

School Success Planning Overview

In Livingstone Range School Division, school success planning is an essential process for effective schools. By examining student achievement measures and school success indicators through collaboration with the school community, celebrations are brought to the forefront, as well as goals to continue working towards.



W.A. Day Elementary School

School Mission

The W. A. Day Elementary School, in partnership with families and the community, will provide a nurturing, positive learning environment. We will encourage each individual to become a responsible, caring, self-reliant and contributing citizen engaged in lifelong learning.

School Vision

Learn and Grow Together

Celebrations

By celebrating successes, we are able to recognize areas of strength and highlight student achievements.



Student and parent survey data indicates that students enjoy coming to school, supported by caring staff members.



Students at the grade three level continue to perform above the provincial averages in language arts and mathematics, as measured by the provincial achievement tests at grade three.



Through Effective Behavioral Support Programming, inappropriate behavior has significantly decreased. This has been proven by the tracking of 716 infractions in 2006-2007 to 78 infractions from Sept 2008 to Feb 2009.

Planning for Success

Determining goals for continued success is critical to continuous improvement in schools.

- Goal 1** By June 2012, Ninety Percent of all students will make one years growth in reading as measured by Canadian Achievement Tests.
- Goal 2** By 2012, Ninety Percent of W.A. Day Students will make one years growth or more on the Math Subsets of the CAT.
- Goal 3** By 2012, we will maintain Effective Behaviour Strategies to keep negative referrals to 125. We will have 10 positive behavior celebrations of 200 Way to Goes.

2009-2012 (2009 Update)

**Livingstone Range
School Division**





W.A. Day Elementary
School

Planning for School Success

School Self-Assessment

School self assessment involves the examination of data to enhance school performance and student learning. Essentially it is the staff of the school reviewing itself, its successes and its areas of needs through data-informed analysis and discussion.

Strategies Utilized

Focus Group to Analyze Data

Staff involved in data analysis workshop to determine identified needs

Staff involved in Data Gallery walk and analysis

ORID Planning Strategy to clarify goals

Grade Level Meetings to discuss the learning needs of students.

<p>Identified Need</p> <p><i>What is our data telling us?</i></p>	<p>Student achievement (at or above grade level) on standardized tests is still low for students in the areas of language arts and math.</p>	<p>Supporting Data</p> <p>Report Card Data Standardized Reading Assessment Result Standardized Math Assessment Results</p>
<p>Identified Need</p> <p><i>What is our data telling us?</i></p>	<p>First Nation students are performing below acceptable standard on Provincial Achievement Tests. This information is distilled from Provincial Data.</p>	<p>Supporting Data</p> <p>Provincial Achievement Results FNMI Data</p>
<p>Identified Need</p> <p><i>What is our data telling us?</i></p>	<p>We are significantly below the Provincial stats on students at the standard of excellence.</p>	<p>Supporting Data</p> <p>Provincial Achievement Results FNMI Data</p>
<p>Identified Need</p> <p><i>What is our data telling us?</i></p>	<p>Behavior needs to be taught and reinforced with a systemic and planned response to appropriate and inappropriate behavior.</p>	<p>Supporting Data</p> <p>Stakeholder Focus Groups Parent Surveys Student Surveys</p>
<p>Identified Need</p> <p><i>What is our data telling us?</i></p>		<p>Supporting Data</p>

2009-2012 (2009 Update)

Livingstone Range
School Division





W.A. Day Elementary School

Planning for School Success

Systematic Review by Stakeholders

Schools are not solitary institutions. Using a combination of methods and examination processes, schools need to involve a variety of stakeholders (students, parents, community) in reviewing its data, celebrating current successes and identifying needs that emerge through data-informed discussion.

Strategies Utilized

Stakeholder Focus Group established to analyze data
Data shared with community and feedback solicited.

