialized services when needed.
- Improve Communication and Feedback Channels: Establish effective communication channels between students, parents, and school staff to gather feedback on the availability and effectiveness of support services. Regularly collect and analyze survey data to identify areas for improvement.
- Foster Parent Involvement: Actively engage parents in school activities, events, and decision-making processes. Offer workshops, parent-teacher conferences, and volunteer opportunities to enhance parental involvement and satisfaction.

- Collaborate with Community Organizations: Build partnerships with local community organizations to provide additional resources and support for students and families. Collaborate on initiatives such as mentoring programs, career exploration, and community service opportunities.
- Regular Evaluation and Adjustment: Continuously monitor the effectiveness of strategies and interventions through data analysis and stakeholder feedback. Use this information to make informed decisions and adjust practices as needed to ensure ongoing improvement.

Measures

- Alberta Education Assurance Survey Results
- Provincial Achievement Test results
- Local assessment measures
- Student, parent, and staff surveys
- Pre-and post-results of intervention strategies
- Intervention count
- Attendance data
- Canadian Achievement Test 5 (CAT4)
- Reading and Math Benchmark Assessments
- Social-Emotional Learning (SEL) assessment data



Teaching & Leading

Measurable Outcomes

- Increase in teachers' knowledge and implementation of effective instructional strategies in language arts and mathematics.
- Improved knowledge and understanding of the Program of Studies.
- Higher levels of collaboration and professional learning among teachers.
- Enhanced leadership skills among school administrators in promoting and supporting the enhanced language arts program.
- Increased parent and community engagement in supporting students' language arts and math learning.
- Improvement in school climate and culture.
- Greater integration of Indigenous perspectives and knowledge across all grade levels.
- Higher teacher and student satisfaction with professional development programs.

Strategies

- **Workshops and Training:** Conduct regular workshops and training sessions to enhance teachers' knowledge and implementation of effective instructional strategies in language arts and mathematics. Provide specific training on evidence-based strategies and methodologies to improve teaching and learning outcomes.
- **Peer Observation and Feedback:** Encourage teachers to observe and provide feedback to their colleagues in language arts and mathematics instruction. This promotes collaboration, sharing of effective practices, and provides opportunities for growth and improvement.
- **Program of Studies Support:** Ensure that the Program of Studies is clearly communicated to teachers and that they have a deep understanding of its content and objectives. Provide support in aligning curriculum resources, lesson plans, and assessments with the program's goals and standards.
- **Instructional Coaching:** Assign experienced educators or instructional coaches to work closely with teachers, providing guidance, feedback, and support in implementing effective instructional strategies in language arts and mathematics.
- **Leadership Development:** Offer leadership development opportunities for school administrators to enhance their skills in promoting and supporting the enhanced language arts program. These programs can include training on effective leadership practices, communication strategies, and fostering a positive school culture.
- **Parent and Community Engagement:** Organize workshops and information sessions for parents and community members to increase their understanding of the importance of language arts and mathematics education. Provide resources and strategies for supporting their children's learning at home. Host events that promote parent and community engagement in supporting students' language arts and math learning, such as family literacy nights, math fairs, or subject-specific workshops.

- **Effective Communication:** Implement effective communication strategies to keep parents, community members, and stakeholders informed about the school's language arts and math initiatives. This can include regular newsletters, website updates, and social media platforms to share successes and encourage engagement.
- **Recognition Programs:** Recognize and celebrate students' and teachers' achievements in language arts and mathematics through awards, certificates, or other forms of recognition. This helps create a positive culture that values and promotes academic success in these subjects.
- **Indigenous Knowledge Integration:** Include the development of competencies for acquisition and application of foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students in the Professional Growth Plan for teachers. Provide teacher-created Indigenous Resource Kits for Kindergarten to Grade 2 with age-appropriate stories, activities, and resources. Conduct professional development sessions on the Indigenous perspective, reconciliation, and specific lessons and units honoring Indigenous partnerships in learning. Organize Indigenous Learning Day to engage students and staff in recognizing and celebrating Indigenous perspectives and cultural diversity.
- **Stakeholder Feedback:** Regularly gather feedback from teachers, parents, and students through surveys and focus groups. This provides valuable insights into the effectiveness of the implemented strategies and helps identify areas for improvement.

