

AISI Project Proposal/Plan

(To print these forms, set your browser margins to 0.5" for all margins, left right, top and bottom)

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

update	40104		1135	A	10
581	Extranet	4	1	ProjectTitle.cfm	../Cycle4/Proposa

Project ID: 40104 (Current Status: Created)

Created Date: May-20-2009 Last Updated: Sep-01-2009, Stephen Harris

<p>a. Project Title: Passion for Learning: Words and Numbers <input style="width: 100px;" type="text" value="Passion for Learning"/></p> <p>b. Project Proposed for Which School Years? <input checked="" type="checkbox"/> 2009/2010 <input checked="" type="checkbox"/> 2010/2011 <input checked="" type="checkbox"/> 2011/2012</p> <p>c. School Authority Name: Livingstone Range School Division No. 68 School Authority Code: 1135</p>
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40104	1135	../Cycle4/Proposa	10	4	1
A	581	Extranet	500		

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

update	40104	1135	A	10	581
		SchoolInvolved.c	../Cycle4/Proposa		

Actual Number of Schools Involved: **27**

- | | | | | |
|--|---|--|--|--|
| <ul style="list-style-type: none"> • A B Daley Community School • Canyon Elementary School • Clear Lake Colony School • Crowsnest Consolidated High School • Daly Creek Colony School | <ul style="list-style-type: none"> • F. P. Walshe School • G. R. Davis School • Granum Schools • Greenwood Colony School • Horace Allen School • Isabelle | <ul style="list-style-type: none"> • J. T. Foster School • Little Bow Colony School • Livingstone Colony School • Livingstone School • Matthew Halton High School | <ul style="list-style-type: none"> • Pincher Creek Sunset Colony • Spring Point Colony School • Stavelly Elementary School • Thompson Colony School • W. A. Day Elementary School • Waterton New | <ul style="list-style-type: none"> • West Meadow School • Willow Creek Colony School • Willow Creek Composite High School |
|--|---|--|--|--|

• Ewelme Colony School	Sellon School	• Parkland Colony School	Yarrow Colony School	
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Section A: 1e. Project Parameters
Students and Grades Involved

update	40104	30	581	1135	A
10	StudentGradesIn	../Cycle4/Proposa	4	3	,10,11,12,
14					

2009/2010	
Grade	Number Of Students
21	
0	
preK	
22	
9071	36
K	
23	
9072	47
1	
24	
9073	20
2	
25	
9074	29
3	
26	
9075	48
4	
27	
9076	28
5	

2010/2011	
Grade	Number Of Students
21	
0	
preK	
22	
9086	36
K	
23	
9087	47
1	
24	
9088	20
2	
25	
9089	29
3	
26	
9090	48
4	
27	
9091	28
5	

2011/2012	
Grade	Number Of Students
21	
0	
preK	
22	
9096	36
K	
23	
9097	47
1	
24	
9098	20
2	
25	
9099	29
3	
26	
9100	48
4	
27	
9101	28
5	

28		
9077		32
6		
29		
9078		60
7		
30		
9079		36
8		
31		
9080		45
9		
32		
9081		0
10		
33		
9082		0
11		
34		
9083		0
12		
Total		381

28		
9092		32
6		
29		
9093		60
7		
30		
9094		36
8		
31		
9095		45
9		
32		
0		
10		
33		
0		
11		
34		
0		
12		
Total		381

28		
9102		32
6		
29		
9103		60
7		
30		
9104		36
8		
31		
9105		45
9		
32		
0		
10		
33		
0		
11		
34		
0		
12		
Total		381

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**

Main Project Category (based on expected outcome)	
Targeted Students	<ul style="list-style-type: none">• At-Risk (not coded)
Subject(s)	<ul style="list-style-type: none">• Language Arts/Literacy• Mathematics/Numeracy
Theme(s)	<ul style="list-style-type: none">• Assessment• Student Services - General
Teaching Strategies/Programs	<ul style="list-style-type: none">• Assessment for Learning• Differentiated Instruction• Inclusive Education
Number of Students in Project	<ul style="list-style-type: none">• 1,001-2,500
Grade	<ul style="list-style-type: none">• K• 1• 2• 3• 4• 5• 6• 7• 8• 9• 10

	<ul style="list-style-type: none"> • 11 • 12
Zone	<ul style="list-style-type: none"> • Zone 6 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
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"> • Public School Jurisdiction
Types of Measures	<ul style="list-style-type: none"> • Final Teacher awarded Marks • Locally Developed/Teacher Made Tests • Observation/Checklists • Provincial Achievement Tests • Standardized Tests • Surveys
Constituency	<ul style="list-style-type: none"> • Livingstone-Macleod
City or Town Name	<ul style="list-style-type: none"> • Blairmore • Claresholm • Coleman • Fort Macleod • Granum • Lundbreck • Nanton • Pincher Creek • Stavely

Section A: 2. Project Description

update	40104	50	ProjectDescription	581	1135
	A	10	../Cycle4/Proposa	3	

850

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

850

51

The aim of this project is to assist at risk learners (focus on reading and math) from Grades 1-9 achieve success in math and language arts so that they will be fully engaged learners as a result of positive learning experiences. Through the use of learner profiles, pyramid of intervention models, and an innovative grading and reporting process for parents and students, we plan to accomplish this goal. Specific target groups will provide the intense focus necessary to implement this plan.