<p>Identified Need</p>	<p>Survey responses indicate a decrease in the level of safety felt by students at the school. School council examination revealed concerns around bullying.</p>	<p>Supporting Data Internal Student Survey LRSD Student Survey</p>
<p>Identified Need</p>	<p>Students report that they do not like the work that they are doing in school. However, they do report that they are learning a lot.</p>	<p>Supporting Data Student Survey</p>
<p>Identified Need</p>		<p>Supporting Data</p>
<p>Identified Need</p>		<p>Supporting Data</p>
<p>Identified Need</p>		<p>Supporting Data</p>

2009-2012 (2009 Update)

Livingstone Range School Division





W.A. Day Elementary
School

Planning for School Success

Peer Review and Exchange

Explanation of the Peer Review

Peer review and exchange involves an external team of professionals who function as critical friends, providing an unbiased examination of exemplary practices and possible areas of focus for a school.

<p>Identified Need</p> <p><i>What did our Peer Review discover?</i></p>		<p>Supporting Data</p>
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2009-2012 (2009 Update)

Livingstone Range
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W.A. Day Elementary
School

Planning for School Success

Celebrating School Success

Acknowledging school success, through data-informed discussion and examination, not only validates the work being done within the school but provides the motivation to strive for continued success for students. Celebration is integral to growth and perseverance.

<p>Key Celebration <i>Identified by:</i> School Self-Assessment</p>	<p>Student and parent survey data indicates that students enjoy coming to school, supported by caring staff members.</p>	<p>Supporting Data Student Satisfaction Survey Local Student Satisfaction Survey LRSD Parent Satisfaction Survey</p>
<p>Key Celebration <i>Identified by:</i> School Self-Assessment Stakeholder Review</p>	<p>Students at the grade three level continue to perform above the provincial averages in language arts and mathematics, as measured by the provincial achievement tests at grade three.</p>	<p>Supporting Data Provincial Achievement Reviews Specific Growth areas of the Tests</p>
<p>Key Celebration <i>Identified by:</i> School Self-Assessment Stakeholder Review</p>	<p>Through Effective Behavioral Support Programming, inappropriate behavior has significantly decreased. This has been proven by the tracking of 716 infractions in 2006-2007 to 78 infractions from Sept 2008 to Feb 2009.</p>	<p>Supporting Data EBS Write Up Analysis Supervision Reports Positive Behavior Forms</p>
<p>Key Celebration <i>Identified by:</i> School Self-Assessment Stakeholder Review</p>	<p>Implementation of the new Math Curriculum for Grade K - 2 has been completed with the expertise on staff of a Nelson Trained specialist to work with teachers in the classroom.</p>	<p>Supporting Data and time spent on implementing the new</p>
<p>Key Celebration <i>Identified by:</i> School Self-Assessment</p>	<p>Library circulation has doubled since implementing the A.R. Program with the library.</p>	<p>Supporting Data Library Circulation Numbers</p>

2009-2012 (2009 Update)

Livingstone Range
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Planning Links

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[AISI Plan A3-4](#)

[AISI Plan B1](#)

[AISI Plan B2](#)

[AISI Plan B3-4](#)

[Goal 2](#)

[Goal 2 Action Plan 1](#)

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SMART Goal Worksheet

School Goal	Criteria		Meets Criteria	Comments
By June 2012, Ninety Percent of all students will make one years growth in reading as measured by Canadian Achievement Tests.	Strategic and Specific	<i>The goal is linked to the school's core goal and targets a specific area of student learning to improve. Answers the question "who" and "what"</i>		
	Measurable	<i>The goal uses baseline data and explicitly states a target to achieve related to the baseline. Success can be measured.</i>		
	Attainable	<i>People involved in achieving the goal believe that with collective effort that they can accomplish the goal. Goals should stretch the current reality to lead to improvement.</i>		
	Results-Oriented	<i>The goal focuses on outcomes rather than actions and results rather than intentions. Will be student-centered rather than project or teacher-centered.</i>		
	Timebound	<i>The goals should include a timeframe for when the goal shall be accomplished. It answers the question "when".</i>		
By 2012, Ninety Percent of W.A. Day Students will make one years growth or more on the Math Subsets of the CAT.	Strategic and Specific	<i>The goal is linked to the school's core goal and targets a specific area of student learning to improve. Answers the question "who" and "what"</i>		
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By 2012, we will maintain Effective Behaviour Strategies to keep negative referrals to 125. We will have 10 positive behavior celebrations of 200 Way to Goes.	Strategic and Specific	<i>The goal is linked to the school's core goal and targets a specific area of student learning to improve. Answers the question "who" and "what"</i>		
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W.A. Day Elementary School

Planning for School Success - Goal 1 Overview (AIS1)

By June 2012, Ninety Percent of all students will make one years growth in reading as measured by Canadian Achievement Tests.

