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**Section A: 1(a-c). Project Parameters**  
**(Print Preview)**

Project ID: 40185 (Current Status: Approved by Alberta Education)  
Submitted Date: Oct-05-2009 Approved Date: Dec-15-2009 Last Updated: Oct-11-2011, Christine Chappell

<p><b>a. Project Title:</b> Engaging All Learners</p> <p><b>b. Project Proposed for Which School Years?</b> <input checked="" type="checkbox"/> 2009/2010   <input checked="" type="checkbox"/> 2010/2011   <input checked="" type="checkbox"/> 2011/2012</p> <p><b>c. School Authority Name:</b> Red Deer Public School District No. 104 School Authority Code: 3070 School Authority Website: <a href="http://www.rdpsd.ab.ca">www.rdpsd.ab.ca</a></p>
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Please review the AISI Principles and Operational Procedures before completing this proposal. AISI terminology is also included in the AISI Handbook for Cycle 4.

Note: A School Year cannot be deleted if there are values for that year in any of the following sections: **A1e, B1a, B1b, B3 and B4a.**

Section A: 1d. Project Parameters  
Schools Involved

Actual Number of Schools Involved: <b>19</b>				
<ul style="list-style-type: none"> <li>• Annie L Gaetz School</li> <li>• Aspen Heights Elementary School</li> <li>• Central Middle School</li> <li>• Eastview Middle School</li> </ul>	<ul style="list-style-type: none"> <li>• Fairview School</li> <li>• G H Dawe Community School</li> <li>• Gateway Christian School</li> <li>• George Wilbert Smith School</li> </ul>	<ul style="list-style-type: none"> <li>• Glendale School</li> <li>• Grandview School</li> <li>• Hunting Hills High School</li> <li>• Joseph Welsh School</li> </ul>	<ul style="list-style-type: none"> <li>• Lindsay Thurber Comprehensive High School</li> <li>• Mattie McCullough Elementary School</li> <li>• Mountview School</li> <li>• Normandeau School</li> </ul>	<ul style="list-style-type: none"> <li>• Oriole Park School</li> <li>• West Park Elementary School</li> <li>• Westpark Middle School</li> </ul>

Section A: 1e. Project Parameters  
Students and Grades Involved

2009/2010		2010/2011		2011/2012	
Grade	Number Of Students	Grade	Number Of Students	Grade	Number Of Students
preK	42	preK	114	preK	42
K	676	K	678	K	675
1	750	1	684	1	675
2	713	2	722	2	676

3	648
4	641
5	592
6	726
7	660
8	679
9	808
10	795
11	806
12	919
<b>Total</b>	<b>9455</b>

3	714
4	664
5	679
6	641
7	729
8	663
9	812
10	889
11	859
12	1036
<b>Total</b>	<b>9884</b>

3	750
4	713
5	648
6	641
7	592
8	726
9	800
10	819
11	808
12	795
<b>Total</b>	<b>9360</b>

### Section A: 1f. Project Type

Alberta Education, school authorities, universities and other AISI users often want to undertake various analyses of AISI projects. This type of analytical work requires the capability to extract and group AISI projects accurately by various categories. Not all categories may apply to your project. Only do the checklist for the categories that are needed to describe your project. However, you must do the following categories: **Targeted Students, Subject, Themes and Teaching Strategies**

Targeted Students	<ul style="list-style-type: none"> <li>• All Students</li> <li>• Boys/Girls (Gender)</li> </ul>
Subject(s)	<ul style="list-style-type: none"> <li>• All Subjects</li> <li>• Language Arts/Literacy</li> <li>• Mathematics/Numeracy</li> </ul>
Theme(s)	<ul style="list-style-type: none"> <li>• Character Education/Citizenship</li> <li>• Student Engagement</li> </ul>
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> <li>• Balanced Literacy</li> <li>• Consultants</li> <li>• Differentiated Instruction</li> <li>• Lead Teacher</li> <li>• Learning Styles</li> <li>• Professional Learning Communities</li> <li>• Pyramid of Interventions</li> <li>• Technology</li> </ul>
Number of Students in Project	<ul style="list-style-type: none"> <li>• Over 10,000</li> </ul>
Grade	<ul style="list-style-type: none"> <li>• preK</li> <li>• K</li> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• 7</li> <li>• 8</li> </ul>

