

AISI Project Proposal/Plan

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

Project ID: 40037 (Current Status: Approved by Alberta Education)
Submitted Date: Apr-27-2009 Approved Date: Oct-05-2009 Last Updated: Oct-19-2009, Kathi Lalonde

a. Project Title:

Student Engagement; Catholic Learning Communities

b. Project Proposed for Which School Years?

2009/2010 2010/2011 2011/2012

c. School Authority Name:

Christ the Redeemer Catholic Separate Regional Division No. 3
School Authority Code: 4208

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: 16			
<ul style="list-style-type: none"> • Assumption Roman Catholic School • Good Shepherd School • Holy Cross Collegiate • Holy Family Academy 	<ul style="list-style-type: none"> • Holy Spirit Academy • Holy Trinity Academy • John Paul II Collegiate • Notre Dame Collegiate 	<ul style="list-style-type: none"> • Our Lady of the Snows Catholic Academy • Sacred Heart Academy • St. Anthony's School • St. Joseph's Collegiate 	<ul style="list-style-type: none"> • St. Luke's Outreach Centre Brooks • St. Luke's Outreach Centre Okotoks • St. Mary's School • The Centre for Learning@HOME

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

2009/2010	
Grade	Number Of Students
preK	
K	430
1	557
2	532
3	608
4	582
5	584
6	609
7	634
8	651
9	587
10	602
11	575
12	547
Total	7498

2010/2011	
Grade	Number Of Students
preK	
K	438
1	568
2	542
3	620
4	593
5	595
6	621
7	646
8	664
9	598
10	614
11	586
12	557
Total	7642

2011/2012	
Grade	Number Of Students
preK	
K	447
1	579
2	552
3	632
4	604
5	606
6	633
7	658
8	677
9	609
10	626
11	597
12	568
Total	7788

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"> All Students
Subject(s)	<ul style="list-style-type: none"> Language Arts/Literacy Mathematics/Numeracy
Theme(s)	<ul style="list-style-type: none"> Literacy Numeracy
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> Leadership Capacity (staff) Professional Learning Communities Other
Number of Students in Project	<ul style="list-style-type: none"> Over 10,000
Grade	<ul style="list-style-type: none"> K 1 2 3 4 5 6 7 8 9 10 11 12
Zone	<ul style="list-style-type: none"> Zone 5 Services
Number of Schools in Project	<ul style="list-style-type: none"> 6 or more
Location of School(s) involved	<ul style="list-style-type: none"> Rural & Urban
Division Grade Level	<ul style="list-style-type: none"> 1 (K-3) 2 (4-6) 3 (7-9) 4 (10-12)
School Authority Type	<ul style="list-style-type: none"> Separate School Jurisdiction
Types of Measures	<ul style="list-style-type: none"> Description of Quality Measures Provincial Achievement Tests Provincial Diploma Examinations

	<ul style="list-style-type: none"> • School Completion/Graduation Measures • Standardized Tests • Surveys
Constituency	<ul style="list-style-type: none"> • Banff-Cochrane • Highwood • Strathmore-Brooks • Drumheller-Stettler
City or Town Name	<ul style="list-style-type: none"> • Brooks • Canmore • Drumheller • High River • Okotoks • Oyen • Strathmore

Section A: 2. Project Description

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

This AISI project, High Impact Learning in Catholic Learning Communities, is created to provide educators the opportunity to improve student learning and engagement, and enhance the permeation of faith through the use of professional learning communities.

Educators will have opportunities to collaborate within a culture that has a focus on learning for all.

Through the professional learning community model, educators will collectively engage in inquiry to analyze the current reality, identify areas of student needs, improvement and engagement in the curricular areas of math and language arts, K-12. Aspirations will transform into goals and action through clearly stated outcomes (DuFour et al., 2008). Research based high yield instructional strategies that focus on effective instruction and assessment will be analyzed and form plans for effective instruction and activities for administrators, staff and students.

WHAT WE PLAN TO DO AND HOW:

Consult with all school administrators and teaching staffs regarding utilizing the PLC model and changing the school schedule district wide

Schedule job-imbedded professional development and teacher learning utilizing Catholic Learning Communities as the conduit by building structured meeting time for all teachers, at the same time, which is scheduled into our district school calendar.

Provide support for administrators by forming an administrative leadership team (CLC Administrators' Steering Committee). This committee will set goals for their own learning, as administrators, in order to support the professional growth for all school based administrators at our monthly principals' meetings. The ultimate goal is to facilitate improvement for instructional leaders, provide instructional leadership for individual school staffs, and act as a facilitator for teacher professional growth. Action and goals will be set together monthly in order to provide commonality, consistency, and shared learning across our district.

A school based steering committee will also be created at each our school sites to support professional learning for teachers and to focus on student improvement goals.

School Site-based CLC Steering Committee will facilitate and guide school staffs in developing goals. They will in turn use data from formal and informal student assessments, teacher observations and school surveys to assess student learning needs and areas for improvement. They will use current research to learn about, implement, practice, reflect and share research-based instructional strategies, best practices and student engagement strategies. Goals will be developed which identifying the specific high yield instructional strategies that will focus on improving student academic achievement, engagement and performance. Finally, data will be gathered and teaching staff will reflect on the evidence of student improvement. The important aspect of this process is that each and every teacher will be involved in creating goals. This will ensure teacher buy-in and relevance of the project to their teaching. Teachers voices will be heard and guarantee productive and constructive change. Student voices will be heard as their input will guide which student engagement practices are effective. Ultimately we will build shared responsibility for student learning.