Provincial Correlation

High Quality Learning Opportunities for all Excellence in Learner Outcomes

Jurisdictional Correlation

Improve FNMI Student Success and Achievement

Rationale for Goal

Why are we focusing on this goal in our school?

Currently, reading for students is still a struggle with only approximately 50% of our students at grade level on the CAT. We know that there are times when there are deficits and feel we that students making a year's growth would provide positive challenges that we can accomplish working with our students.

Key Strategies

How will we accomplish our goal?

Encourage a love of reading W. A. Day students, through a variety of initiatives and programs.

Examine and implement principles of Balanced Literacy.

Improve student ability to communicate using the written word applying "6+1 Writing Traits"

Assess reading interests and abilities to apply guided reading strategies.

Quantitative Measures

Key Measure	Target Group	Baseline	Target	2009 2010	2010 2011	2011 2012
Gr. 3 PAT - LA Acceptable	25th to 49th percentile student on reading comprehension subtest	81.1 <small>Previous 3-yr</small>	88	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>
Gr. 3 PAT - LA Excellence	25th to 49th percentile student on reading comprehension subtest	9.3 <small>Previous 3-yr</small>	16	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>
CAT Scores (1 Year's Growth on L.A. Comprehension Sections)	25th to 49th percentile student on reading comprehension subtest	TBD <small>2008-2009</small>	90	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>

Reflection on Results

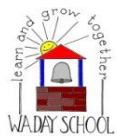
Qualitative Measures

Current Situation	Desired Change	Success Indicator(s)
Many students are not reading outside of school.	Community involvement by families and outside agencies to promote a passion for words.	Increased involvement by community in literacy activities.

2009-2012 (2009 Update)

Livingstone Range School Division





W.A. Day Elementary School

Planning for School Success

Goal 1 Action Plan (AISI)

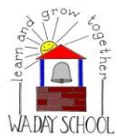
By June 2012, Ninety Percent of all students will make one years growth in reading as measured by Canadian Achievement Tests.

Strategy #1	Encourage a love of reading W. A. Day students, through a variety of initiatives and programs.				
Action	PD	Resources	Timeline	Responsible	Budget
Establish noon-hour book clubs for students, facilitated by staff members.	no	Multiple copies of books	Establish by October 2009	Book Club Committee	\$500.00
Investigate initiatives and programs that are successfully encouraging students to read in other schools.	yes	Release days for staff members to visit other schools; articles and books	Report back to staff by January 2010	Love of Reading Team	\$1,000.00
Increase availability and usage of the library for classes throughout the day-	no	Schedules and programs followed with themes	Library schedule established for September 1, 2009	Librarian	n/a
Create a variety of literacy activities to be completed in the Library.	no	Materials	Monthly themes created by June 2010	Librarian	\$500.00
Strategy #2	Examine and implement principles of Balanced Literacy.				
Action	PD	Resources	Timeline	Responsible	Budget
Investigate effective strategies that are used in Balanced Literacy approach	yes	Nelson Inservice/SAPDC	Begin investigation/PD Sept 2009	AISI Researcher/staff	\$2,000.00
Use a variety of literature based activities to connect reading and writing	no	Materials previously purchased to complement 6+1 writing instruction	Sep-09	All staff	n/a
Provide direct, explicit literacy instruction for increased comprehension and vocabulary	no	Multiple copies of books for guided reading groups	Sep-09	All Staff	n/a
Participate in a focussed discussion around an author's perspective on Balanced Literacy	yes	A book selected by P.D. Committee	October 09 to June 10	All staff	\$1,000.00

2009-2012 (2009 Update)

Livingstone Range School Division





W.A. Day Elementary School

Planning for School Success

Goal 1 Action Plan (AISI)

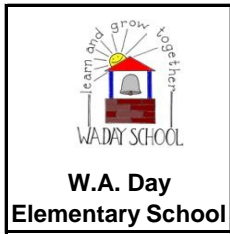
By June 2012, Ninety Percent of all students will make one years growth in reading as measured by Canadian Achievement Tests.