Measures

- Alberta Education Assurance Survey Results
- Participation in professional development workshops, team meetings, or peer mentoring activities focused on language arts and math instruction.
- Feedback from staff, students, and parents regarding the effectiveness of staff leadership.
- Attendance at parent-teacher conferences, family literacy events, or community partnerships.
- Student, parent, and staff surveys
- Integration and impact of Indigenous knowledge and resources in the curriculum
- Evaluation of teacher and student satisfaction with professional development programs



Learning Supports

Measurable Outcomes

- Monitor the attendance rates of students who are receiving the necessary academic supports and services.
- Assess the level of student participation and involvement in language arts and mathematics activities, such as class discussions, projects, and presentations.
- Track the percentage of high school students who successfully achieve course completion.
- Implement surveys or assessments to measure students' self-reported emotional well-being and overall satisfaction with the support services provided by the school.
- Track the number of students accessing various support services, such as tutoring, counseling, and academic interventions.
- Improve attendance rates among students receiving academic supports by 10%.
- Increase the percentage of high school students completing courses successfully by 15%.
- Enhance student satisfaction with support services by 20%, as measured by surveys.
- Increase student engagement in language arts and mathematics activities by 15%.
- Boost utilization of support services by 25%.

Strategies

- **Enhanced Communication and Collaboration:** Strengthen communication and collaboration between teachers, support staff, and parents/guardians to monitor and address attendance issues among students receiving academic supports. Implement regular check-ins and provide resources to help improve attendance.
- **Targeted Intervention Programs:** Develop targeted intervention programs for high school students at risk of not completing courses successfully. Provide additional support, such as after-school tutoring, mentoring, and academic counseling, to help students overcome challenges and increase course completion rates.
- **Regular Surveys and Assessments:** Conduct regular surveys or assessments to gauge students' emotional well-being and satisfaction with the support services offered by the school. Use the feedback to identify areas of improvement and make necessary adjustments to better meet students' needs.
- **Awareness and Access to Support Services:** Promote awareness of available support services and encourage students to utilize them. Provide clear information about tutoring, counseling, and academic interventions, and ensure that students know how to access these services easily. Use data tracking systems to monitor the number of students accessing each service.



- Professional Development for Staff: Provide professional development opportunities for teachers and support staff to enhance their understanding of student learning needs and effective support strategies. Offer training on topics such as student motivation, mental health awareness, and differentiated instruction to improve the quality of support services.
- Early Identification and Intervention: Implement a system for early identification and intervention of students who may need additional support. Regularly review academic and attendance data to identify students who may be at risk and promptly provide the necessary interventions to address their needs.
- Cultural Engagement: Publicize community Métis and Indigenous events through newsletters and posters to provide all parents and students with the opportunity to engage in learning and the celebration of Indigenous culture outside the school, as well as within it.
- Foster Positive School Culture: Foster a positive and inclusive school culture that promotes student engagement and well-being. Encourage student involvement in extracurricular activities, clubs, and community service to enhance their overall satisfaction and connection with the school.

Measures

- Alberta Education Assurance Survey Results
- Attendance data
- Ratio of student to support services
- Student, parent, and staff surveys
- Participation rates in language arts and mathematics activities
- Feedback from surveys on emotional well-being and support service satisfaction
- Course completion rates
- Utilization rates of support services

Governance

Measurable Outcomes

- Increase in student achievement and academic performance across various subjects.
- Effective implementation of educational programs and initiatives that align with the school board's vision and goals.
- Positive feedback and satisfaction from students, parents, and community members regarding the quality of education provided by the schools.
- Enhanced school safety measures and a nurturing learning environment conducive to student well-being.
- Strong partnerships with local businesses, organizations, and community stakeholders to support educational opportunities and resources.
- Effective management of financial resources and budgets, resulting in fiscal responsibility and sustainable operations.
- Development and maintenance of a diverse and highly qualified teaching staff, supported by ongoing professional development opportunities.
- Active engagement and collaboration with parents and families through open communication channels, parent involvement programs, and regular feedback mechanisms.
- Demonstration of effective governance and decision-making processes that prioritize the best interests of students and the community.
- Recognition of school leadership for meeting or exceeding rigorous educational standards.
- Positive reputation and public perception of the school district as a leading institution in providing quality education.

