



A.B. Daley Community School

# Planning for School Success - Goal 1 Overview (AISI)

By June 2012, 80% of the targeted students will increase their ability to comprehend written text by at least one grade level each year.

**Provincial Correlation**

Excellence in Learner Outcomes  
High Quality Learning Opportunities for all

**Jurisdictional Correlation**

## Rationale for Goal

Why are we focusing on this goal in our school?

10% of our students appear to have the ability to read but are not showing much interest to read. As a result these students are achieving slightly below average performance in reading comprehension.

## Key Strategies

How will we accomplish our goal?

Grade level teams research and implement strategies to improve comprehension.

Identify key specific Alberta Education learning outcomes related to the Language Arts Curriculum that will have a higher instructional priority for students at risk.

Explore and identify technology strategies to improve comprehension.

Explore and identify oral comprehension strategies.

## Quantitative Measures

| Key Measure              | Target Group | Baseline                 | Target | 2009<br>2010                            | 2010<br>2011                        | 2011<br>2012                        |
|--------------------------|--------------|--------------------------|--------|---|-------------------------------------|-------------------------------------|
| Student Literacy Profile | At Risk      | 25 students<br>2008-2009 | 0.8    | 0.24<br><i>6 Number<br/>25 Possible</i> | 0<br><i>0 Number<br/>0 Possible</i> | 0<br><i>0 Number<br/>0 Possible</i> |
| Student Growth Rubric    | At Risk      | 25 students<br>2008-2009 | 0.8    | 0.24<br><i>6 Number<br/>25 Possible</i> | 0<br><i>0 Number<br/>0 Possible</i> | 0<br><i>0 Number<br/>0 Possible</i> |
| 0                        | 0            | 0<br>0                   | 0      | 0<br><i>0 Number<br/>0 Possible</i>     | 0<br><i>0 Number<br/>0 Possible</i> | 0<br><i>0 Number<br/>0 Possible</i> |

## Reflection on Results

Achievement test results showed that A.B. Daley students were above Provincial Averages in all areas. Our Learner Profiles indicated that 25% of our targeted students reached their grade equivalencies. Our goal was to have 80% reach their grade level by 2012. As a staff we reflected on this and felt that it was a lot to ask students struggling with their learning to in some cases achieve as much as an increase of 2 or 3 grade levels. Therefore we have decided to change the goal to read that "targeted students will increase their scores at least one grade level each year."

The 2010-2011 school year will focus on assessments to measure outcomes related to comprehension. Assessments related to comprehension strategies will be researched and put into place and then instructional strategies will be put into place to aid students in these specific areas. Every endeavor will be made to increase the amount of time each student spends reading at school.

## Qualitative Measures

| Current Situation  | Desired Change  | Success Indicator(s)  |
|--|---|---|
| At risk student portfolios show little interest for reading. | At risk student portfolios will show student engagement in reading. | At risk student Literacy Portfolios will be used to document the students' passion for reading. |

2009-2012 (2010 Update)

Livingstone Range School Division





# Planning for School Success - Goal 2 Overview

By June 2012, 90% of the students with at-risk factors will have their needs addressed through timely and effective programs and supports as measured by the student's reading profile and/or IPP.

**Provincial Correlation**

Highly Responsive and Responsible Schools  
High Quality Learning Opportunities for all

**Jurisdictional Correlation**

**Rationale for Goal**

*Why are we focusing on this goal in our school?*

This goal is an area deemed important by Alberta Education and we have an increase in our English as a 2nd Language student body.

**Key Strategies**

*How will we accomplish our goal?*

Learning support teacher leading the learning support team will address concerns through an appropriate avenue.