Utilizing professional learning communities will ensure sustained and substantive change not only for student learning, but for teacher learning as well. Given that we are a Catholic school district and follow the teachings of Christ, our professional learning communities will focus on the integration of faith and its' permeation, thus the term Catholic Learning Community will be used the descriptor for this model. The strength of The Catholic Learning Community model is that we have created a structure where it will be utilized at all monthly principals' meetings and in each of our schools' weekly staff professional development meetings. Schedules have been structured such that each school in our district is engaged in Catholic Learning Communities at the same time each week. This will assist us in using common language, collective inquiry, common research, collaborative teamwork, and common goals and shared learning.

b. Indicate why the project is needed.

This project is needed in order to create a district-wide commitment to continuous improvement. We have learned from Cycle III, that engaging students in providing critical feedback about the effectiveness of the AISI project, allows educators to continue with what is working and change what isn't. This project will put continued effort in engaging students and ensuring student voice is included in all stages of the project.

Language Arts and Mathematics will be the areas of focus in curriculum. Given the new mathematics program of studies and the on-going goal of enhancing children's literacy skills, we believe that the formation of CLCs will allow us to learn specific instructional strategies to improve student learning.

CLCs will engage in an intentional process to impact our professional learning culture. Through reculturing, teachers will come to question and change their beliefs and habits. Through structural change of aligning our school schedules, we will be able to create common goals among all of our schools which will in turn enhance our ability to improve schools. We will be better able to communicate our shared mission, vision, values, and goals that are focused on student learning.

This project will clarify our purpose and goals allowing all of our staffs to share in learning and enhance a collaborative culture of learning. As Dufour outlines, the benefits of a shared vision motivates and energizes people, creates a proactive orientation, gives direction to people within an organization, establishes specific standards of excellence and creates a clear agenda for action (DuFour et al. 2008). We believe that this will be a critical step to improve student learning and engagement.

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?

AISI Cycle III allowed us to experience many new learnings within our schools. One of our schools in particular, attained outstanding results utilizing a professional learning community model to facilitate teacher learning. This school was a model for our district and in fact for the province. Teacher learning was deepened and a collaborative culture for improved student learning was established. The model was highly successful. Therefore, we decided that if we established this culture division wide, in each of our schools, we could build capacity and sustainability and ultimately improve student learning and performance with a division wide focus, purpose and intent. Cycle I focused on the needs of struggling students where we instituted a skills program and early reading intervention. Cycle II focused on enhancing student learning through brain based learning and differentiation. Cycle III had specific curricular foci within different schools including a technology project that focused on video-conferencing. This new cycle differs from all of our past projects in that it is intended to serve all students, to allow every teacher to be involved, and to include students' input to improve both learning and engagement.

This project is innovative for our district since the majority of our teachers have not experienced the power of CLCs. Even though this project has a division focus, it allows for individualization of goals in each of our school communities, through the work of their own site based CLCs. In addition, the ability of our schools to share a common learning structure will allow us to share across our division, in order to work together and learn together.

Schools will continue to explore digital technologies to add to the repertoire of instructional strategies and our online education school will continue to be involved in AISI, working within CLCs to improve program delivery and student learning and engagement.

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.
<p>Authority Administrators</p>	<p>All school division curriculum personnel were at the December AISI planning meeting. This group was supportive of the administrators decision, and also identified the PLC project as a way to meet the division goals and three year education plan.</p>	<p>We gave time for administrators to meet, provided time to discuss project development at monthly administrator's meetings, purchased resources to aid in research and gathered information from past projects, which informed our project.</p> <p>An administrative steering committee also formed. They will lead the entire administrative group through the PLC process, so it is learned and experienced, prior to administrators implementing PLC's into their own schools in September.</p>
<p>Business/Community Agencies</p>	<p>Parent Council was consulted on the next direction of AISI Cycle IV regarding the new structure through PLCs and the reculturation of mission, vision, beliefs, values and goals. Language arts, literacy skills, and mathematics were areas of importance.</p>	<p>Parents who children are working with the new mathematics curriculum expressed a need to understand how to support their children.</p> <p>Parents will continue to have input at Parent-council meetings. Parents will have on-going communication through council meetings, school newsletters, parent teacher evenings, and school events.</p>
<p>Parents</p>	<p>Parent surveys indicated that we need to continue to focus on student learning, instruction and engagement. This project will address and aim to meet and improve these needs.</p> <p>Since implementation will start in the fall of 2009, an informational newsletter was sent out to all parents, in each school community, informing them about PLC's and the planned embedded time for the upcoming school year.</p>	<p>Parents need to have a clear understanding what this project is about and how it will address their needs. This will be done via continual communication and information provided by the school newsletter, school council and local media.</p> <p>Parents were encouraged to contact school administrators with any concerns they may have and also attend parent council meetings; information and question answer period.</p>

Principals	<p>In late October, the AISI Coordinator went to each school to consult with each administrator about cycle 4 topics. They were encouraged at this time to start having discussions with their staff on the direction that they wanted to go in.</p> <p>Then in early December, we held a division wide PD day for the administrators. At this meeting a consensus was reached by all administrators that they wanted to create PLC's in their schools, as the vehicle for improved student learning.</p>	<p>As leaders within their school, they will provide their teachers with the knowledge and information of how a PLC works, leading them through the formation process. The ultimate goal is to develop a culture of learners and leaders within each school.</p>
School Board	<p>Senior administrators presented ideas for possible directions for the new AISI Cycle IV project at board meetings. Board trustees were given opportunities to add input and ideas. Time was given to discuss areas of focus for AISI and how these would integrate with the districts' 3 Year Education Plan.</p>	<p>Senior administrators will continue to keep the board trustees informed as to the progress of AISI Cycle IV. Board meetings will have time for presentations regarding AISI progress and time for discussion.</p>
School Council	<p>Associate superintendents will be attending school council meetings in May to meet with parents. They will be reviewing the project proposal with them.</p>	<p>Parents will have an opportunity to voice any questions they still have about the proposal, which was presented to them in April. Parent voices will be heard and will have the opportunity to have any further questions answered at this time.</p>
Students	<p>Student achievement and performance are analyzed to inform our goals and areas for improvement. Student surveys indicate that students require on-going communication.</p>	<p>Staffs will analyze how students will be included in our planning. Student voice is important to us, and therefore we will be working very hard to plan activities that will allow enhanced student feedback. Focus group discussions will be held to gather important data from students.</p>
Support Staff	<p>Support staff were informed about the new direction of our project and asked for input.</p>	<p>Support staffs too, have decided to have CLCs embedded into their regular meetings.</p>
Teachers	<p>Teachers had discussions at their schools, regarding the direction they wanted to go in for cycle 4, based on the needs of the students.</p> <p>Teachers were not only looking for professional growth, but a way to directly link this with student learning and improvement.</p>	<p>Teachers will be led through the PLC process at their schools, forming a collaborative culture, which will lead to future sustainability. Teachers will also be given embedded time to support the PLC project.</p>