Learner profiles and pyramid of intervention models will allow schools to identify and focus on specific needs of each student in the areas of reading and math comprehension. Using a variety of strategies, this project will improve comprehension for students in the 25th to 49th percentiles by implementing targeted instructional strategies for students with specific identified needs.

The grading and reporting process being implemented will allow parents and students 24/7 web access to student performance and grades. This will allow students and parents to access ongoing, timely information about their achievement in accordance with the Alberta Education learner outcomes. As a result of this access, students will identify areas of strength and need. This will provide the opportunity for parents to partner with the educational community in supporting their children.

Through a reciprocal coaching model teachers will team to focus on students at risk and collaborate to improve student learning. Utilizing learning support teachers in each school and a jurisdictional learning coach, teachers will be supported as they explore and implement a variety of instructional and assessment strategies with their school teams and in their classrooms. The support provided to teachers through reciprocal coaching will enhance classroom instruction and provide additional support for struggling students.

As a jurisdiction we are looking to answer the following questions:

To what extent will the use of learner profiles in reading and math, pyramid of intervention models, and innovative grading and reporting processes increase student achievement in the area of reading and math comprehension?

In what ways will a reciprocal coaching model support teaching practice and thereby impact student learning?

851

b. Indicate why the project is needed.

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52

All of our school communities that have focused on literacy and math over the past three years feel their work is not yet complete. Our data would indicate that the decision to focus on literacy and math is still relevant. This data includes standardized tests, Provincial Achievement Test results, and teacher awarded marks. For example, Grade 9 Provincial Achievement Test results indicate that math continues to be a primary area of concern in the Livingstone Range School Division.

Traditional methods of assessment and instruction are not meeting the varied needs of the students in classrooms. Current practices are discouraging learners rather than encouraging them. This project will enhance and build upon the work from the past three years. A previous focus of the literacy and math projects has been to identify and implement explicit instruction that would support all learners. This project will allow teachers to further develop that knowledge established in the last cycle by turning their focus from all students to students at risk. There continues to be a need to identify and support our struggling learners, who will become the focus of this project.

852

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?

852

53

The primary focus of our previous project was to research and implement explicit instructional strategies. This project will build on learning from the cycle 3 projects as a foundation to take the next steps to develop sustainable support for at risk students. The use of learner profiles, pyramid of interventions models, and an innovative grading and reporting process will allow schools to identify specific student needs and address those needs in depth through the use of effective assessment practices which will improve student learning. In addition, we will be developing teacher coaching capacity in each school and in the school jurisdiction in order to support and sustain instructional change for students at risk. This model of reciprocal coaching is innovative to our school jurisdiction. Divisional reading and math profiles will be created and implemented on a jurisdictional level for the schools.

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?

update	40104	60	581	1135	A
10	Community Involvement	.../Cycle4/Proposa	60	10	3

	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.														
61	62	63														
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">0</td> <td style="width: 50%; text-align: center;">0</td> </tr> <tr> <td colspan="2">Authority Administrators</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">0</td> </tr> <tr> <td colspan="2" style="text-align: center;">9933</td> </tr> </table>	0	0	Authority Administrators			0	9933		<p>In partnership with our local ATA and the provincial ATA, LRSD participated in a pilot project that focused on Accountability and Teacher involvement in determining what should be focused on and how growth would be measured. A year of preparation was needed to get the local ATA and its membership to agree to a planning process with clear roles and responsibilities.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">0</td> <td style="width: 50%;"></td> </tr> <tr> <td colspan="2" style="text-align: center;">9934</td> </tr> </table>	0		9934		<p>Monthly reviews will be put in place. School Improvement Update will be an item on every Management and Instructional Council Agenda. The review presentation and discussion will always answer the following 3 questions: What have we done? What have we learned? What will we do next? The answers to these questions will be recorded and collated.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">62</td> <td style="width: 50%;"></td> </tr> </table>	62	
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Authority Administrators																
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<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">0</td> <td style="width: 50%; text-align: center;">0</td> </tr> <tr> <td colspan="2">Business/Community Agencies</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">0</td> </tr> <tr> <td colspan="2" style="text-align: center;">9932</td> </tr> </table>	0	0	Business/Community Agencies			0	9932		<p>This is an area that we still need to develop. We have created a model for planning that includes community businesses and agencies. Schools this past year worked hard at including staff, students,</p>	<p>As of yet, no structures have been put in place. This is certainly an area for growth. This will be completed by September 2011</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">63</td> </tr> </table>		63				
0	0															
Business/Community Agencies																
	0															
9932																
	63															