Strategy #3		Improve student ability to communicate using the written word applying "6+1 Writing Traits"				
Action	PD	Resources	Timeline	Responsible	Budget	
Continued, enhanced use of 6+1 Writing Philosophy,	yes	Scholastic Resources purchased to complement 6+1 writing	Sep-09	All Staff	n/a	
Apply assessment strategies specifically for writing.	yes	Scholastic Resources purchased to complement 6+1 writing	Throughout 09-10	All Staff	n/a	
Strategy #4		Assess reading interests and abilities to apply guided reading strategies.				
Action	PD	Resources	Timeline	Responsible	Budget	
Assess for learning using a variety of measures	yes	Star Reader and Early Lit, Flynt Cooter and Surveys	Throughout 09-10	Teachers	n/a	
Assessment of learning using a variety of measures	yes	Star Reader and Early Lit, Flynt Cooter and Surveys, CAT	Throughout 09-10	Teachers	n/a	
Collaborate with other schools working on literacy to develop a Reading Profile	yes	A variety of resources identified by the group	Throughout 09-10	AISI Research Group	TBD	

2009-2012 (2009 Update)

Livingstone Range School Division





Planning for School Success

AISI Project Plan

Involved Students 2010/2011	
Grade	# of students
Pre-K	
K	
1	8
2	6
3	6
4	
5	
6	
7	
8	
9	
10	
11	
12	
Total	20

Project Title

Balanced Literacy Efficacy

Research Question

What question is your project attempting to answer?

To what extent does instruction that incorporates a variety of principles of Balanced Literacy improve comprehension among students in the 25 to 49th percentile of achievement?

Student Learning Priority

Goal identified in connection to school success plan

By June 2012, Ninety Percent of all students will make one years growth in reading as measured by Canadian Achievement Tests.

Targeted Students

Select maximum of two

25th to 49th percentile on CATS

Subjects

Select maximum of two

Language Arts

Key Strategies

Encourage a love of reading W. A. Day students, through a variety of initiatives and programs.

Examine and implement principles of Balanced Literacy.

Improve student ability to communicate using the written word applying "6+1 Writing Traits"

Assess reading interests and abilities to apply guided reading strategies.

Themes

Select maximum of two

Early Literacy, Intervention
Motivating and Engaging Readers

Teaching Strategies/Programs

Select maximum of three

A2 - Project Description

Overview of the Project

Investigate and promote effective literacy instruction through Balanced Literacy Principles. The Principles will be articulated and a common understanding of great instructional practice will be present in classrooms. This must be reflected in the classroom activities. This would include altering assignments, structured leveled reading groups, and specific skill instruction in reading and writing. A rubric for structuring a Language Arts classroom will be developed at the end of the project. We would expect to see an increase in parental involvement with home reading programs.

Why is the Project Needed?

Currently we have approximately only 50% of students achieving grade level on reading on a CAT Test. This affects all of the learning in future grades and subjects. Our mission and mandate of W.A. Day includes working with parents and other stakeholders with the main goal of creating students with necessary skills in Language Arts and Math.

Describe the Innovation

This innovation follows the guidelines of action research with clear measures and respect for professional judgement due to the array of assessments available to the staff members. We will begin the process of identifying what works well in the classrooms already and augment programs for challenging areas. This is partially driven from the work of Todd Whitaker when he states it is not about a program but the people in the classroom.

A3 - School Community Involvement

Participant	Consultation and Planning	Implementation
School Council	Priorities were set after discussion of results on a Data Board. Plan was shared at the June 2009 School Council Meeting	
Authority Administrators	A variety of discussions were held at Admin Meetings to clarify projects and initiatives.	
Students	In reviewing and filling out surveys students report a problem with class activities.	