Other Specify		
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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)
Chappuis, Chappuis and Stiggins	2009	Supporting Teacher Learning Teams	Educational Leadership, Feb 2009/ volume 66/ number 5 p.56-60
Hord and Hirsh	2009	The Principal's Role in Supporting Learning Commun	Educational Leadership, Feb 2009 volume 66/number 5 p.22-23
Henderson, Jennifer	2008	PLC's: School Leader's Perspectives	Educational Leadership, Aug 2008 volume 50/number 8
Reeves, Douglas B.	2008	The Learning Leader: Looking Deeper into Data	Educational Leadership, Dec 2008/Jan2009 volume 66/number 4 p.89-90
David, Jane. L	2008	What Research Says About Collaborative Inquiry	Educational Leadership, Dec 2008/Jan2009 volume 66/number 4 p.87-88
Steele and Parker-Boudett	2008	The Collaborative Advantage	Educational Leadership, Dec 2008/Jan2009 volume 66/number 4 p.54-59
Goebel, Jerry	2008	Reimagining Education: How We Teach, What We Teach	
Jane E. Pollock	2007	Improving Student Learning, Once Teacher at a Time	
Robert J. Marzano	2007	The Art/Sci.of Teaching; A Comprehensive Framework	
Dufour, Dufour, Eaker	2008	Revisiting Prof. Learning Communities at Work	

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.

1245 - Northern Lights School Division No. 69 - 30247 - School Improvement Teams
 1085 - Grande Yellowhead Regional Division No. 35 - 30375 - Focusing On Instructional Strategies
 9106 - Bears paw Christian School Society - 30158 - Professional Learning Communities K-12
 9272 - Bosco Homes A Society For Children And Families - 30126 - Professional Learning Communities
 1325 - Wild Rose School Division No. 66 - 30236 - Creating Enhanced Learning Environments
 1180 - Foothills School Division No. 38 - 30240 - Igniting the Power of Learning

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

Our project design and implementation comes from the research resources listed above. Our school division was looking for a way to continue to improve student learning, build learning communities within our schools and across the division, as we are regionally spread out, and to build faith capacity and leadership of our teachers.

DuFour's work, "Revisiting Professional Learning Communities at Work" clearly explains the benefits of creating a culture of collaboration within a school. His research tells us that when student learning is the central focus, you have healthy school environments, which are more likely to exhibit academic success. We want to work on creating environments that combine research with practice, reflection and our Catholic faith to improve student learning, creating a Catholic Learning Community.

In order to build a Professional Learning Community culture, we will follow Dufour's process which includes:

- a) Develop shared mission, vision, values and goals, with respect to improving student learning, using instructional and faith formation strategies.
- b) Create a collaborative culture around the topics of instructional strategies and faith formation, to improve student learning and attitudes around instruction and faith.
- c) Engage staff in collective inquiry around best practices and current realities, with respect to improving student learning, using instructional and faith formation strategies.
- d) Develop action oriented instructional and faith formation strategies, with respect to improving student learning.
- e) Engage staff in the continuous learning circle (learning, discussion, implementation/practice, reflection, sharing/discussion, practice/modify, with respect to improving student learning, using instructional and faith formation strategies.

The implementation of these strategies will help us commit to and create a culture of continuous improvement.

Secondly, students need to be engaged as learners, in order for true, effective learning to occur. Teachers need to have a research based focus to learn about and implement effective teaching strategies. Therefore, the work of Marzano and Pollock will be used to examine effective instructional strategies to improve student learning. We will look at areas of instructional planning, delivery and assessment, to guide our learning communities to work towards improved student learning and increasing student skill in areas of need.

Finally, since we are a faith based school division, we see a need to focus on more than just religious education instruction. We want our schools to reflect our belief in being active learners and reflective

practitioners of our faith. With research, modeling, instruction and reflection, we want to be able to give students a complete experience of their faith, by creating a stronger faith culture in our schools that students experience on a daily basis. We will be using the resource "Reimagining Education" by Jerry Goebel to help us with our faith development. Goebel's work is based on three tenants: enthuse, encourage and engage, which all need to be a part of how and what we teach students today. This faith component of our project is complimented well by the work of DuFour, Marzano and Pollock.

In addition to four major book resources, we have used many other articles to inform our cycle 4 initiative. However, this list of resources does not limit us to only three resources. Because of the action research that will accompany our project, this is just a sampling of the types of resources that will guide our initiative over the next three years.