	<p>and parents in the process. Some schools were more successful than others in including outside businesses and agencies.</p> <p>0</p> <p>17606</p>	
<p>0</p> <p>Parents</p> <p>0</p> <p>9929</p>	<p>The major source of parent input through this process was through parent surveys and school council participation in the Stakeholder Review of each school site. It was the intent that school council representatives would act as conduits to the parent community.</p> <p>0</p> <p>17603</p>	<p>One of the goals of the implementation of an effective grading and reporting process is to allow 24/7 parental access to encourage their ongoing involvement in their students learning.</p> <p>64</p>
<p>0</p> <p>Principals</p> <p>0</p> <p>9928</p>	<p>School Administrators were the conduit between their schools, the jurisdiction and other schools throughout the planning process. This process was initiated in December 2008 at a retreat with the Board of Trustees, and central office administration. Every month following, a morning was set aside to review each schools progress in the planning process. Outside “critical friends” from the provincial ATA and the University of Lethbridge attended these sessions and offered feedback and support.</p> <p>0</p> <p>9935</p>	<p>Monthly reviews will be put in place. School Improvement Updates will be an item on every Admin Council Agenda (site based administrator meetings). The review, presentation and discussion will always answer the following 3 questions: What have we done? What have we learned? What will we do next? The answers to these questions will be recorded and collated and presented to the Board of Trustees on a monthly basis.</p> <p>65</p>

<table border="1"> <tr><td>0</td><td>0</td></tr> <tr><td>School Board</td><td></td></tr> <tr><td></td><td>0</td></tr> <tr><td>9926</td><td></td></tr> </table>	0	0	School Board			0	9926			<p>The School Board attended a two day retreat with all site-based administrators to ensure a collaborative process was in place in each school and within the jurisdiction. The School Planning Process was endorsed by the Board to ensure that stakeholder involvement was an integral part of the planning and school improvement process.</p> <table border="1"> <tr><td>0</td></tr> <tr><td>9936</td></tr> </table>	0	9936	<p>Monthly reviews will be put in place. School Improvement Updates will be an item on every School Board Agenda.</p> <table border="1"> <tr><td>70</td></tr> </table>	70
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School Board														
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9926														
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9936														
70														
<table border="1"> <tr><td>0</td><td>0</td></tr> <tr><td>School Council</td><td></td></tr> <tr><td></td><td>0</td></tr> <tr><td>9927</td><td></td></tr> </table>	0	0	School Council			0	9927			<p>School Councils in all 15 of our regular schools participated in a Stakeholder Review of the School, examining data and summarizing the schools strengths and areas of need. Out of the stakeholder review the schools' AISI Projects were built with this parent input.</p> <table border="1"> <tr><td>0</td></tr> <tr><td>9937</td></tr> </table>	0	9937	<p>Monthly reviews will be put in place. School Improvement Updates will be an item on every School and Regional School Council Agenda. The review presentation and discussion will always answer the following 3 questions: What have we done? What have we learned? What will we do next?</p> <table border="1"> <tr><td>66</td></tr> </table>	66
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School Council														
	0													
9927														
0														
9937														
66														
<table border="1"> <tr><td>0</td><td>0</td></tr> <tr><td>Students</td><td></td></tr> <tr><td></td><td>0</td></tr> <tr><td>17604</td><td></td></tr> </table>	0	0	Students			0	17604			<p>The major source of student input through this process was through student surveys and student council participation in the Stakeholder Review of each school site. It was hoped that student council representatives would act as conduits to the students in those schools that have student government.</p> <table border="1"> <tr><td>0</td></tr> </table>	0	<p>Monthly reviews will be put in place. School Improvement Updates will be an item on a every student council agenda and the yet to be established Regional Student Council Agenda. The review, presentation and discussion will always answer the following 3 questions: What have we done differently? What have we learned? What do we think is important that we do next?</p> <table border="1"> <tr><td>67</td></tr> </table>	67	
0	0													
Students														
	0													
17604														
0														
67														

		17605	
0	0	<p>Starting in January 2009 each school staff went through a school self assessment summarizing the schools strengths and weaknesses and putting in place an action plan to address those areas of need. Staff met for full days every other month to complete this work.</p>	<p>Monthly or bimonthly reviews will be put in place. School Improvement Updates will be an item on every Staff Meeting Agenda. The review presentation and discussion will always answer the following 3 questions: What have we done? What have we learned? What will we do next? The answers to these questions will be recorded and collated and shared at Admin Council.</p>
Support Staff	0		
9931			
		0	
		9938	68
0	0	<p>In partnership with our local ATA and the provincial ATA LRSD participated in a pilot project that focused on Accountability and Teacher involvement in determining what should be focused on and how growth would be measured. A year of preparation was needed to get the local ATA and its membership to agree to a planning process with clear roles and responsibilities. Starting in January 2009 each school staff went through a school self assessment summarizing the schools strengths and weaknesses and putting in place an action plan to address those areas of need. Staff met for full days every other month to complete this work.</p>	<p>Monthly or bimonthly reviews will be put in place. School Improvement Updates will be an item on every Staff Meeting Agenda. The review presentation and discussion will always answer the following 3 questions: What have we done? What have we learned? What will we do next? The answers to these questions will be recorded and collated.</p>
Teachers	0		
9930			
		0	
		9939	69