A4 - Research

Author	Year	Title	Source (if not a book)
Routman, Regie	2003	Reading Essentials The Specifics You Need to Teach Reading Well	
Carbo, Marie	2007	Becoming a Great Teacher of Reading	
			Nelson Literacy Place
			Scholastic (180 resources)

What other AISI projects inform this project?

We hope to partner with a variety of schools in Livingstone Range which will enhance our abilities to speak the same language around instruction and assessment.

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

By collaborating with other LRSD schools with similar projects, it is anticipated that we will share in the benefits of a common Student Literacy Profile which will aid in the assessment of all students. This profile will provide a common language and standard base for data.

Section B - Project Measures

B1a-b Quantitative and Survey Measures

Key Measure	Target Group	Baseline	Target	2009 2010	2010 2011	2011 2012
Gr. 3 PAT - LA Acceptable	25th to 49th percentile student on reading comprehension subtest	81.1 <small>Previous 3-yr</small>	88	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
Gr. 3 PAT - LA Excellence	25th to 49th percentile student on reading comprehension subtest	9.3 <small>Previous 3-yr</small>	16	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
CAT Scores (1 Year's Growth on L.A. Comprehension Sections)	25th to 49th percentile student on reading comprehension subtest	TBD <small>2008-2009</small>	90	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
CAT Scores (%age of students who maintained or improved on Comprehension Sections in the 25th to 49th percentile)	25th to 49th percentile student on reading comprehension subtest	50 <small>2008-2009</small>	90	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
Student Satisfaction Survey Item (Do you like your School Work?)	All Students	88 <small>2008-2009</small>	94	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>

B1c Qualitative Measures

Current Situation	Desired Change	Success Indicator(s)
Many students are not reading outside of school.	Community involvement by families and outside agencies to promote a passion for words.	Increased involvement by community in literacy activities.

Section B - Project Measures

B2 - Plans for Key Strategies and Processes

Category	Planned Strategies/Processes
<p>a Instructional Strategies</p> <p><i>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.)</i></p>	<p>Teachers will teach reading using specific skill development in the areas of comprehension and vocabulary. Students will become familiar with reading strategies and be able to use metacognition to articulate their learning. In keeping with Balanced Literacy principles, flexible, leveled reading groups will provide differentiation to meet student needs. Teachers will use 6+1 writing traits philosophy to teach writing strands</p>
<p>b. Student Assessment</p> <p><i>Projects must provide annual evidence of student learning and performance.</i></p>	<p>CAT Tests</p>
<p>c. Project Management and Coordination</p> <p><i>Projects require some type of support such as a project coordinator, consultant, or lead teacher. 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.</i></p>	<p>AISI Researcher- Dana Burrows will manage and coordinate this project in conjunction with Ian Stewardson. Time invested for this project will be 0.5. The project will be managed through open discussion with staff at PD sessions, monthly grade level meetings and on going discourse between stakeholders.</p>
<p>d. Professional Development</p> <p><i>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.</i></p>	<p>Professional Development will come from Nelson to provide knowledge on Balanced Literacy and how it can effectively work in classrooms. It is also anticipated that SAPDC will provide some sessions in the area of guided reading and 6+1 writing. Teachers will also be given opportunity to choose a book for their own professional reading in a related area to complement their identified area of need. A book study around effective language arts instruction will also provide opportunities for discussion and reflection on best practices.</p>
<p>e. Parental Involvement and Community Involvement</p> <p><i>There must be meaningful involvement of parents in planning the proposal.</i></p>	<p>School Council will have direct involvement through data analysis.</p>
<p>f. Knowledge Dissemination, Sharing and Communication</p> <p><i>Projects must identify how what has been learned will be shared. Ways to disseminate new knowledge and practices include project documentation, workshops, events, conferences, promising practices for the AISI website, monographs, research briefs, and articles for the School Improvement Scoop, professional magazines, and journals.</i></p>	<p>Knowledge will be shared primarily through embedded PD/ GLM times. Investigation into a Balanced Literacy workshops being offered by SAPDC and Teacher's Convention or other sources.</p>
<p>g. Networking</p> <p><i>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.</i></p>	<p>Visiting and observing other schools that are effectively using Balanced Literacy specifically Canyon School in Pincher Creek, Claresholm Elementary School and Stavely School. Findings will be reported to staff at GLM or staff planning sessions.</p>
<p>h. Integration and Sustainability</p> <p><i>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).</i></p>	<p>Teaching strategies will be identified, adapted and modelled by administration and teachers. Rubric for effective language arts classroom will assist in directing and sustaining new practices and celebrating quality practices already in place. Teacher leader expertise will be showcased and shared with all staff.</p>
<p>i. Project Evaluation Process</p> <p><i>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.</i></p>	<p>Continue to review assessments and have ongoing discussions about strategies and best practices for target students. Surveys will indicate the level of satisfaction with changes in instructional practices and attitudes.</p>