Improvement Goals:

	Goals	Strategies	Measures
Student Learning	<p>Every school in Christ the Redeemer Catholic School Division will use the following goals as part of their AISI project; we are doing one project for the entire division.</p> <p>1)We will improve student</p>	<p>Use Catholic Learning Communities to:</p> <p>a) develop shared mission, vision and values to achieve our goals.</p> <p>b) create a collaborative culture with respect to our goals.</p> <p>c) in collective inquiry around best practices and current realities, with respect to our goals.</p> <p>d) develop action oriented strategies, to achieve our goals.</p> <p>e) engage staff in the continuous learning circle (learning, discussion, implementation/practice, reflection,sharing / discussion, practice/modify) as a means to achieve our goals.</p> <p>This will be done, using these specific strategies:</p> <p>*Work together in Professional Learning Communities (PLC's)</p> <p>*Quality Teaching - as per Teaching Quality Standards (TQS)</p> <p>*Job embedded teacher collaboration time/ professional development</p> <p>*Analysis of student achievement data</p> <p>*Discussions/ feedback on implemented engagement strategies</p> <p>* Mentoring</p> <p>*Reading current professional literature</p> <p>*Engaging in professional dialogue</p> <p>*AISi coordinator to work with schools / teachers/students</p> <p>*Parental Involvement</p> <p>*Building common academic/faith vocabulary</p> <p>* Course by course pass rates</p> <p>*AISi Religious Education</p>	<p>- % of students achieving acceptable standard on Language Arts & Mathematics PAT and Diploma Exams (gr.3,6,9,12)</p> <p>- high school completion rate</p> <p>- # of Rutherford Scholarships Awarded</p> <p>- % taking diploma exams</p> <p>- drop out rate</p> <p>Staff survey questions</p> <p>Q1. How satisfied are you with the quality of education your students are receiving?</p> <p>Q2. How satisfied are you with the quality of teaching at your school?</p> <p>Q3. To what extent do you agree that students at your school find school work interesting?</p> <p>Q4. To what extent do you agree that students are encouraged at your school are encouraged to try their best?</p> <p>Q5. To what extent do you agree that teachers at your school care about their students?</p> <p>Q6. To what extent do you agree that students can easily access programs and services at your school to get help with school work?</p> <p>Q7. To what extent do you agree that when students need it, teachers at your school are available to help them?</p> <p>Q8. In your opinion, has the quality of education at your school improved, stayed the same or declined in the past three years?</p> <p>Student survey questions</p> <p>Q1. Overall, how satisfied are you with the education you are receiving at school?</p> <p>Q2. How satisfied are you with</p>

	<p>learning, performance and engagement in Language Arts and Mathematics, K-12.</p> <p>2)We will improve the faith formation of our students.</p>	<p>Director and lead religion teachers to work with schools/teachers/students</p> <p>Each individual school may be addressing the curricular areas of language arts and mathematics for student improvement and learning, based on their school survey results and Alberta Education Accountability Pillar Results, starting in the fall of 2009. Because of this, each school community may have a slightly different student focus for improved learning, but while still focusing on improved student learning and faith formation of students. The following are possible strategies that each school may use, in order to address student learning needs.</p> <ul style="list-style-type: none"> - student engagement using: - digital technology - critical thinking - cooperative learning - experiential learning - research based instructional strategies - assessment for learning - alternate delivery/instructional options (V.C., traditional schooling, virtual schooling, home schooling, outreach programming) - differentiated instructional strategies to meet diverse needs of students within a classroom - pyramid of interventions - reading/writing strategies 	<p>the quality of teaching at your school?</p> <p>Q3. To what extent are you satisfied with the quality of teaching at your school?</p> <p>Q4. To what extent do you agree that my school work is interesting?</p> <p>Q5. To what extent do you agree that at school I am encouraged to try my best?</p> <p>Q6. To what extent do you agree that your core subjects (math, LA, SS and SCI.) are useful to you?</p> <p>Q7. To what extent do you agree that it is easy to get help with school work if you need it?</p> <p>Q8. To what extent do you agree that when you need it, teachers at my school are available to help me?</p> <p>Q9. To what extent do you agree that your teachers care about you?</p> <p>Faith Survey Questions (same for parents, students and teachers)</p> <p>Q1. How satisfied are you with the religious celebrations that are held at your school?</p> <p>Q2. How satisfied are you with what is learned in religious studies classes?</p> <p>Q3. How satisfied are you with your school's effort to do all things like Jesus would want them done?</p> <p>Q4. How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic Education?</p> <p>Q5. How satisfied are you with that the mission and fundamental beliefs are implemented consistently?</p>
<p>Other Related</p>			<p>Parent Survey Questions</p> <p>Q1. How satisfied are you with the quality of education your child is receiving at school?</p>

	<p>3) We will improve student, teacher and parent attitudes toward learning.</p>	<p>*Work together in Catholic Learning Communities *Job embedded teacher collaboration time/professional development *Engaging in professional dialogue *Parental Involvement *Building common language and understanding</p>	<p>Q2. How satisfied are you with the quality of teaching at your child's school? Q3. To what extent do you agree that your child finds school work interesting? Q4. To what extent do you agree that your child is encouraged to try his/her best? Q5. To what extent do you agree that teachers at your school care about your child? Q6. To what extent do you agree that your child can easily access programs and services at school to get help with school work? Q7. To what extent do you agree that when your child needs it, teachers at your school are available to help him/her? Q8. In your opinion, has the quality of education that your child experienced at school improved, stayed the same or declined in the past three years?</p>
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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)?

Our cycle 4 AISI initiative is related to our 3 year education plan. Based on the analysis in the following areas, we found the need for our proposed AISI initiative.

1) Christ the Redeemers' strategy to address the Accountability Pillar Results addresses the following goals from Alberta Education:

Goal 1: High Quality Learning Opportunities for All

Goal 2: Excellence in Learner Outcomes

Goal 3: Highly Responsive and Responsible Jurisdiction

2) Site based administrators involve their School Councils in development of their school plans, which then inform the jurisdiction's plan. This process involves analyzing jurisdictional results, identifying gap areas, and suggesting strategies which might address these gap areas.