0	0			
Other Specify			0	
	0		0	
0				

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.

action	40104	70	581	1135	A
10	ResearchMultiRo	../Cycle4/Proposa	71	4	
Author	Year	Title	Source(if not a book)		
71	72	73	74	12	
			71		
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">13</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">15240</div> Various NCTM Authors <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">13</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">15241</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">2008</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">13</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">15242</div>	Growing Professionally <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">13</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">15243</div>	Collection of articles from NCTM journals. <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">71</div>		
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">12</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">15237</div> Linda Darling Hammond <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">12</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">15238</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">2008</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">12</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">15239</div>	Powerful Learning <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">12</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">71</div>		
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">11</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">14415</div> Van de Walle <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">11</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">14416</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">2006</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">11</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">14414</div>	Teaching Student Centered Math <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">11</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">71</div>		
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">10</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">14412</div> Stein, Smith, Henningsen, Silver <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">10</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">10</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">14413</div>	Implementing Standards Based Mathematics Instruction <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">10</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">0</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">71</div>		
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">9</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">2006</div>	Differentiated	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">71</div>		

14345 Jane A. G. Kise 9 14346	9 14347	Coaching; A Framework for Helping Teachers Change 9 0	
8 8924 Dawn Reithaug 8 15244	2009 8 15245	Three Tiers of Instruction and Intervention for Reading 8 0	71
7 8904 Richard J. Stiggins, Judith A. Arter, Jan Chappuis, Stephen Chappuis 7 8905	2006 7 8906	Classroom Assessment for Student Learning, Doing it Right-Using it Well 7 0	71
6 8901 Damian Cooper 6 8902	2007 6 8903	Talk About Assessment, Strategies and Tools to Improve Learning 6 0	71
5 8898 Jane Paterson, Carol Rolheiser 5 8899	2009 5 8900	13 Parameters, A literacy Leadership Toolkit 5 0	71
3 8892 Robert J. Marzano 3 8893	2006 3 8894	Classroom Assessment and Grading that Work 3 0	71
2 8889	2009 2	Pyramid Response to Intervention	71

Austin Buffum, Mike Mattos, Chris Weber	8891	2	
2		0	
8890			
1	2004	Whatever It Takes, How Professional Learning communities Respond When Kids Don't Learn	
8886	1		
Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek	8888		
1		1	
8887		0	

12

action	40104	70	581	1135	A
	10	ResearchMultiRo	../Cycle4/Proposa		

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.

update	40104	75	ResearchQuestic	581	1135
A		10	../Cycle4/Proposa	2	

853

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

853

72

Project ID: 30206 "It's About the Reading" and ProjectID:30431 "Assessment and Instruction in Math and Science"

854

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

854

73

The previous AISI project focused on researching and implementing effective instructional strategies and practices. These strategies have been acknowledged as the foundation for reading and math instruction for all students. The focus will now turn to those students who are not experiencing success even within the context of effective classroom instruction. This project will research, articulate and implement strategies to identify and meet the specific needs of at risk students to improve their achievement. The research on learner profiles, pyramid of interventions, and innovative grading and reporting process strategies will assist schools in identifying student needs and providing supportive programming to enhance and encourage their learning in math and reading. A reciprocal coaching model based on the work of Jane A.G. Kise will be utilized to support teachers through this change process.

Section A: 5a. Improvement Goals

Describe the project goals and how they align with strategies and measures. Most of the goals should focus on student learning outcomes.

update	40104	80	581	1135	A
10	ImprovementGoal	../Cycle4/Proposa	81	2	4

81		Goals 82	Strategies 83	Measures 84
0	0	<p>By June 2012, 80% of targeted students (those in the 25-49th percentile in reading) will achieve grade-level proficiency in reading.</p> <p>By June 2012, 70% of targeted students (those in the 25-49th percentile in reading) will achieve grade-level proficiency in math.</p>	<p>A learner profile will be established for identified students to create a concise picture of the students needs and generate a grade-level determination based on multiple measures (qualitative, quantitative and survey). This will inform subsequent interventions.</p> <p>A pyramid of interventions will be implemented to identify effective reading instruction, assess student needs and implement specific strategies to support struggling students.</p> <p>An outcomes based grading and reporting process will be implemented to communicate student learning (24/7) to students and parents.</p> <p>Learning Support Teacher in each</p>	<p>Student Learner Profiles indicating grade level proficiency in reading and math comprehension.</p> <p>Language Arts Provincial Achievement Test Grades 3.</p> <p>Language Arts Prior Level of Achievement Results grade 6 and 9.</p> <p>Math Prior Level of Achievement Results grade 6 and 9.</p> <p>Teacher, student, and parent satisfaction surveys.</p>
Student Learning	0			
8925		0		82
		8926		

		school working collaboratively as coaches with classroom teachers to implement strategies to support targeted student learning.	
		0	14219
0	0	100% of Learning Support Teachers will work collaboratively as reciprocal coaches with classroom teachers to implement strategies to address the needs of targeted students.	Learning Support teachers will use the framework and strategies as outlined in the book, Differentiated Coaching by Jane Kise.
Other Related	0		% of Learning Support Teacher's allotted time spent in teacher/coaching experiences.
14333		100% of schools will have an articulated pyramid of intervention to respond to at risk learners in Language Arts and Math.	
		0	14335
		14334	