Section B3 - Staffing Requirements

	FTE		FTE		FTE	
	2009	2010	2010	2011	2011	2012
	AISI Funded	Funded From Other Sources	AISI Funded	Funded From Other Sources	AISI Funded	Funded From Other Sources
Certificated Teachers						
Teachers	0.00					
AISI Coordinators	0.00					
Other Personnel						
Professionals (ie. Social Worker, Liaison Worker)	0.00					
Teaching Assistants	0.00					
Administrative Support Staff	0.00					
Other	0.00					
TOTAL FTE	0.00	0.00	0.00	0.00	0.00	0.00
Total \$ amount allotted for Staffing and Benefits	\$1,500.00		\$0.00		\$0.00	

Section B4 - Budget and Financial Report

Revenue	2009	2010	2010	2011	2011	2012
	Budget	Working/ Actual YTD	Budget	Working/ Actual YTD	Budget	Working/ Actual YTD
Unexpended Funds	\$0.00					
AISI Funding	\$17,010.00					
Funding from other sources	\$0.00					
Approved AISI funding transferred	\$0.00					
Total Revenue	\$17,010.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Comments on any of the revenue line items						
Expenses	Budget	Working/Actual YTD	Budget	Working/Actual YTD	Budget	Working/Actual YTD
Project Management	\$1,500.00					
Staffing and Benefits	\$0.00					
Professional Development	\$5,000.00					
Instructional Materials/Resources	\$5,510.00					
Equipment	\$0.00					
Other Capital	\$0.00					
Total Expenses	\$12,010.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Comments on any of the expense categories						



W.A. Day Elementary School

Planning for School Success - Goal 2 Overview

By 2012, Ninety Percent of W.A. Day Students will make one years growth or more on the Math Subsets of the CAT.

Provincial Correlation

High Quality Learning Opportunities for all
Excellence in Learner Outcomes
Highly Responsive and Responsible Schools

Jurisdictional Correlation

Improve FNMI Student Success and Achievement

Rationale for Goal

Why are we focusing on this goal in our school?

We are implementing the new Math Program from K - 3. In 2009-2010, we will have the Grade Three online with this project. In the following two years, we will continue to hone the skills with best practices teaching Math in a primary setting.

Key Strategies

How will we accomplish our goal?

Implement the New Math Curriculum at all grade levels by the year 2010

Improve Assessment and Reporting practices in Math Topics

Identify at risk math students and remediate based on their needs.

0

Quantitative Measures

Key Measure	Target Group	Baseline	Target	2009 2010	2010 2011	2011 2012
Gr. 3 PAT - Math Acceptable	All Students	77.4 <small>Previous 3-yr</small>	88	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>
Gr. 3 PAT - Math Excellence	All Students	18.4 <small>Previous 3-yr</small>	25	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>
CAT Scores (1 Year's Growth on Math Sections)	All Students	TBD <small>2008-2009</small>	90	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>	0 <small>0 Number 0 Possible</small>

Reflection on Results

Qualitative Measures

Current Situation	Desired Change	Success Indicator(s)
We are trying to remove the Math Phobias by making instruction less stressful and more meaningful for students.	Students are engaged in Math activities with real life applicatons	%age of students who report engagement in learning math. %age of staff who report students are more engaged in Math activities.