	<ul style="list-style-type: none"> <li>• 9</li> <li>• 10</li> <li>• 11</li> <li>• 12</li> </ul>
Zone	<ul style="list-style-type: none"> <li>• Zone 4 Services</li> </ul>
Number of Schools in Project	<ul style="list-style-type: none"> <li>• 6 or more</li> </ul>
Location of School(s) involved	<ul style="list-style-type: none"> <li>• Urban</li> </ul>
Division Grade Level	<ul style="list-style-type: none"> <li>• preK</li> <li>• 1 (K-3)</li> <li>• 2 (4-6)</li> <li>• 3 (7-9)</li> <li>• 4 (10-12)</li> </ul>
School Authority Type	<ul style="list-style-type: none"> <li>• Public School Jurisdiction</li> </ul>
Types of Measures	<ul style="list-style-type: none"> <li>• Description of Quality Measures</li> <li>• Final Teacher awarded Marks</li> <li>• Locally Developed/Teacher Made Tests</li> <li>• Observation/Checklists</li> <li>• Provincial Achievement Tests</li> <li>• Provincial Diploma Examinations</li> <li>• Other Program Participation Measures</li> </ul>
Constituency	<ul style="list-style-type: none"> <li>• Red Deer-North</li> <li>• Red Deer-South</li> </ul>
City or Town Name	<ul style="list-style-type: none"> <li>• Red Deer</li> </ul>

## Section A: 2. Project Description

### a. Provide an overview of the project (What do you plan to do and how?)

The RDPSD #104 will Engage all Learners as the focus of Cycle 4 of the District AISI Project. The District will explore a variety of literacy related strategies including Balanced Literacy, mathematical, and digital literacy. Within this initiative the District will pursue activities specifically intended to engage boys, respond to the needs of FNMI learners and focus on instructional strategies to improve student achievement.

Previous AISI cycles focused on 1. reducing class size, 2. constructivism in mathematics, and 3. assessment.

### b. Indicate why the project is needed.

This project provides the opportunity for a greater degree of individual school project development as they identify, through appropriate research, those literacy components that will best address their specific needs and engage their particular student populations in this initiative.

### c. How is this project innovative? Projects can be:

- I) Innovative projects focusing on themes that are brand new to a school authority
- II) Innovative projects that go into greater depth on current themes with new research, strategies, or measures
- III) Innovative projects that are collaborative, across school authorities focusing on common goals

#### Describe the innovation. What's new and different for your school authority?

There is a greater degree of school-based autonomy and individual school project design associated with this project. There will be opportunities for schools to work with partner schools in circumstances where common goals emerge. For instance, there will likely be several schools that will pursue Balanced Literacy initiatives and they can combine their efforts to identify and participate in effective staff development activities that support their focus on particular project phases.

One of the most innovative aspects of this project will be the possibility for all teachers to identify, observe, and participate in "best practices" that will emerge. These best practices will focus on effective teaching strategies or instructional intelligences intended to engage students in active learning and promote improved student achievement.

### Section A: 3. School Community Involvement

As collaboration is an essential element for school improvement, project applications must reflect support of those who will implement the projects and include meaningful involvement of the school community. What are the indications that the project has meaningful involvement of the school community?

	a. Describe the participants' involvement in the consultation and planning process.	b. Describe how the participants will be involved or support the implementation of the project.
Authority Administrators	Align District Education Plan with AISI Cycle 4	Dep. Super. Coordinates AISI Cycle 4
Business/Community Agencies	Provided input at District Town Hall meeting	a variety of community organizations can support literacy initiatives
Parents	Provided input at District Town Hall meeting	may participate in project components like "Read at Home" activities
Principals	Attended AISI Cycle 4 planning meetings. Provided input at District Town Hall meeting	will coordinate school- based projects with AISI lead teachers & staff
School Board	Provided input at District Town Hall meeting. Creation of District Education plan	
School Council	Provided input at District Town Hall meeting	
Students	Provided input at District Town Hall meeting. Provided input on Student Engagement at first-ever Student Town Hall meeting.	will provide continuous feedback through various surveys and assessment instruments
Support Staff	Provided input at the school level planning phase	ongoing work with teachers and with individual students at the school level
Teachers	Attended and represented schools at AISI 4 Planning meetings. 80% of District staff completed a comprehensive PD Needs Assessment.	District Curriculum leaders will consult, collaborate with and support AISI initiatives.