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.

action	40104	100	581	1135	A
10	QuantitativeMeas	../Cycle4/Propose	10	11	12
4	3	10000	0	2625	
			101100		

	<p>Measure Provincial Achievement Test Results -English Language Category: Arts</p> <p>Measure: 1. Grade 3 English Language Arts- Acceptable Standard</p>
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Measure Description	We will be using the acceptable standard on only the part B of this PAT. The baseline will be based on a 3 year average. (2006-2009)				
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		82.7	270		Three year average of % of students meeting the acceptable standard. 2006-2009
2009/2010	84	.00	0		5825
2010/2011	85	.00	0		5826
2011/2012	86	.00	0		5827

2626		108100
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 <p>Measure Prior Level of Achievement Results - Difference between Category: actual and predicted scores Measure: 1. Grade 6 English Language Arts-PL</p>					
Measure Description					
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		-1.8	245		Difference between actual and predicted 2008 Grade 6 Results
2009/2010	-1	.00	0		5828
2010/2011	0	.00	0		5829
2011/2012	1	.00	0		5830

2627		108200
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Measure Prior Level of Achievement Results - Difference between
 Category: actual and predicted scores
 Measure: 2. Grade 9 English Language Arts-PL

Measure Description					
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		-2.2	243		Difference between actual and predicted 2008 Grade 9 Results
2009/2010	-1	.00	0		5831
2010/2011	0	.00	0		5832
2011/2012	1	.00	0		5833

2633		108400
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Measure Prior Level of Achievement Results - Difference between
 Category: actual and predicted scores
 Measure: 4. Grade 9 Mathematics-PL

Measure Description	This measurement will be based on targeted students only.				
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		-2.6	239		Difference between actual and predicted 2008 Grade 9 Results
2009/2010	-2	.00	0		5834
2010/2011	-1	.00	0		5835
2011/2012	0	.00	0		5836

2634		108300
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Measure Prior Level of Achievement Results - Difference between Category: actual and predicted scores
Measure: 3. Grade 6 Mathematics-PL


Measure Description	This measurement will be based on targeted students only.				
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		-2.1	275		Difference between actual and predicted 2008 Grade 6 Results
2009/2010	-1	.00	0		5837
2010/2011	0	.00	0		5838
2011/2012	1	.00	0		5839

2628		112090
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Measure Category: Local Assessment/School Records
Measure: 9. Grade Level of Achievement (GLA)

Measure Description	% of targeted students (those in the 25-49th percentile in reading) will achieve grade-level proficiency in reading. This is determined by each student's literacy profile. This profile will be made of up of a standardized diagnostic test, and other evidence based assessment yet to be determined.				
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		TBD			
2009/2010	0			0	
2010/2011	0			0	
2011/2012	80	.00	0		5821

2629		112150
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 Measure Category: Local Assessment/School Records Measure: 15. Other					
Measure Description	% of Learning Support Teacher's allotted time spent in teacher/coaching experiences.				
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		29			
2009/2010	0			0	
2010/2011	0			0	
2011/2012	0			0	

3102		112090
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 Measure Category: Local Assessment/School Records Measure: 9. Grade Level of Achievement (GLA)					
Measure Description	% of targeted students (those in the 25-49th percentile in reading) will achieve grade-level proficiency in math. This is determined by each student's numeracy profile. This profile will be made of up of a standardized diagnostic test, and other evidence based assessment yet to be determined.				
Results	Target	Actual	Number of Students		Comment (optional)
Baseline		TBD			
2009/2010	0			0	
2010/2011	0			0	
2011/2012	70	.00	0		5820

8

action	40104	100	581	1135	A
	10	QuantitativeMeas	../Cycle4/Propose	4	

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.

action	40104	110	581	1135	A
10	SurveyMeasures	../Cycle4/Proposa	10	11	12
4	3	20000	0	2630	

202010


Measure Category: Locally Determined Surveys Measure: 1. Parent Satisfaction Survey					
Measure Description		% of parents that are satisfied that their child reads well enough to do well in school.			
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		94	870	24.00	Baseline taken from April 2009 Parent survey
2009/2010	0	94			
2010/2011	0	95			
2011/2012	0	96			

2631


202020

Measure Category: Locally Determined Surveys Measure: 2. Student Satisfaction Survey					
Measure Description		How satisfied are you that your school helps you learn to read?			
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		TBD			
2009/2010	0				
2010/2011	0				
2011/2012	0				


2632		202030
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 Measure Category: Locally Determined Surveys Measure: 3. Teacher/Staff Satisfaction Survey					
Measure Description	How satisfied are you that your school provides a systematic response to the needs of at-risk learners in reading?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		TBD			
2009/2010	0				
2010/2011	0				
2011/2012	0				