2009-2012 (2009 Update)

Livingstone Range School Division





W.A. Day Elementary School

Planning for School Success

Goal 2 Action Plan

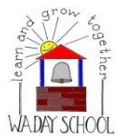
By 2012, Ninety Percent of W.A. Day Students will make one years growth or more on the Math Subsets of the CAT.

Strategy #1		Implement the New Math Curriculum at all grade levels by the year 2010			
Action	PD	Resources	Timeline	Responsible	Budget
Identify the Essential Learnings from the curriculum to ensure success in future grades	yes	Grade Level Meetings	Jun-10	Division Office Staff, Classroom Teachers, Math Expertise	\$0.00
Purchase New Resources for the smooth implementation of the curriculum	yes	Grade Level Meetings, Nelson Materials, and Literature related to Math	Jun-10	Administration and Support Staff	\$2,000.00
Discussions about projects completed throughout the Grade Levels	no	Grade Level Meetings	Jun-10	Teaching Staff	\$500.00
Host an information session for Parents regarding the new Math Curriculum	no	Examples and Handouts	Oct-10	Administration and Teachers	\$100.00
Strategy #2		Improve Assessment and Reporting practices in Math Topics			
Action	PD	Resources	Timeline	Responsible	Budget
Review Types of Assessment for and of Learning used at all levels of Instruction	no	Nelson Materials and Grade Level Time	Jun-10	Administration, Teachers and Specialist	
Review Formats of Report Cards to sent to parents with specifics about what we are reporting	yes	Grade Level Meetings	Throughout 2009-2010	Administration, Teachers and Specialist	



2009-2012 (2009 Update)

Livingstone Range School Division



W.A. Day Elementary School

Planning for School Success

Goal 2 Action Plan

By 2012, Ninety Percent of W.A. Day Students will make one years growth or more on the Math Subsets of the CAT.

Strategy #3	Identify at risk math students and remediate based on their needs.				
Action	PD	Resources	Timeline	Responsible	Budget
Allow for flexibility in classrooms for students with special needs to attend other classes covering topics that are necessary	no	Materials at lower levels prepared and timetables flexible	Throughtout 2009-2012	Teachers, Teacher Assistants and Administrators	\$0.00
Using the CAT Scores identify the students with Math totals in the 25 to 49th percentiles and adapt/monitor their programs	no	CAT Summaries broken into classrooms	Identified by October 2009	Adminstrators and Teachers	\$0.00
Edit the timetable to create more time for Math by placing this in the afternoon where there is an extra 15 minutes of classtime	no	None	Sep-09	Adminstrators and Teachers	\$0.00
Increase the amount of volunteer time specifically centered on Math instruction times.	no	Volunteer Handout and Recruitments	Nov-09	Adminstrators and Teachers	\$200.00

Strategy #4					
Action	PD	Resources	Timeline	Responsible	Budget

2009-2012 (2009 Update)

Livingstone Range School Division



Goal 2 Measures and Additional Planning

Quantitative and Survey Measures

Key Measure	Target Group	Baseline	Target	2009 2010	2010 2011	2011 2012
Gr. 3 PAT - Math Acceptable	All Students	77.4 <small>Previous 3-yr</small>	88	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
Gr. 3 PAT - Math Excellence	All Students	18.4 <small>Previous 3-yr</small>	25	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
CAT Scores (1 Year's Growth on Math Sections)	All Students	TBD <small>2008-2009</small>	90	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
CAT Scores (%age of student who maintained or improved on Math Sections in the 25th to 49th percentile)	25th to 49th percentile students on Math Subset	TBD <small>2008-2009</small>	90	<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>
				<i>Number Possible</i>	<i>Number Possible</i>	<i>Number Possible</i>

Qualitative Measures

Current Situation	Desired Change	Success Indicator(s)
We are trying to remove the Math Phobias by making instruction less stressful and more meaningful for students.	Students are engaged in Math activities with real life applicatons	%age of students who report engagement in learning math. %age of staff who report students are more engaged in Math activities.

Action	PD	Resources	Timeline	Responsible	Budget



W.A. Day Elementary School

Planning for School Success - Goal 3 Overview

By 2012, we will maintain Effective Behaviour Strategies to keep negative referrals to 125. We will have 10 positive behavior celebrations of 200 Way to Goes.

