



**AISI School Plan  
2009-2010**

*Please submit first draft by October 15, 2009*

<b>School</b>	<u>Wild Rose Elementary School</u>
<b>Submitted by:</b>	<u>Jeff Birdsell and Raili Woollam</u>
<b>Date:</b>	<u>October 14, 2009</u>

<p><b>Project Focus (description of the subject area/grade levels you will be targeting):</b></p> <ul style="list-style-type: none"><li>• What grade levels will you target?</li><li>• On which subject area/topic will you focus?</li><li>• Remember that your school plan must be connected to your school's chosen district AISI project</li></ul> <p>- Wild Rose is targeting grades K-6</p> <p>- This is the first year of a three year cycle which targets "Student Engagement through Innovative Practice". We feel our AISI project certainly speaks to the district focus on many levels. Firstly, as a district and as a school we have several time sensitive initiatives that fall under our AISI umbrella. The most significant of which is to adopt an outcomes based/ backwards approach to planning which is necessary for the implementation of our new elementary district wide report cards. Effective planning and the reporting of results and accomplishments help in the pursuit of student engagement. Technology is a major focus at this time due to the installation of Smartboards and supportive technology in all of our classrooms. Math literacy is viewed as extremely important in view of new curriculum implementation and its accompanying new pedagogy. In addition, we intend to continue initiatives that were perused in our previous project: formative assessment, and the 6+1 Writing Traits.</p>

<p><b>Staff Involved:</b></p> <p>Raili Woollam and Jeff Birdsell are charged with leading the AISI project at Wild Rose. Raili will focus on division 1 and Jeff will focus on division 2. All teaching staff will be involved in achieving our AISI goals.</p>
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**Project Goals:**

- What do you want to accomplish?
- Consider SMART goals – (**S**pecific, **M**easurable, **A**ttainable, **R**esult Oriented and **T**ime-Targeted).
- Focus on desired outcome, rather than on the means to achieve the outcome.

Because our focus is varied so are our goals. In terms of planning, our goal is for all staff to use an outcomes/ backwards approach to planning beginning this year in order to make the process of reporting results possible.

All teachers will make the use of technology in the classroom common practice (daily) by the end of this year. Results will be seen in the overall academic improvement of students due to a higher level of engagement. An added indicator could also be in the student and parent surveys.

Student writing will continue to improve with the teaching of Ruth Cullan's 6+1 Writing Traits program. Results will be indicated in common assessments as well as in the Provincial Achievement results at grade 3 and 6.

All math teachers teaching the new curriculum will follow the pedagogy of the program. Results will be indicated in common assessments as well as in the Provincial Achievement results at grade 3 and 6.

**Strategies:**

- What specific steps will you take to meet your goals?
- In detail, identify a timeline.

To date we have had 4 separate meetings this school year to give teachers an overview of the new report card, the process of imputing information, and most importantly the outcomes based/ backwards planning that must take place in order to accurately assess students. This will be an ongoing learning process. However, teachers must be able complete this goal by the first reporting period.

Technology implementation continues to be ongoing. At this time, all staff have the use of the technology needed to pursuit our school goals (i.e. Laptops, Smartboards, document cameras, DVD/VCR players, and audio equipment). Staff is encouraged attend (and participate in) technology based workshops. New information, techniques and applications are shared formally and informally. All staff is involved in a mentor/protégé technology relationship. We will also be exploring innovative strategies that involve peer coaching to help teachers with technology implementation.

Writer's Workshops take place at the division 1 and division 2 levels. The purpose of these workshops is to initiate the teaching of the 6 Traits as outlined in Ruth Cullan's writing program. Students are regrouped and rotate through different teachers in order to engage, deliver unique lessons, and set the stage so that further 6+1 Traits lessons that take place in the class hit their mark.

We have initiated our Math literacy goal with the creation of a unique and special place. We have created a Light Bulb Lab which allows for math teachers to explore the subject in different, meaningful, and engaging ways. This is a place for hands-on exploration of math (including manipulatives, and centres) which is fundamental to concept attainment, individual strategy development, problem solving skills, and confidence needed in order to succeed in the new math curriculum. We have set aside a "Math Minute" at staff meetings that allows us to share ways to teach math effectively that are in line with the new pedagogy and curriculum. All students at Wild Rose participate in the Great Math Race which challenges them to explore math, gain confidence, and participate as a team. The outcomes based/ backwards design strategies will be utilized in effectively structuring math programs at each level. And lastly, we will implement peer coaching to help all teachers in the implementation of new pedagogy and new curriculum.

**Team Work:**

- When/how often will you meet with your learning team? Please provide a list of dates and topics.
- What professional development activities will you lead or participate in?

September: To date both division 1 and division 2 have met on two occasions. Our first meeting focused on setting our three year and yearly goals. Our second meeting was intended as an outcomes based/ backwards planning meeting that also provided insight to the new report card and the imputing process.

September: Planning for and interpreting of results of first Language Arts Written Common Assessment

October 16<sup>th</sup>: The Great Math Race

October: Planning date for first Writers' Workshop

October/ November: Delivery of first Writer's Workshop

November: Smartboard PD

December: Math pedagogy exploration PD and Math Parent Night planning

December: Planning and delivery of second Writers' Workshop

January: Family Math Night

February: Planning for and interpreting of results of second Language Arts Written Common Assessment

March: Peer coaching PD @ DO

March: Smartboard Lesson Development PD

March: Math personal strategies PD

April: Planning and delivery of third Writers' Workshop

May: How to make effective use of new technology with the new Math pedagogy

May: Planning for and interpreting of results of Language Arts third Written Common Assessment

June: Our second Great Math Race

June: Planning for and interpreting of results of Language Arts Reading Common Assessment

June: Planning for and interpreting of results of Math Common Assessment

June: Transition planning for next year

**Evaluation:**

- What measures will you use to gauge success in terms of improved student achievement?
- How will you establish where you are now?
- How will you assess your progress during the year?
- How will you determine your students' progress at the end of the year?

The measures used to gauge success will be combination of anecdotal feedback as well as summative indicators. Feedback will be received through student, parent, and staff questioning strategies acquired at the completion of special events such as the Great Math Race, Family Math Night, and Writers' Workshops. In addition, special attention will be paid to the more formal Student, Parent, and Staff Surveys acquired at the completion of the year. The results of our Common Assessments will give us valuable information as we go forward (this will be the first year for many of these assessments at Wild Rose). And, of course, the Provincial Achievement Tests give us information that will allow us to compare ourselves with provincial standards as well as our own past accomplishments.

**Parental Involvement:**

- How will you inform your parents about your AISI projects?
- How will parents become involved?

Parents are informed of AISI projects through monthly newsletters, monthly Parent Council Meetings, and through our website.

Parents are involved by volunteering for the Great Math Race, Writer's Workshops, and participating in our Family Math Night in January.

**Communication (with staff, students, parents):**

- Please ask your administrators if they could add AISI as a staff meeting report item.
- Please submit a brief written report each month and make copies for each staff member and submit a copy to the AISI Coordinator.

**Other Remarks:**

**Proposed Budget**

<b>Activity</b>	<b>Cost</b>	<b>Total</b>
Activity		
• Subs (currently \$207/day)	12 (teachers) x \$103.5 x 8 (1/2 days)	\$ 9936
• Registration fees	\$ 1 250	\$ 1 250
• Travel expenses	\$ 500	\$ 500
• Other related expenses	\$ 1 250	\$ 1 250
Total Cost		\$12 936
Activity		
• Subs (currently \$207/day)		
• Registration fees		
• Travel expenses		
• Other related expenses		
Total Cost		