Other Specify		Regional PD Consortium may provide inservice and PD support
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Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

a. What research/literature base informs your project? At least 3 current references (within the last five years) are required.

Author	Year	Title	Source(if not a book)
Whittaker, T.	2004	What Great Teachers do Differently	Eye on Education
Carol Ann Tomlinson	1999	Differentiated Classrooms: Responding to the Needs of All Learners	ASCD
Parsons, J., McRae, P., Taylor, L., Larson, N., & Servage, L	2006	Celebrating School Improvement: Six Lessons learned from Alberta's AISI Projects	School Improvement Press
Marzano, R.	2003	What Works in Schools	ASCD
Trehearne, M.	2006	Comprehensive Literacy Resource	Nelson

Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

b. What other AISI projects or promising practices inform this project. Include project numbers and titles.

Project # 10352- "Learning Success - Failure is Not an Option"  
Battle River School District  
This project addressed the students who fail to learn what is expected of them. It focused on differentiated instruction, increasing academic learning time and providing alternate support. The success with this project came through the quantitative results of 76-78% students achieved the acceptable standard on provincial achievement exams. Prior to this, the same students attained a level of 70%.

Project #10527- "Empowering Student Success"  
Sturgeon School Division  
This project was based on 4 pillars; quality teaching, integrated planning and reporting, PLC, healthy interactions(reduced behaviors).

Project #30064- "Student Success Through Provincial Learning Communities"  
Lethbridge Christian  
This project focused on building capacity of teachers in differentiated instruction. Teachers shared strategies and best practices. The results of this project were evident in quantitative data of 100% acceptable level attained in grade 3 Language Arts PAT, 100% acceptable level attained in grade 6 Language Arts PAT

c. Summarize how the above research and AISI projects inform the project design and implementation.

The above mentioned projects inform the current project design and implementation as they showcase the success of best practices used by teachers. Through a variety of strategies, some which will include differentiated instruction, instructional strategies, literacy, addressing the needs of boys and FNMI students, the success should present itself through a combination of qualitative and quantitative measures.

**Section A: 5a.Improvement Goals:**

	Goals	Strategies	Measures
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<p>Student Learning</p>	<p>To increase student achievement in reading, writing and mathematical literacy</p>	<p>Use a PLC model to provide opportunities for teachers to develop instructional strategies particularly in the areas of differentiating instruction, integrating interactive whiteboards, addressing the needs of boys and infusing the FNMI perspective</p> <p>Embed planning and collaboration time into the district calendar Encourage shared leadership</p> <p>Address classroom management</p> <p>Enhance parental involvement</p>	<p>Results on district common assessments in math and LA</p> <p>PAT scores (analysis divided into reading, writing and math results)</p> <p>Results on school generated benchmark reading tests</p> <p>Results on standardized reading benchmark assessments</p> <p>Results on common writing tasks</p> <p>Progress of students participating in ELI programs</p>
<p>Other Related</p>	<p>To increase student achievement in all subject areas through character education. Students will model the characteristics of active citizenship.</p>	<p>Develop social responsibility by supporting the implementation of character education programs such as Seven Habits, EBS, and pyramid of interventions</p>	<p>GLA results</p> <p>Number of reported issues (EBS measures)</p> <p>Satisfaction results for parents, teachers and students on provincial survey</p>

Section A: 5b. Improvement Goals

How do these AISI goals relate to specific aspects or priorities in your Three-Year Education Plan and Annual Education Results Report (AERR)?

Goal 1 - High quality learning opportunities for all  
\*Schools provide a safe and caring environment

\*Children and youth at risk have their needs addressed through effective programs and supports.

\*Students complete programs.

**Strategy:**

\*Develop (2008/09) and implement (2009/10) a common District program of early literacy intervention in designated elementary schools.

Ensure that the program is based on strong research evidence and/or proven success. Implement in schools in which achievement is identified as low or very low (acceptable level) on a recent Accountability Pillar Summary Report and where the course of study contributing to the low achievement is identified as ELA.

\*Review a variety of data sources related to First Nations, Métis and Inuit (FNMI) students in the District and consider strategies to enhance learning opportunities and increase achievement and success for these students in our schools.

**Goal 2 - Excellence in student learning outcomes**

\*Students demonstrate high standards in learner outcomes

\*Students are well prepared for lifelong learning

\*Students model the characteristics of active citizenship.