3) Christ the Redeemer Catholic Schools is committed to maintaining and achieving excellent Accountability Pillar Results. The major goals of this include:

- To provide direct, regular and ongoing support to the school principals as they strive to make their schools beacons of teaching and learning.

- To provide support for staff in curriculum areas, co-ordination of programs, and promotion of best practices designed to maximize the learning opportunities for all students.

- Through servant leadership, lead, teach, coach and inspire school principals to achieve results and realize heights of accomplishments never before thought possible.

4) Although faith is a response to God of the whole person, there is an important cognitive /knowledge component of faith which equips the person to understand the fundamentals of the faith and enter into a meaningful dialogue with the faith tradition. Annually, schools develop, implement and monitor faith plans designed to enhance the faith environment of the entire school community.

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.

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Accountability Pillar Measures Measure: 3. PAT: Acceptable </div> </div>				
Measure Description	Percentage of students achieving acceptable standard on PAT exams based on the past 3 year average (2007, 2008, 2009).			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		82.4	1775	
2009/2010	83.4	.00	1810	
2010/2011	83.9	.00	1846	
2011/2012	84.5	.00	1882	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Accountability Pillar Measures Measure: 5. Diploma: Acceptable </div> </div>				
Measure Description	Percentage of students achieving Acceptable Standard on Diploma Exams based on the past 3 year average (2007, 2008, 2009).			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		89.8	521	
2009/2010	90.8	.00	531	
2010/2011	91.2	.00	541	
2011/2012	91.5	.00	551	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Accountability Pillar Measures Measure: 1. Drop Out Rate </div> </div>				
Measure Description				
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		3.6	2283	
2009/2010	3.1	.00	2328	
2010/2011	2.9	.00	2374	
2011/2012	2.7	.00	2421	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Accountability Pillar Measures Measure: 2. High School Completion Rate (3 yr) </div> </div>				
Measure Description				

Results	Target	Actual	Number of Students	Comment (optional)
Baseline		77.6	604	current number of gr. 10 students
2009/2010	79	.00	616	
2010/2011	80	.00	628	
2011/2012	81	.00	640	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Accountability Pillar Measures Measure: 7. Diploma Exam Participation Rate (4+ Exams) </div> </div>				
Measure Description				
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		59.2	521	
2009/2010	62	.00	531	
2010/2011	63	.00	541	
2011/2012	64	.00	551	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Accountability Pillar Measures Measure: 8. Rutherford Scholarship Eligibility Rate </div> </div>				
Measure Description				
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		55.9	521	
2009/2010	67	.00	531	
2010/2011	68	.00	541	
2011/2012	69	.00	551	

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.

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Locally Determined Surveys Measure: 3. Teacher/Staff Satisfaction Survey </div> </div>					
Measure Description	How satisfied are you with the quality of education your students are receiving?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		99.3	258		
2009/2010	99.6	.00	260	98.00	All response rates given in percent.
2010/2011	99.7	.00	260	98.00	
2011/2012	99.8	.00	260	98.00	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Locally Determined Surveys Measure: 3. Teacher/Staff Satisfaction Survey </div> </div>					
Measure Description	To what extent do you agree that students at your school find school work interesting?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		93.6	258		
2009/2010	94.6	.00	260	98.00	All response rates given in percent.
2010/2011	94.9	.00	260	98.00	
2011/2012	95.2	.00	260	98.00	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div style="text-align: center;"> Measure Category: Locally Determined Surveys Measure: 2. Student Satisfaction Survey </div> </div>					
Measure Description	To what extent are you satisfied with the quality of teaching at your school?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		98.7	396		
2009/2010	99.2	.00	400	95.00	All response rates given in

					percent.
2010/2011	99.3	.00	400	95.00	
2011/2012	99.4	.00	400	95.00	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div> <p>Measure Category: Locally Determined Surveys</p> <p>Measure: 2. Student Satisfaction Survey</p> </div> </div>					
Measure Description	To what extent do you agree that my school work is interesting?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		91.2	400		
2009/2010	92.5	.00	400	95.00	All response rates given in percent.
2010/2011	93	.00	400	95.00	
2011/2012	93.5	.00	400	95.00	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div> <p>Measure Category: Locally Determined Surveys</p> <p>Measure: 1. Parent Satisfaction Survey</p> </div> </div>					
Measure Description	How satisfied are you with the quality of education your child is receiving at school?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		93.3	400		
2009/2010	94.5	.00	400	30.00	All response rates given in percent.
2010/2011	95	.00	400	30.00	
2011/2012	95.5	.00	400	30.00	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div> <p>Measure Category: Locally Determined Surveys</p> <p>Measure: 1. Parent Satisfaction Survey</p> </div> </div>					
Measure Description	How satisfied are you with the quality of teaching at your child's school?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		92.6	400		
2009/2010	93.6	.00	400	30.00	All response rates given in percent.

2010/2011	94.1	.00	400	30.00	
2011/2012	94.6	.00	400	30.00	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div> <p>Measure Category: Locally Determined Surveys</p> <p>Measure: 1. Parent Satisfaction Survey</p> </div> </div>					
Measure Description	To what extent do you agree that your child finds school work interesting?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		79.3	400		
2009/2010	80.5	.00	400	30.00	All response rates given in percent.
2010/2011	81.5	.00	400	30.00	
2011/2012	82.5	.00	400	30.00	

<div style="display: flex; justify-content: space-between; align-items: center;"> Delete <div> <p>Measure Category: Locally Determined Surveys</p> <p>Measure: 2. Student Satisfaction Survey</p> </div> </div>					
Measure Description	Overall, how satisfied are you with the education you are receiving at your school.				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline					
2009/2010					
2010/2011					
2011/2012					