2636		202010
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 Measure Category: Locally Determined Surveys Measure: 1. Parent Satisfaction Survey					
Measure Description	How satisfied are you that your child's school responds effectively to the math needs of students?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		TBD			
2009/2010	0				
2010/2011	0				
2011/2012	0				

2637		202020
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 Measure Category: Locally Determined Surveys Measure: 2. Student Satisfaction Survey					
Measure Description	How satisfied are you that your school helps you learn math?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		TBD			
2009/2010	0				
2010/2011	0				
2011/2012	0				

2638		202030
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 Measure Category: Locally Determined Surveys Measure: 3. Teacher/Staff Satisfaction Survey					
Measure Description	How satisfied are you that your school provides a systematic response to the needs of at-risk learners in math?				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		TBD			
2009/2010	0				
2010/2011	0				
2011/2012	0				

Measure Category: Locally Determined Surveys					
Measure: 1. Parent Satisfaction Survey					
Measure Description	% of parents that have accessed their students marks on-line.				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		0			
2009/2010	50	.00	0	.00	5822
2010/2011	50	.00	0	.00	5823
2011/2012	60	.00	0	.00	5824

7	action	40104	110	581	1135
	A	10	SurveyMeasures	../Cycle4/Propose	4

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.

action	40104	120	581	1135	A
	10	QualitativeMeasu	../Cycle4/Propose	120	3

Current Situation	Desired Change	Success Indicator(s) (You will be required to report on each success indicator identified.)
121	122	123 2 121
2 17607 Learning Support Teachers	Coaching is an embedded responsibility of the learning support teacher and	Focus group conversation with Learning Support Teachers on an annual basis. 121

are uncomfortable in the role of coach. 2 17608	is accepted by the school community 2 17609				
1 14417 1 of 16 schools have an articulated Pyramid of Interventions for Literacy. 0 of 16 schools have an articulated Pyramid of Interventions for Math. 1 14418	100% of our schools will have an articulated Pyramid of Interventions for either Literacy or Math. 1 14419	Number of schools with an articulated, written Pyramid of Interventions.			
action	40104	120	581	1135	A
		10	QualitativeMeasu	../Cycle4/Propose	

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.

update	40104	130	581	1135	A
10	KeyStrategies.cf	../Cycle4/Propose	130	9	3

Category		Planned Strategies/Processes	Refinements/Changes
131		132	133 131
0	0	<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>0</p> <p>14337</p> <p>0</p> <p>0</p>	
0	0	<p>b. Student Assessment:</p> <p>Projects must provide annual evidence of student</p> <p>A learner profile will be established for identified students to create a concise picture of the students needs and generate a grade-level determination based on multiple</p>	133

<p>learning and performance.</p> <table border="1" data-bbox="191 260 570 352"> <tr> <td></td> <td>0</td> </tr> <tr> <td>14336</td> <td></td> </tr> </table>		0	14336		<p>measures. This will inform subsequent interventions. An outcomes based grading and reporting process will be implemented to communicate student learning (24/7)to students and parents and inform programming interventions.</p> <table border="1" data-bbox="683 443 1057 491"> <tr> <td>0</td> <td>0</td> </tr> </table>	0	0		
	0								
14336									
0	0								
<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> <table border="1" data-bbox="191 877 570 970"> <tr> <td></td> <td>0</td> </tr> <tr> <td>14340</td> <td></td> </tr> </table>		0	14340		<p>Project Management and Coordination will be provided by the Associate Superintendent, School Improvement Facilitator and site based school researchers. The following are their roles.</p> <p>Assistant to the Superintendent: Will be responsible for the overall management and supervision of the project. They will be responsible for Report submissions. .1 FTE</p> <p>School Improvement Facilitator: Will be responsible for providing school support for the implementation of this project. This will involve regular school visits and ongoing meetings with school researchers, and Learning Support Teams. .1 FTE</p> <p>School Based Researchers: Will be responsible for data gathering and analysis at each school site. .1FTE</p> <table border="1" data-bbox="683 1419 1057 1467"> <tr> <td>0</td> <td>0</td> </tr> </table>	0	0	<table border="1" data-bbox="1192 506 1377 554"> <tr> <td>134</td> </tr> </table>	134
	0								
14340									
0	0								
134									
<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</p> <p>PD.</p> <table border="1" data-bbox="191 1759 602 1852"> <tr> <td></td> <td>0</td> </tr> <tr> <td>14339</td> <td></td> </tr> </table>		0	14339		<p>The School Improvement Facilitator will serve as the key coordinator and facilitator of professional development to schools and staff. The intent is to bring the PD to the site and the classroom to reduce the amount of time staff are out of the classroom. The Facilitator will provide PD continuity between school and jurisdictional sites. Learning Support Teachers in each school will work collaboratively as coaches with classroom teachers to</p>	<table border="1" data-bbox="1192 1478 1377 1526"> <tr> <td>135</td> </tr> </table>	135		
	0								
14339									
135									