**Strategy:**

\*Address the learning needs of boys by examining their preferred learning styles, providing professional development opportunities as appropriate, and adapting instruction as needed.

\*Address student achievement results in core academic subject areas with the following and other strategies:

- Identify and share successful practices regarding student achievement.
- Review the extent to which curriculum is being taught and reviewed.
- Ensure that students are fully prepared to write provincial achievement tests.
- Review the extent to which item analysis of tests is being used to identify teaching/learning deficiencies.
- Implement common curriculum-based assessments.

## Section B: 1a. Quantitative Measures

Measures should be expressed as percentages, where possible. It is recommended that baselines be determined using a three-year average. Targets should be realistic and attainable, based on prior performance.

Measure Category: Accountability Pillar Measures

Measure: PAT: Excellence

Measure Description: Baseline data for this measure will be determined using the 08-09 district accountability pillar report as reported in the fall of 2009. The percentages reflect the number of students enrolled.

Results	Target	Actual	Number of Students	Comment (optional)
Baseline		17.4		
2009/2010	18.4	17.60	2151	
2010/2011	19.4	16.40	2109	
2011/2012	20.4	.00	0	

Measure Category: Accountability Pillar Measures

Measure: PAT: Acceptable

Measure Description: Baseline data for this measure will be determined using the 08-09 district accountability pillar report as reported in the fall of 2009. The percentages reflect the number of students enrolled.

Results	Target	Actual	Number of Students	Comment (optional)
Baseline		74.8		
2009/2010	75.8	80.20	2151	
2010/2011	76.8	78.50	2109	
2011/2012	77.8	.00	0	

Measure Category: Accountability Pillar Measures

Measure: Diploma: Acceptable

Measure Description	Baseline data for this measure will be determined using the 08-09 district accountability pillar report as reported in the fall of 2009. The percentages reflect the number of students enrolled.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		83.8		
2009/2010	84.8	85.70	1100	
2010/2011	85.8	85.60	1047	
2011/2012	86.8	.00	0	

Measure Category: Accountability Pillar Measures

Measure: Diploma: Excellence

Measure Description	Baseline data for this measure will be determined using the 08-09 district accountability pillar report as reported in the fall of 2009. The percentages reflect the number of students enrolled.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		18.0		
2009/2010	19.0	19.30	1100	
2010/2011	20.0	20.60	1047	
2011/2012	21.0	.00	0	

Measure Category: Accountability Pillar Measures

Measure: Rutherford Scholarship Eligibility Rate

Measure Description	Baseline data for this measure will be determined using the 08-09 district accountability pillar report as reported in the fall of 2009. The percentages reflect the number of students enrolled.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		52.3	858	
2009/2010	54.3	54.40	840	
2010/2011	56.3	55.20	919	
2011/2012	58.3	.00	0	

Measure Category: Prior Level of Achievement Results - Difference between actual and predicted scores

Measure: Grade 9 Mathematics-PL

Measure Description	The baseline will be established by averaging the difference between actual and predicted level of achievement for 07, 08 and 09.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		-0.4	474	
2009/2010	1.0	1.90	501	
2010/2011				
2011/2012				

Measure Category: Prior Level of Achievement Results - Difference between actual and predicted scores

Measure: Grade 6 Mathematics-PL

Measure Description	The baseline will be established by averaging the difference between actual and predicted level of achievement for 07, 08 and 09.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		-1.6	444	
2009/2010	0.6	1.00	525	
2010/2011				
2011/2012				

Measure Category: Prior Level of Achievement Results - Difference between actual and predicted scores  
Measure: Grade 6 English Language Arts-PL

Measure Description	The baseline will be established by averaging the difference between actual and predicted level of achievement for 07, 08 and 09.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		-0.9	494	
2009/2010	1	-2.00	600	
2010/2011	2	.00	0	
2011/2012	3	.00	0	

Measure Category: Prior Level of Achievement Results - Difference between actual and predicted scores  
Measure: Grade 9 English Language Arts-PL

Measure Description	"Grade 9" is missing in the descriptor. The baseline will be established by averaging the difference between actual and predicted level of achievement for 07, 08 and 09.			
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Results	Target	Actual	Number of Students	Comment (optional)
Baseline		-0.3	584	
2009/2010	1	-.50	587	
2010/2011	2	.00	0	
2011/2012	3	.00	0	