Section B: 1c. Qualitative Measures

Qualitative data provide rich, transferable descriptions of individuals` experiences of educational phenomena, with a focus on process, meaning and human behaviours as they occur in context. Sources of evidence might include: interview transcripts, written reports (e.g., policy documents; observation field notes), focus group transcripts, video/audio 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.)
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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
<p>a. Instructional Strategies:</p> <p>Projects must identify instructional strategies to be used to improve student learning.(i.e. technology integration, clarifying and sharing learning outcomes with students, differentiated instruction, etc.)</p>	<p>-Instructional strategies that help students interact with new knowledge, practice & deepen understanding, generate and test hypotheses about new knowledge, engaging students: IE: summarizing and notetaking, nonlinguistic representations, questioning, reflection,visual tools for constructing knowledge, helping students reflect and identify errors in thinking, engaging students in investigation tasks that require them to generate and test hypotheses. IE: engagement strategies that include students talking about themselves and sharing reflections, tapping into student passion areas and enhancing critical thinking, reasoning, perspectives, etc.</p> <p>- Consistent design and development of lessons, which address prior and new student learning, identifies learning objectives, allows for student input, demonstrates teacher and student modeling, incorporates understanding checkpoints and allows time for independent practice.</p> <p>- Using a variety of organizational and data recording strategies, creating cooperative learning environments, consistent planning and delivery of all lesson components, variety of questioning techniques and assessments that reflect on teaching practices, with the goal to improve student engagement and enhance academic content learning.</p> <p>- Establishing and maintaining positive relationships contributing to improved student learning and stronger teacher-student team learning relationships.</p>	
<p>b. Student Assessment:</p> <p>Projects must provide annual evidence of student learning and performance.</p>	<p>- Use data to identify areas of need in student improvement and skill development. PAT's, diploma exams and accountability pillar results will be analyzed in order to set out specific learning goals which will be linked to classroom instructional strategies used to improve student learning and skill development.</p>	

	<ul style="list-style-type: none"> - In learning teams (subject, grade, interest groups), set up clear, common guidelines articulating how students will demonstrate their mastery for each identified area of improvement. - Development of common, comprehensive assessments and benchmarks for each targeted area of improvement. Assessments will reflect meeting the need of the targeted area, providing comparative feedback and information for learning teams. - Identified problem areas, from assessment and discussion, will provide teachers with information, allowing them to reflect on instructional practices and implement strategies to enhance instructional effectiveness, addressing areas in need of improvement. This also creates assessment and instructional consistency among learning groups. - A combination of assessment strategies will be use: assessment for and of learning. This includes using a variety of assessment tools, to track learning (ex. portfolios, tests, performance tasks) - In combination, all instructional strategies identified will create a collaborative learning environment, which is committed to continuous improvement. - Clear instructional and assessment expectations will be set out for students and parents, incorporating student responsibility and accountability for their own learning and school work. 	
<p>c. Project Management and Coordination:</p> <p>AISI Coordinators are responsible for managing, supporting, and coordination projects. It is expected that Project Management and 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.</p>	<ul style="list-style-type: none"> - 0.2 FTE divisional curriculum associate superintendents will oversee the project management and coordination, led by the divisional AISI coordinator. - 0.3 F.T.E. central office AISI coordinator. The coordinator will work with school based administrators and AISI lead teachers to review project goals, review and reflect on what is working with the project (successes) and areas that need more focus and support. Support will be provided through necessary resources, planning and workshop coordination. The AISI coordinator will also work with administrators and AISI lead teachers, to assist them completing yearly APAR reports. 	

	<ul style="list-style-type: none"> - AISI lead teachers will work with their administrators and teachers to help implement and achieve project goals. They will also help build and support leadership capacity at the school level, encouraging and supporting the professional learning community environment. - School based learning teams (subject, grade, specific interest groups) will meet one time per week, during a common scheduled time. During this time, learning teams will: research various instructional strategies to support targeted areas of need; evaluate data to set targets and goals to improve learning; reflect on and build common assessments; evaluate progress in each targeted area and identify the necessary strategies needed for improvement; and implement appropriate strategies needed for student skill development. - Expectations during common planning time will be supported by curriculum superintendents, AISI coordinator, AISI lead teachers and teacher leaders, so that this time functions as a professional learning community. Within the PLC's, discussions will be research based, focus on improved student learning, reflect on teacher practice, related to identified areas of needed improvement, reflect on various targeted instructional and assessment strategies, and share in what is working and what still needs focus and support. 	
<p>d. Professional Development:</p> <p>School authorities must provide professional development as it is essential to the school 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.</p>	<ul style="list-style-type: none"> - The initial process will involve training administrators in the Catholic Learning Community process. A small group of administrator leaders, who are trained and have experience with PLC's, will work with their administrative colleagues, guiding them through the process. This will be done monthly at administrator meetings. In addition, various experts will work with the administrator team, building their skills and expertise in this area. - Administrators will have skills, which can be used when implementing the process into their schools. - Professional reading materials on Professional Learning Communities and Instructional Strategies will be provided for staff members, building background knowledge, so they can put their reading 	