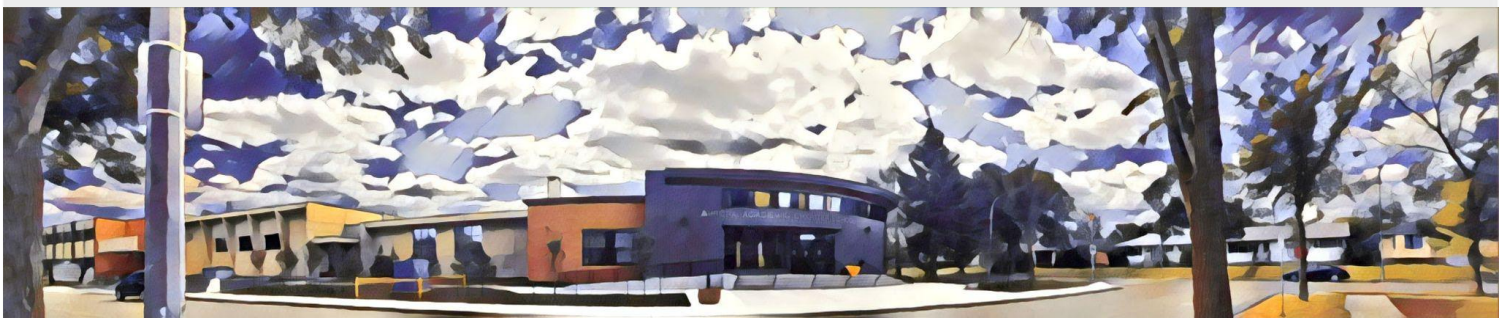
Strategies

- **Open Communication Channels:** Establish open lines of communication with parents and regularly seek their input and feedback through surveys, meetings, and parent involvement programs.
- **Collaborative Partnerships:** Form collaborative partnerships with local businesses, organizations, and community stakeholders to provide additional resources and opportunities for students.
- **Financial Management and Budgeting:** Prioritize effective financial management and budgeting to ensure fiscal responsibility and sustainable operations. Regularly evaluate expenditures, seek cost-saving measures, and explore grant opportunities to maximize resources.
- **Transparent Governance:** Demonstrate transparent governance and decision-making processes that prioritize the best interests of students and the community. Maintain regular communication with stakeholders, solicit public input on important decisions, and ensure transparency in policy development and implementation.
- **Land Acknowledgements:** Ensure Land Acknowledgements are made at all student assemblies, School Council, and Board meetings to honor Indigenous partnerships.

- **High Standards and Recognition:** Set high standards for educational excellence and recognize and celebrate the achievements of students, teachers, and schools through recognition programs, showcasing success stories, and promoting a culture of continuous improvement.
- **Promoting Successes:** Actively promote the district's successes and positive reputation in providing quality education by sharing success stories through various communication channels, engaging with local media, and showcasing the district's achievements in academic performance and student outcomes.
- **Safety and Well-being:** Enhance school safety measures and create a nurturing learning environment conducive to student well-being.
- **Professional Development:** Provide ongoing professional development opportunities to develop and maintain a diverse and highly qualified teaching staff.
- **Parent and Family Engagement:** Actively engage parents and families through open communication channels, parent involvement programs, and regular feedback mechanisms.
- **Effective Decision-Making:** Demonstrate effective governance and decision-making processes that prioritize the best interests of students and the community.

Measures

- Alberta Education Assurance Survey Results
- Number of organizations and partners engaged
- Quantity and quality of the engagements (survey)
- Feedback from partner organizations regarding the effectiveness of the partnership (survey)
- Student achievement data
- School climate and safety assessments
- Financial audits and budget reviews
- Parent and family engagement metrics
- Transparency assessments
- Stakeholder input
- Adherence to policies and regulations
- Reputation and public perception survey



Budget

The Aurora School Ltd. 2023-2024 Budget is located at:

www.auroraschool.ca/budgets

Capital Plan

The Aurora School Ltd. 2023-2024 Capital Plan is located at:

www.auroraschool.ca/capitalplans

Implementation Plan

To achieve success in student learning, teaching and leadership, learning supports, and governance, the following implementation plan will guide the process:

Resources

Qualified Teachers and Leaders: With the growth of the organization, including the addition of a new permanent facility and a grade twelve class, hiring processes will begin in May 2024 to ensure the recruitment of highly qualified educators and leaders.

Learning Materials: The Board of Directors will continue to ensure students have access to high-quality textbooks, workbooks, reference materials, and educational resources that support the curriculum and engage students, based on the budget approved in May 2024.

Technology: Ensure adequate provision of computers, tablets, interactive whiteboards, projectors, and internet connectivity to facilitate digital learning and enhance instructional methods.

Infrastructure: Maintain well-equipped classrooms, libraries, laboratories, and other facilities to provide a conducive learning environment. Regular assessments of infrastructure needs will continue throughout the 2024-2025 school year, especially with the addition of the Alberta Avenue facility.

Professional Development: Provide ongoing professional development programs and workshops to enhance teachers' instructional skills and familiarity with new educational approaches. Support will focus on the new curriculum and authority goals, including school culture, leadership, student learning supports, and assessment, evaluation, and reporting, following the superintendent's professional development schedule.

Financial Resources: Secure sufficient funding to cover operational expenses, procure educational materials and technology, maintain infrastructure, and invest in innovative teaching practices, as established in the 2024-2025 budget process completed in May 2024.

Community Involvement: Foster collaboration with parents, community organizations, and volunteers to provide additional support, resources, and mentorship to students, ensuring continuous community engagement.

Research and Evaluation: Invest in research and evaluation methods to assess the effectiveness of instructional strategies, identify areas for improvement, and make evidence-based decisions, promoting continuous improvement and adaptation.