Measure Category: Local Assessment/School Records

Measure: Other

Measure Description	% of students achieving 70% or higher on the Grade 5 Math district common assessments			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		182	583	total number of grade 5 students that wrote the test was 583
2009/2010	42	42.00	474	missing results from some schools
2010/2011	44	36.40	590	*Includes data from 12 out of 14 District Schools.
2011/2012	46	.00	0	

Measure Category: Local Assessment/School Records

Measure: Other

Measure Description	% of students achieving 70% or higher on the district Grade 8 Math common assessment			
Results	Target	Actual	Number of Students	Comment (optional)

Baseline		188	547	total number of students that wrote the test was 547
2009/2010	34	32.00	165	issues with Apperson forms
2010/2011	36	36.60	508	Includes data from all 5 District Middle Schools
2011/2012	38	.00	0	

Measure Category: Local Assessment/School Records				
Measure: Other				
Measure Description	% of students achieving the expected reading level (early literacy)- No baseline for start of project.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		14	40	: % of students achieving the expected reading level as outlined by Fountas and Pinnell. A cohort of students will participate in an early literacy intervention program and the reading levels of the students in this cohort will be tracked for 3 years: 2010, 2011, 2012. Baseline to be established during 2009/2010 school year.
2009/2010	20	.00	0	
2010/2011	24	.00	0	
2011/2012	28	.00	0	

Measure Category: Local Assessment/School Records				
Measure: Other				
Measure Description	# of office discipline referrals: 5 schools will be using effective behavior supports to address discipline problems in their schools beginning in the fall of 2009. The total number of office referrals will be averaged in the spring of each year.			
Results	Target	Actual	Number of	Comment (optional)

			Students	
Baseline				Baseline and targets to be established during 2009/2010 school year.
2009/2010		360.84	2087	this result is per 500 students
2010/2011		320.50	1661	Glendale School does not have results for 2010-11 / due to K-8 reconfiguration and inquiry focus. Data reflects 4 EBS schools: Central Middle School, Normandeau, Oriole Park and Mountview. Glendale School population was not included in the number of students.
2011/2012				

### Section B: 1b. Survey Measures

Measures should be expressed as percentages, where possible. It is recommended that baselines be determined using a three-year average. Improvement targets should be realistic and attainable, based on prior performance.

Measure Category: Provincially Determined Surveys					
Measure: Education Quality - Parents					
Measure Description	Percentage of parents satisfied with the overall quality of basic education				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		84.0	462	21.00	
2009/2010	85.0	86.60	508	.00	

2010/2011	86.0	79.30	503	.00	
2011/2012	87.0	.00	0	.00	

Measure Category: Provincially Determined Surveys					
Measure: Education Quality - Students					
Measure Description	Percentage of students satisfied with the overall quality of basic education				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		87.9	1772	80.00	
2009/2010	89	87.80	1869	.00	
2010/2011	90	84.60	1858	.00	
2011/2012	91	.00	0	.00	

Measure Category: Locally Determined Surveys					
Measure: Student Satisfaction Survey					
Measure Description	% of students who indicate that the school environment motivates them to complete high school				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		0	0	.00	Students in grades 3, 5,

6, 8, 9, and 12 are surveyed using a locally designed survey (Schollie survey).

2009/2010		.00	0	.00	Survey not done this year.
2010/2011		.00	0	.00	Scollie survey was done in April 2011. The grades surveyed district wide were 3, 5, 6 and Glendale grade 8. The specific question was not added to the current survey therefore no data can be measured.
2011/2012					

Measure Category: Locally Determined Surveys

Measure: Student Satisfaction Survey

Measure Description

% of students who believe they will complete high school

Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline					Baseline data will be established at the end of year one. Surveys are completed in February of each year. A specific question will be added to the 2010 survey. Students in grades 3, 5, 6, 8, 9, and 12 are surveyed using a locally designed survey (Schollie survey).

					2009/2010		.00	0	.00	Survey not done this year.
					2010/2011		.00	2423	.00	The Scollie survey was completed in April 2011 for grades 3, 5, 6 students in the District and grade 8 students at Glendale School. The "Tell it from Me" survey results better reflect the high school completion question but the answer is indirect. Results come from TIFM in 2010/11 for LTCHS High School: 60 % of the students planned to move on to post secondary schooling (university or college, 7% to trades, 10%



recording (e.g., documenting classroom activities), artifacts/documents/portfolios (e.g., personal/professional journals; artwork).