	<p>into action.</p> <ul style="list-style-type: none"> - Use ATA as an additional resource, for PLC workshop facilitation with learning teams. - Implementation of scheduled common collaboration time, one time per week, will enable teachers to collaborate frequently, and provide them time to develop skills to function as a PLC. - Divisional team leaders and site based leaders will be charged with the task of leading their PLC's in weekly PD sessions, using embedded time. - Divisional grade/subject teams will meet 2 days per year, to discuss areas of need across the division and share strategies that are working and areas that still need focus and support, targeting specific instructional skills to address these areas. - 2 division wide Faith PD days; functioning as a large PLC and building faith development skills. - 1 divisional PD day, for overview and initial implementation of PLC process. - Teachers will have opportunities, through school based PD funds, to attend external workshops/conferences. They will be expected to reflect on and share their new learning with the school based teams and apply this new learning to improve student learning. 	
<p>e. Parental & Community Involvement:</p> <p>There must be meaningful involvement of parents in planning the proposal.</p>	<p>Parental and Community Involvement will be focused on in the following ways:</p> <ul style="list-style-type: none"> - Work closely with school council chairs, trustees, ward committee members and parent council, building a shared understanding of the cycle 4 AISI project and how it is intended to improve student learning. - Involving parents in their child's education is paramount for increased student school success. We plan on involving our parents by inviting them to volunteer in the school, participating in parent education (council meetings), supporting students at home, sharing expertise, knowledge, talents and gifts within the school. - Parents in the local community also need to be informed and involved through the use of the following: <ul style="list-style-type: none"> Education our parents on new initiative implementation 	

	<p>Celebrations of learning Newsletters Phone calls and personal contact School councils and parent advisories Pamphlets, brochures, and handbooks Displays Surveys and input Parents and community members as mentors, partners Participation in school events</p> <p>- Research findings from the University of Calgary Provincial Research Review's Article: The Role of Parents and Community in Supporting Student Success, written by Joanne Steinmann, Gary Malcolm, Arlene Connell, Stephanie Davies and Joy McMann supports the role of parental and community involvement which plays a key role in improved student learning. Thus, we will work in all of these areas, for cycle 4, in order to strengthen parental and community member ties with the school.</p>	
<p>f. Knowledge Dissemination, Sharing and Communication:</p> <p>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.</p>	<p>We plan on sharing our project success and findings by:</p> <ul style="list-style-type: none"> - Having schools write about and share their successes by contributing articles to the division AISI newsletter; in addition, submitting these articles to the School Improvement Scoop and ATA Newspaper for publication. - local newspaper/media announcements - Pass on these submissions to the best practices section of the AISI website, for posting and sharing with others. - Celebrate through school events, informing parent and local community how it is linked to our AISI project. - Having teachers showcase their challenges and successes in the poster board display area and in specific sessions, at the AISI conference. - AISI coordinator and teacher teams present findings at parent council, trustee and ward meetings. - Sharing individual school success with entire school division, at division events (PD Days, Faith Days, via videoconferencing during common collaboration time, divisional/grade/subject retreats) 	
<p>g. Networking:</p>	<ul style="list-style-type: none"> - Networking will be done by sharing and 	

<p>Project leaders are encouraged to use networks for knowledge dissemination and the exchange of information, ideas, and resources. Networks include face-to-face and digital communication.</p>	<p>collaborating with colleagues within our own division as well as colleagues from other school divisions. This will be done via telephone conversations, e-mail communication, sharing of information through school division websites and at conferences and workshops.</p>	
<p>h. Integration and Sustainability:</p> <p>Projects must indicate how educators will integrate what is learned: how they incorporate new practices, strategies, learnings, and key findings into their instructional repertoires. AISI projects are designed to have lasting impact on educational practices in schools. Proposals must indicate how the school authority plans to continue to benefit students and influence effective teacher practices in future years (beyond the AISI project).</p>	<p>- By using the PLC model, teachers will work in a collaborative team environment. This will become part of the school culture, in which the way things are done. This will allow teachers to get feedback and have an opportunity to compare and share data and results with other colleagues.</p> <p>- Teachers will also be using data to inform instruction practices, which will then be implemented and reflected in learning teams.</p> <p>This process allows teachers to improve their performance, as they are working in teams. It is from these types of focused conversations and reflective practice that integration and sustainability will occur. This model of collaboration will be sustainable as it will become part of teacher practice and the school culture in our division.</p>	
<p>i. Project Evaluation Process:</p> <p>Evidence is more compelling if it is corroborated through multiple sources. Projects describe the evaluation methods and data sources they will use to determine the success of their project. Multiple methods (e.g., student assessment, surveys), data sources (students, parents, teachers), and levels (e.g., grades 1, 2, 3, etc.) are recommended.</p>	<p>Our project will be evaluated by using several sources. We will be using:</p> <ul style="list-style-type: none"> - % of students achieving acceptable standard on PAT and Diploma Exams (gr. 3, 6, 9 & 12) - high school completion rate - # of Rutherford Scholarships Awarded - % taking diploma exams - drop out rate - school surveys (parents, students and teachers) - faith surveys (parents, students and teachers) 	

Section B: 3. Staffing Requirements

Projects must identify the people who will be involved. Staff can include teachers and AISI coordinators, other professionals, teaching assistants, administrative and support staff.

	FTE 2009/2010		FTE 2010/2011		FTE 2011/2012	
	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*
Certificated Teachers						
Teachers	2.20		2.20		2.20	
AISI Coordinators	0.40		0.40		0.40	
Other Personnel						
Professionals (e.g., Social Worker, Liaison Worker)	0.00					
Teaching Assistants	0.00					
Administrative Support Staff	0.00					
Other	0.00					
Total FTE	2.60	0.00	2.60	0.00	2.60	0.00
Total \$ amount allotted for Staffing & Benefits	188,000		188,000		188,000	

*FTEs allocated for AISI projects that are not paid with AISI funds
If there are no FTEs please indicate with a "0".

**Section B: 4 Budget & Financial Report
B4a. Estimated Project Budget**

Please use Section B4b (Estimated Project Budget - Comments) to provide comments on budgeted amounts and/or reported actuals **if necessary**.