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**Quantitative Measures**

| Key Measure | Target Group | Baseline                             | Target | 2009<br>2010                                   | 2010<br>2011                                | 2011<br>2012                                |
|-------------|--------------|--------------------------------------|--------|--|---|---|
| 0           | At Risk      | 0.15<br><small>Previous 3-yr</small> | 0.05   | 0.14<br><small>0 Number<br/>0 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> |
| 0           | 0            | 0<br><small>0</small>                | 0      | 0<br><small>0 Number<br/>0 Possible</small>    | 0<br><small>0 Number<br/>0 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> |
| 0           | 0            | 0<br><small>0</small>                | 0      | 0<br><small>0 Number<br/>0 Possible</small>    | 0<br><small>0 Number<br/>0 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> |

**Reflection on Results**

**Qualitative Measures**

| Current Situation | Desired Change | Success Indicator(s) |
|-------------------|----------------|----------------------|
| 0                 | 0              | 0                    |

2009-2012 (2010 Update)

Livingstone Range School Division





A.B. Daley Community School

# Planning for School Success - Goal 3 Overview

By June 2012, 95% of all students will help foster a safe and caring school environment, culture of understanding, and a respect for differences and diversity as measured by student, staff, and parent surveys.

**Provincial Correlation**

High Quality Learning Opportunities for all  
Highly Responsive and Responsible Schools

**Jurisdictional Correlation**

## Rationale for Goal

Why are we focusing on this goal in our school?

For continued academic success, this goal must remain a high priority of the school.

## Key Strategies

How will we accomplish our goal?

An active and responsive Effective Behaviour Support program will be in place.

Students will participate in empathy based programs.

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## Quantitative Measures

| Key Measure | Target Group | Baseline | Target | 2009<br>2010                                       | 2010<br>2011                                | 2011<br>2012                                |
|-------------|--------------|----------|--------|--|---|---|
| LRSD Survey | All Students | 0.966    | 1      | 0.93<br><small>116 Number<br/>117 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> |
| 0           | 0            | 0        | 0      | 0<br><small>0 Number<br/>0 Possible</small>        | 0<br><small>0 Number<br/>0 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> |
| 0           | 0            | 0        | 0      | 0<br><small>0 Number<br/>0 Possible</small>        | 0<br><small>0 Number<br/>0 Possible</small> | 0<br><small>0 Number<br/>0 Possible</small> |

## Reflection on Results

## Qualitative Measures

| Current Situation | Desired Change | Success Indicator(s) |
|-------------------|----------------|----------------------|
| 0                 | 0              | 0                    |

2009-2012 (2010 Update)

Livingstone Range School Division





A.B. Daley Community School

## Planning for School Success - Goal 4 Overview

By 2012, stakeholders will see a school that is highly responsive, responsible which works collaboratively and communicates effectively as measured by LRSD/school surveys.

Provincial Correlation

Jurisdictional Correlation

Ensure Parental Involvement in School Decision Making

### Rationale for Goal

Why are we focusing on this goal in our school?

We have an ongoing challenge to get parents to attend school council meetings.

### Key Strategies

How will we accomplish our goal?

Enable parents and the public to access timely, accurate, relevant and meaningful information about the improvement and achievement of students.

Parents, community and staff work as a team to plan and carry out positive learning experiences for our students.

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### Quantitative Measures

| Key Measure                          | Target Group | Baseline | Target | 2009<br>2010                              | 2010<br>2011                              | 2011<br>2012                              |
|--------------------------------------|--------------|----------|--------|---|---|---|
| Attendance at School Council Meeting | Parents      | 10       | 20     | 3<br><i>0 Number</i><br><i>0 Possible</i> | 0<br><i>0 Number</i><br><i>0 Possible</i> | 0<br><i>0 Number</i><br><i>0 Possible</i> |
| 0                                    | 0            | 0        | 0      | 0<br><i>0 Number</i><br><i>0 Possible</i> | 0<br><i>0 Number</i><br><i>0 Possible</i> | 0<br><i>0 Number</i><br><i>0 Possible</i> |
| 0                                    | 0            | 0        | 0      | 0<br><i>0 Number</i><br><i>0 Possible</i> | 0<br><i>0 Number</i><br><i>0 Possible</i> | 0<br><i>0 Number</i><br><i>0 Possible</i> |

### Reflection on Results

### Qualitative Measures

| Current Situation | Desired Change | Success Indicator(s) |
|-------------------|----------------|----------------------|
| 0                 | 0              | 0                    |

2009-2012 (2010 Update)

Livingstone Range School Division