The "Current Situation" provides a baseline. The "Success Indicators" demonstrate how we know the "Desired Change" has been achieved. When reporting on these success indicators, plan to include a summary of qualitative evidence, rather than including all the raw data. For example, rather than including all the interview transcripts from the in-depth qualitative interviews conducted, include a summary of evidence-based themes from the data analysis.

	Current Situation	Desired Change	Success Indicator(s) (You will be required to report on each success indicator identified.)
	Teachers with students below grade level question their ability to meet their unique learning needs.	Teachers will display confidence in planning and delivering instruction at all levels.	*Survey results will show an increase in teacher confidence in delivering instruction to all. *Teachers



						<p>-a key focus for 2010-2011 year is a dictrict focus on the literature resurce "Making a Difference</p> <p><b>How Well:</b></p>
					<b>2010/2011</b>	<p><b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b></p> <ul style="list-style-type: none"> <li>- Teachers were involved in collaborative groups during the August and March professional development mornings to develop grade level or subject specific learning materials based on differentiated instruction strategies described in the Alberta Education publication "Making a Difference" (2010) This will continue for 2011/ 2012 with more dedicated planning time (2 District in-service mornings and 5 half-day sessions)</li> <li>- Ongoing professional development sessions for District Administrators were done based on "Making a Difference". The District Curriculum leaders presented 5 subject specific in-services based on differentiated instructional strategies.</li> <li>- There has been an increased interest in Curriculum Working Groups in the District that are multi-school based.</li> </ul> <p>ex: LTCHS' "Family of Schools" initiative has the high school and its 4 feeder schools working collaboratively in Math and Language Arts, with the support of District Curriculum leaders. The goal is to improve PAT results in Grade 9 through a bilateral articulation process.</p> <p>"Lateral capacity across schools involves principals and teachers collaborating with other schools to learn from and contribute to school improvement, not only in individual schools, but also in the district as a whole." Michael Fullan</p> <p>LTCHS has also promoted collegial visits within the feeder school</p>

					<p>system as part of the " Family of Schools" initiative.</p> <ul style="list-style-type: none"> <li>- Music teachers across the District are supporting teachers' technology improvement by incorporating Smartboard interactive technology and Notebook lessons.</li> <li>- Teachers used research based strategies developed by David DeCoste, Travor Calkins and Pearson's "Math Make Sense" resource to develop a deeper understanding of new Math curricula and to develop differentiated resources to scaffold student outcomes and achievement.</li> <li>- To assist students with reading difficulties, The District bought a site license for "Read and Write Gold" and each school received 10 dedicated computers. There were several opportunities given for teacher training through CARC and sessions given at Teachers' Convention. Administrators also received training.</li> <li>- Teachers are creating a lesson bank of shared Notebook files, strategies, plans and exemplars at the District level; stored in collaborative folders on the First Class conference.</li> </ul> <p><b>How Well:</b> Very Well</p>			
					<p><b>2011/2012</b></p> <p><b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b></p> <p><b>How Well:</b></p>			
					<table border="1"> <tr> <td>Students are not actively engaged in learning for portions of the school day.</td> <td>Students are engaged socially, academically and</td> <td>* A decrease in number of incidences reported</td> </tr> </table>	Students are not actively engaged in learning for portions of the school day.	Students are engaged socially, academically and	* A decrease in number of incidences reported
Students are not actively engaged in learning for portions of the school day.	Students are engaged socially, academically and	* A decrease in number of incidences reported						



					<p><b>each identified success indicator.</b></p> <ul style="list-style-type: none"> <li>- EBS incidents continued to be monitored, 5 schools participated. Schools noted fewer referrals to the office.</li> <li>- Schools continue to work on projects that focus on character education qualities, such as 7 Habits (Joseph Welsh and Mountview) and Micro Society (Aspen Heights).</li> <li>- Several schools had student-led conferences and noted increased parent participation in parent/teacher conferences as a result. Eastview school students had a "conversation with their core teachers" before March report cards.</li> <li>- Teachers were encouraged to create and use student learner profiles (as described in "Making a Difference") - this was the aim of the August 2010 PD morning.</li> <li>- The Schollie survey (2010-2011)Parent results identify improved student engagement in 2 key areas : #8 "with the Academic achievement of the students in this school" -- 35% very satisfied and 60% satisfied; #9 "With the extra-curricular activities offered to students" -- 38% very satisfied and 52% satisfied.</li> <li>- Staff and students in the Glendale Science and Technology school are using technology as a tool to increase student engagement. Several schools are using electronic portfolios for student work such as ePearl.</li> <li>- Data from the Tell them from Me survey indicated the Hunting Hills High School students found classroom instruction relevant to their everyday lives (6.1/10, Canadian norm is 5.7)</li> </ul> <p><b>How Well:</b> Very Well</p>
					<p><b>2011/2012</b> Briefly describe the evidence of success achieved (required) for each identified success indicator.</p>