	<p>implement strategies to support targeted student learning. Learning Support teachers will use the framework and strategies as outlined in the book, Differentiated Coaching by Jane Kise.</p>	
<p>0</p> <p>0</p> <p>e. Parental & Community Involvement:</p> <p>There must be meaningful involvement of parents in planning the proposal.</p> <p>0</p> <p>14421</p>	<p>The major source of parent input through the planning process was through parent surveys and school council participation in the Stakeholder Review at each school site. It was hoped that school council representatives would act as conduits to the parents.</p> <p>The key role for parents in this project is in the area of student grading and reporting. Since parents will be able to access their child's grades (24/7) they will need to be inserviced into how this access can support their child's learning. Parents will need a clear understanding of this outcome based philosophy of the grading and reporting and how to access it.</p> <p>During the implementation phase we will be collecting information through survey questions and updating school council and regional school council on a regular basis.</p> <p>The Board of Trustees, as part of their work over the next 3 years, will be looking at ways to better communicate with parents and the community and involve them in a more meaningful way in the decision making process.</p>	<p>136</p>
<p>0</p> <p>0</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</p>	<p>We have built in the following structures and processes for sharing our AISI experience.</p> <p>- Language Arts Sharepoint Site: http://sharepoint.lrsd.ab.ca/CO/Literacy/default.aspx</p>	<p>137</p>

website, monographs, research briefs, and articles for the School Improvement Scoop, professional magazines, and journals.

	0
14343	

- Math Sharepoint Site:
<http://sharepoint.lrsd.ab.ca/CO/Math/default.aspx>

- Learning Support Sharepoint Site:
<http://sharepoint.lrsd.ab.ca/CO/1st/default.aspx>

- Administration and Leadership Sharepoint Site:
<http://sharepoint.lrsd.ab.ca/CO/administration/default.aspx>

These sites serve as a clearing house for research, school projects and templates. As the projects move forward schools will be able to post artifacts and working documents that other schools can use.

- Admin Council and Board of Trustee Sharing: Each month all of our school administrators meet. A minimum of 30 minutes has been set aside at each of these meetings for sharing. Typically two questions will guide the sharing: What have you done over the last 30 days to move your project forward and what are you planning to do over the next 30 days? This information will be recorded and presented at monthly board meetings as regular updates.

- Regional School Council: Three times per year the school chairs from each of our School Councils meet. At least one meeting per year will provide updates and overview of our AISI work.

- Divisional Day: One day a year all staff come together for a Divisional Day. This day is planned on a three year cycle corresponding with AISI. In the second and third year, grade level and subject level sharing sessions have been planned. Teachers will be making presentations to LRSD staff about

	<p>promising practices that are emerging as a result of their AISI work.</p> <p>- Annual Education Results Reports: Both the schools and jurisdiction's Annual Results Report will articulate the learnings that are coming about as a result of our AISI work and the direct and indirect links to student learning. This report is posted on the LRSD web site.</p> <p>- Conferences: Our ATA/LRSD PD Council have a Conference Presentation Fund that will allow school teams to present promising practices at zone, provincial, national and international conferences. These funds typically are not actively accessed until the third year of the cycle.</p> <p>Report to the Community: Every January the Livingstone Range School Division publishes a document that includes highlights of the previous year, annual and trend results, promising practices and opportunities for growth</p> <p>Press Releases: Both the school and the jurisdiction use local newspapers to communicate with the public about the work of AISI in our schools. This is done on an ongoing basis</p>	
<p>0</p> <p>0</p> <p>g. Networking:</p> <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>0</p> <p>14420</p>	<p>School researchers and the School Improvement Facilitators will meet on a regular basis with University of Lethbridge professors to review projects, share learnings, and revise site-based projects where necessary. The University will serve as our critical friends.</p> <p>0</p> <p>0</p>	<p>138</p>

0	0	<p>This project is all about building capacity by changing learning support frameworks, teacher assessment and instructional practice. At the completion of this project staff in LRSD will have:</p> <ol style="list-style-type: none"> 1. Utilize a web based jurisdictional grading and reporting process at all grade levels that is aligned with effective assessment practice (Admin Procedure 360) 2. All at risk students will have learner profiles in place to address their learning needs. 3. Coaching will be an embedded responsibility of Learning Support Teams. 4. A pyramid of intervention will be articulated and embedded into each School. 5. Developed and maintained all the appropriate collaborative relationships and structures to enhance student learning in reading and math. 6. Will participate in ongoing research-based and team oriented P.D. <p>As a result of these outcomes staff will have embedded their new learnings into their teaching practice and their classrooms.</p>	139
	0		
14344			
0	0	<p>The summative evaluation will be based on the quantitative measures mentioned earlier within the document. The project is focused on the improvement in performance of our targeted students as a result of our teachers becoming more effective in the classroom and using assessment tools which report on student learning</p>	

h. Integration and Sustainability:

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).

	0
14344	

i. Project Evaluation Process:

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.