Revenue	2009/2010		2010/2011		2011/2012	
	Approved Budget*	Working/Actual YTD	Proposed Budget*	Working/Actual YTD	Proposed Budget*	Working/Actual YTD
Unexpended Funds at the beginning of year			0	0	0	0
AISI Funding	1,002,495	0	1,002,495	0	1,002,495	0
Funding from other sources	0	0	0	0	0	0
Approved AISI Funding transferred to/from other AISI projects	0	0	0	0	0	0
Total Revenue	1,002,495	0	1,002,495	0	1,002,495	0
Expenses						
Project Management	49,500	0	49,500	0	49,500	0
Check where applicable: <input checked="" type="checkbox"/> Office Supplies <input checked="" type="checkbox"/> Travel Expenses <input type="checkbox"/> Other expenses (Please comment in section B4b)						
Salaries and Benefits	188,000	0	188,000	0	188,000	0
(Cost of FTEs charged to this project). Check where applicable: <input checked="" type="checkbox"/> Lead Teachers <input type="checkbox"/> Internal Consultants/Specialists <input type="checkbox"/> Support Staff <input type="checkbox"/> AISI Coordinator <input type="checkbox"/> Classroom Teachers						
Professional Development	753,995	0	753,995	0	753,995	0
Check where applicable: <input checked="" type="checkbox"/> Resource Materials <input checked="" type="checkbox"/> External Consultants/Presenters Fees <input checked="" type="checkbox"/> Sub Costs <input type="checkbox"/> Travel/Accommodation/Meals/Facilities <input type="checkbox"/> Other Related Costs (Please comment in section B4b)						
Instructional Material/Resources	5,500	0	5,500	0	5,500	0
Equipment	5,500	0	5,500	0	5,500	0
Equipment and Other Capital, together, will not exceed 10% of project expenses.						
Other Capital	0	0	0	0	0	0
Total Expenses	1,002,495	0	1,002,495	0	1,002,495	0
Unexpended Funds	0	0	0	0	0	0

*Proposed budget will change to Approved budget upon approval.

Section B: 4 Budget & Financial Report
B4b. Estimated Project Budget - Comments

This section is designed to provide you with an opportunity to clarify/explain budgeted amounts and/or reported actuals:

	Comment
Revenue	
A. Unexpended Funds at the beginning of year	
B. AISI Funding	1,002,495.00
C. Funding from other sources	0.00
D. Approved AIS funding transferred to/from other AIS projects	0.00
Total Revenue	1,002,495.00
Expenses	
Project Mangeme	45,000.00 (District AISI Coordinator)
• Office Supplies	500.00
• Travel Expenses	3000.00
• Other Expenses	1000.00
Salaries and Benefits	188,000.00
• Lead Teacher (s)	188,000.00 (Divisional Team Leaders, School Based Team Leaders)
• Internal Consultant	0.00

• Support Staff	0.00
• AISI Coordinator	45,000.00 (District AISI Coordinator) Included in Project Management line item
• Classroom Teachers	0.00
Professional Development	649,500.00
• Resource	44,495.00
• External Consultant Fees	60,000.00
• Sub Costs	(included in General PD Budget of 649,500.00)
• Travels	(included in General PD budget of 649,500.00)
• Other Related Costs	0
Instructional Materials	5,500.00
Equipment	5,500.00
Other Capital	0.00
Total Expenses	1,002,495.00
Unexpended Funds	0.00

*Proposed budget will change to Approved budget upon approval.

Section B: 5. Attachment (Optional)

Please attach additional supplementary documents in this section that may be helpful in reviewing this project. (Excel spreadsheet, Word format or PDF)

Note: File cannot exceed 1000KB in Size or 20 pages single spaced.

File Sent	File Received	Sent Date	Received Status	Copyrighted Document
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Section B: 6. Project Contacts

Key project contacts who can provide additional information about the project should be included.

Surname	Given Name	Position	Business Address	City	Postal Code	Phone Number	Fax Number	E-mail Address
O'Brien	Michael	Superinter						mwobrien@redeemer.ab.ca
Lalonde	Kathi	AISI Coordinat	46 Elma Street West	Okotoks	T1S1J7	403-938- 2659		klalonde@redeemer.ab.ca

Section B: 7. Superintendent/CEO Certification

As part of the accountability process, the Superintendent/CEO must certify that the project meets requirements. Please note that the Superintendent will be required to complete this section on the online Extranet submission to Alberta Education.

Project ID: 40037 Current Project Status: Approved by Alberta Education		
Does this project:	Yes	No
1. Address an identified need?	<input checked="" type="radio"/>	<input type="radio"/>
2. Address goals strategies, schools, grades, etc., that are different from those addressed in Cycles 1, 2 and 3 (2000-2009)?	<input checked="" type="radio"/>	<input type="radio"/>
3. Have meaningful involvement of the community, including school councils?	<input checked="" type="radio"/>	<input type="radio"/>
4. Have the support of those who will implement it?	<input checked="" type="radio"/>	<input type="radio"/>
5. Have a research base?	<input checked="" type="radio"/>	<input type="radio"/>
6. Have a processes in place for ongoing monitoring during the cycle?	<input checked="" type="radio"/>	<input type="radio"/>
7. Identify provincial and/or local (and quantitative or qualitative) measures that appear reasonable?	<input checked="" type="radio"/>	<input type="radio"/>
8. Have improvement targets that are achievable?	<input checked="" type="radio"/>	<input type="radio"/>
9. Identify strategies that have a reasonable chance of achieving the improvement goal(s) and target (s) (Refer to question A5.)	<input checked="" type="radio"/>	<input type="radio"/>
10. Include a workable plan for knowledge dissemination and sharing? (Refer to question B5.)	<input checked="" type="radio"/>	<input type="radio"/>
11. Identify appropriate evaluation methods? (Refer to question B3.)	<input checked="" type="radio"/>	<input type="radio"/>
12. Have FOIP compliance regarding names in the proposal and/or attachments.	<input checked="" type="radio"/>	<input type="radio"/>
13. Superintendent/CEO Approval	<input checked="" type="radio"/>	<input type="radio"/>