How Well:

Section B: 2. Plans for Key Strategies and Processes

Identify and explain the processes and strategies you plan to use to achieve your goals. Indicate the timeframe where applicable.

Category	Planned Strategies/Processes	Refinements/Changes
<b>a. Instructional Strategies:</b> <i>Projects must identify instructional strategies to be used to improve student learning.(i.e. technology integration,</i>	Strategies will be based on the principles of: 1. Wiggins, G. and Mctighe, J.: Understanding by Design Wiggins and McTighe emphasize how using a backward design process avoids common understanding issues by encouraging students to engage in enquiry and uncover the big ideas 2. Marzano, R.: What Works in	Project change in 1 school to a Sciences and Technology focus. This shift is based on the need to reduce transitions between elementary/middle school, and to maintain strong relationships between student/teacher to better ensure academic success.  District focus on "Making a Difference", Alberta Education 2010 -- presented at two District

					<p><i>clarifying and sharing learning outcomes with students, differentiated instruction, etc.)</i></p>	<p><b>Classrooms</b></p> <p>Marzano identifies nine essential strategies that will improve student achievement across all subject areas: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and cues, questions and advance organizers.</p> <p>3. Kagan, S.: Structures to Optimize Engagement</p> <p>Dr. Kagan identifies the skills and processes of cooperative learning that will increase students engagement and academic success. He also uses various theories (Classic Learning Theory, Social Learning Theory, Brain-Based Learning Theory, Motivation Theories)to support the importance of</p>	<p>Inservice mornings to entire teaching staff and at Administrators' meetings (5 sessions, subject specific). Curriculum team and 1 school did book study on Jeffrey Wilhelm's "Inquiring Minds Learn to Read and Write". This book will be the focus of 2011-2012 for professional development and the basis of the "residency model" for Curriculum leaders.</p> <p>District wide installation of SMART boards using Notebook software:</p> <p>High schools have technology installed schoolwide (80% completion). Teachers are utilizing this technology (Notebook software) to improve student learning. District elementary and middle schools have 75% installation in instructional spaces.</p> <p>Many schools report using</p>
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					<p>cooperative learning. Some examples of his skills include the various samples of cooperative learning groupings, how to manage these groupings through time, noise, materials, energy and problems, the classbuilding and teambuilding component and benefit of cooperative learning and the social skills components taught through modeling, role playing and scaffolding.</p> <p>4. Bennett, B.: Beyond Monet Bennett addresses how student engagement and a heightened knowledge base are achieved through concept mapping and other instructional intelligences.</p> <p>5. Covey, S.: Seven Habits of Highly Effective People</p> <p>6. Effective Behavior :</p> <p>7. Sax, L.: Boys Adrift</p>	<p>differentiated instructional strategies to actively engage students.</p> <p>District license to use Read and Write Gold for struggling readers and ESL/ELL students.</p> <p>Use of Learning Assistance Teacher position to better meet the needs of student learners.</p>
				<p><b>b. Student Assessment:</b></p>	<p>PAT's</p> <p>Student portfolios</p> <p>Self assessments</p> <p>Diagnostic Reading and Writing</p>	<p>Moving towards entire District use of Fountas and Pinnell Reading benchmarks.</p>