The summative evaluation will be based on the quantitative measures mentioned earlier within the document. The project is focused on the improvement in performance of our targeted students as a result of our teachers becoming more effective in the classroom and using assessment tools which report on student learning

	0	<p>based on curricular outcomes. We will be paying close attention to progress in each individual learner profile and the grade 3, 6, and 9 PATs over the three years. We will be looking at student, parent, and staff satisfaction surveys. It seems clear, based on current submissions of APARs that schools need ongoing support and reflection opportunities to help focus their projects and offer time for evaluation, revision and refocus. Ongoing processes and structures have been put in place so all projects have the opportunity to reflect on their work on a regular basis. They include:</p> <p>- All schools have a researcher that are expected to have .02 release time to work solely on AISI. These researchers are working closely with the University of Lethbridge to review and support school projects. At monthly board meetings an update will be provided to the board regarding the AISI work that has been completed over the past month. This information will be gathered from our monthly Admin Council Meetings (Principal Meetings). At Admin Council 30 minutes will be set aside at each meeting to work in small groups and answer the following 3 questions: What have you done? What can we all learn from that? What will you do next to move the project forward?.</p>	
14342			0

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.

update	40104	140	581	1135	A
10	Staff Requirements	.../Cycle4/Proposa	6	3	4

	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	1					
Teachers						
0	4.50	0	4.50	0	4.60	2
142633		142634		142635		
AISI Coordinators						
0	0.28	0	0.28	0	0.28	
142636		142637		142638		
Other Personnel	3					
Professionals (e.g., Social Worker, Liaison Worker)						
0		0		0		4
142639		142640		142641		
Teaching Assistants						
0	0.50	0	0.50	0	0.50	5
142642		142643		142644		
Administrative Support Staff						
0		0		0		6
142645		142646		142647		
Other						
0						

142648		0		0		
		142649		142650		
Total FTE	5.28	0	5.28	0	5.38	0
Total \$ amount allotted for Staffing & Benefits		450000.00		450000.00		455116.00

*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**.

update	40104	150	581	1135	A
10	BudgetFinancial.c	.../Cycle4/Proposa	9	3	4
		N	13		

	2009/2010		2010/2011		2011/2012	
	10		11		12	
Revenue	Prop osed Budg et*	Working/Actual YTD	Prop osed Budg et*	Working/Actual YTD	Prop osed Budg et*	Working/Actual YTD
Unexpended Funds at the beginning of year			1628	0	8398	0 1100 Y
AISI Funding		0.00		0.00		0.00
383974	5361	383975	5361	383976	5361	1200
0		0		0		Y
Funding from other sources		0.00		0.00		0.00
383977	0.00	383978	0.00	383979	0.00	1300
0		0		0		Y
Approved AISI Funding transferred to/from other AISI projects		0.00		0.00		0.00
383980	2467	383981	0.00	383982	0.00	0.00
0		0		0		
Total Revenue	7828	0	6989	0	6201	0
Expenses	2100	N				
Project Management		0.00		0.00		0.00
383983	1500	383984	1500	383985	1500	0.00
0		0		0		

Check where applicable:

1869 Office Supplies 1858 Travel

Expenses 0 Other expenses (Please comment in section B4b)

2200 N

Salaries and Benefits		0.00		0.00		
383986	4500	383987	4500	383988	4551	0.00
0		0		0		

(Cost of FTEs charged to this project).

Check where applicable:

1859 Lead Teachers 1870 Internal

Consultants/Specialists 1860 Support Staff

1861 AISI Coordinator 1862 Classroom

Teachers 2300 N

Professional Development		0.00		0.00		
383989	1000	383990	1000	383991	1000	0.00
0		0		0		

Check where applicable:

1863 Resource Materials 1864 External

Consultants/Presenters Fees 1865 Sub Costs

1866 Travel/Accommodation/Meals/Facilities

0 Other Related Costs (Please comment in section B4b)

2400 N

Instructional Material/Resources		0.00		0.00		0.00
383992	5000	383993	5000	383994	5000	2500
0		0		0		N

Equipment		0.00		0.00		
383995	0.00	383996	0.00	383997	0.00	0.00
0		0		0		

Equipment and Other Capital, together, will not exceed 10% of project expenses. 2600 N

Other Capital		0.00		0.00		
383998	5000	383999	0.00	384000	0.00	0.00
		0		0		

0						
Total Expenses	6200	0	6150	0	6200	0
Unexpended Funds	1628	0	8398	0	0	0

*Proposed budget will change to Approved budget upon approval.

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

1	40104	1135	A	10	0	null	../Cycle4/Propose	ProjectContr
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Surname	Given Name	Position	Business Address	City	Postal Code	Phone Number	Fax Number	E-mail Address
Elliott	Ellie	Superintendent						elliote@lrsd.ab.ca
Harris	Stephen	AISI Coordinator	Box 69	Claresholm	TOL 0T	4036253356	4036252424	harriss@lrsd.ab.ca
Adrian	Lorna	AISI Consultant	Box 69	Claresholm	TOL 0T	4036253356	4036252424	adrianl@lrsd.ab.ca