				<p><i>Projects must provide annual evidence of student learning and performance.</i></p>	<p>Assessments</p> <ul style="list-style-type: none"> <li>- School Portfolio</li> </ul>	<p>Pilot for electronic web-based Elementary report card, involved 5 schools. Parents were surveyed and Curriculum leaders met with school councils for input.</p> <p>This will be the recording tool used in 2011-2012.</p> <p>Schools are using electronic portfolios, such as ePearl.</p>
				<p><b>c. Project Management and Coordination:</b></p> <p><i>AISI Coordinators are responsible for managing, supporting, and coordination projects. It is expected that Project Management and</i></p>	<p>School committee comprised of a lead teacher at each school, a school administrator and others as decided at the school</p> <p>Curriculum leaders to consult and collaborate at the school and district level. Each curriculum leader will be assigned to a group of schools, based on common themes, to act as the main liasion. Leaders will spend time in individual schools assisting in a variety of ways, from collaborative planning to providing sub coverage, to PD planning.</p>	<p>Two mornings were used by AISI lead teachers and their administrator along with District Curriculum leaders to discuss projects, coordinate and compile data. Curriculum leaders continue to monitor schools and collaborate at the District level.</p>

				<p><i>Coordination will represent approximately 5% of project expenses. The proposal should indicate a) who will be responsible for management, b) the proportion of his/her time that will be invested in this activity, and c) how the project will be managed.</i></p>	<p>Leaders will spend time each week in their designated schools, and will maintain open communication via email and telephone.</p>	
				<p><b>d. Professional Development:</b></p> <p><i>School authorities must provide professional development as it is essential to the school</i></p>	<p>Regular PD at school during early dismissal afternoon  Purchase professional resources  Funds available for release time  District hosted PD sessions  Collaboration between and across grade levels  Teachers' Convention  Book studies  Peer coaching, observation and</p>	<p>Teachers will be provided time for collaboration with division partners on implementing literacy strategies a minimum of 4 times/year.  The District Curriculum Leaders' focus for 2011-2012 will be on literacy with school based residencies to implement research based strategies.</p>

				<p><i>improvement process. It is expected that Professional Development will represent at least 15% of project expenses. Professional Development includes resources, materials, external consultants, sub costs, travel, accommodation, facilities, other costs related to PD.</i></p>	<p>collaboration Central Alberta Regional Consortium - collaboration between schools that share the same AISI focus</p>	
				<p><b>e. Parental &amp; Community Involvement:</b>  <i>There must be meaningful</i></p>	<p>Special family events such as literacy and math nights, addressing learning needs of boys Parental support such as literacy backpacks, parent workshops,</p>	<p>School website activity with an AISI information page to inform parents.  E-link online access for marks, attendance and teacher comments at the high school</p>

					<p><i>involvement of parents in planning the proposal.</i></p>	<p>Regular communication through newsletters, websites, conferences, assemblies</p> <p>Communication with Business Community Partners</p>	<p>level.</p> <p>FAST Works program - families and schools together with 2 cycles of 8 weeks each where families come to the school to enhance communication in families and relationships between school and family. (partnership with Central Alberta Family Services)</p> <p>Parents, staff volunteers and a substance abuse counsellor are involved.</p> <p>FNMI Learning Services</p> <ul style="list-style-type: none"> <li>- accessing FNMI Learning Services team from Central Services for class presentations,</li> <li>- academic culture groups K - 12 for students of FNMI heritage,</li> <li>- advocate for parents and families, - participate in community FNMI activities.</li> </ul>
					<p><b>f. Knowledge</b></p>	<p>Discussions during staff meetings</p> <p>School email</p>	<p>Knowledge Institute - annual presentation of current Masters' / Ph.D. research by District</p>

				<p><b>Dissemination, Sharing and Communication:</b></p> <p><i>Projects must identify how what has been learned will be shared. Ways to disseminate new knowledge and practices include project documentation, workshops, events, conferences, promising practices for the AISI website, monographs, research briefs, and articles for the School Improvement Scoop, professional magazines, and journals.</i></p>	<p>Media opportunities</p> <p>Presentations to school council and school board and at conferences</p> <p>District calendar, both electronic and poster, outlining PD opportunities hosted by individual schools</p> <p>Share Fair in schools</p> <p>School Portfolios</p>	<p>personnel and dissemination of research findings. This has been done during PD mornings and an afterschool session.</p> <p>Attendance at the annual AISI conference by lead teachers and Curriculum Leaders.</p> <p>Pecha Kucha presentation by Mattie McCullough school on technology.</p> <p>Zone 4 / CARC AISI Conference in April 2011 to highlight zone projects. RDPSD presentations included Micro Society at Aspen Heights and technology at Mattie McCullough.</p>
				<p><b>g. Networking:</b></p> <p><i>Project leaders are encouraged</i></p>		