Provincial Correlation

High Quality Learning Opportunities for all
Highly Responsive and Responsible Schools

Jurisdictional Correlation

Improve FNMI Student Success and Achievement

Rationale for Goal

Why are we focusing on this goal in our school?

We have seen great improvements in student behavior by implementing the EBS program. By constantly evaluating our student behaviors we can ensure a safe and caring atmosphere continues at W.A. Day School

Key Strategies

How will we accomplish our goal?

Provide Specific and Detailed Instruction and modelling of behavioral expectations

Select Themes for Each Month for Behavior Expectations from a variety of resources.

Maintain the system for reinforcing positive and limiting negative behaviors

Investigate Circle of Courage implementation.

Quantitative Measures

Key Measure	Target Group	Baseline	Target	2009 2010	2010 2011	2011 2012
Parent Satisfaction Survey Item (School is a Safe Environment)	Parent Questionnaire Responses	0.944 2008-2009	96	0 <i>0 Number</i> <i>0 Possible</i>	0 <i>0 Number</i> <i>0 Possible</i>	0 <i>0 Number</i> <i>0 Possible</i>
Student Satisfaction Survey Item (Report Following the Rules)	Grade 1 to 3 Students	0.96 2008-2009	98	0 <i>0 Number</i> <i>0 Possible</i>	0 <i>0 Number</i> <i>0 Possible</i>	0 <i>0 Number</i> <i>0 Possible</i>
Student Satisfaction Survey Item (Report Other Students are Kind)	Grade 1 to 3 Students	0.86 2008-2009	90	0 <i>0 Number</i> <i>0 Possible</i>	0 <i>0 Number</i> <i>0 Possible</i>	0 <i>0 Number</i> <i>0 Possible</i>

Reflection on Results

Qualitative Measures

Current Situation	Desired Change	Success Indicator(s)
Students are following the rules in a way which is inconsistent and sometimes the write ups are arbitrary.	There needs to be clarity in the way staff respond which will promote a consistency in behavior	Maintaining the relatively low numbers of write ups for bad behavior. Increasing the use of "Way to Go's" for reinforcing good behavior.

2009-2012 (2009 Update)

Livingstone Range School Division





W.A. Day Elementary School

Planning for School Success

Goal 3 Action Plan

By 2012, we will maintain Effective Behaviour Strategies to keep negative referrals to 125. We will have 10 positive behavior celebrations of 200 Way to Goes.

Strategy #1	Provide Specific and Detailed Instruction and modelling of behavioral expectations				
Action	PD	Resources	Timeline	Responsible	Budget
Assembly to demonstrate behavior which would be appropriate in different areas of the school.	no	Some Assembly time in Sept	Every September for the course of the Plan	Teacher and Administration	\$0.00
Facilitate a discussion regarding behavioral expectations.	no	Staff Presentation	August Staff meetings each year.	All Staff Members	\$0.00
Review Materials by Roland Morrish on improving student behavior	no	Staff Meeting time set aside for Viewing materials	May-10	Administration	\$0.00

Strategy #2	Select Themes for Each Month for Behavior Expectations from a variety of resources.				
Action	PD	Resources	Timeline	Responsible	Budget
Committee Meeting to decide on the themes for the year i.e. respect others, property etc.	yes	Michelle Borba Moral Intelligence	Second week of September each year.	EBS Committee	\$100.00
Build in Individual Rewards for students following the rules in relation to the theme	no	Supplies for rewards Pencils etc.	Draw at assembly or Daily based on recommendation of Committee	EBS Committee	\$100.00
Have a collective Visual Reward Tracker for the Way to Go Celebrations	no	Supplies for posters etc.	Throughout 2009-2010	Administration	\$0.00

2009-2012 (2009 Update)

Livingstone Range School Division





W.A. Day Elementary School

Goal 3 Action Plan

By 2012, we will maintain Effective Behaviour Strategies to keep negative referrals to 125. We will have 10 positive behavior celebrations of 200 Way to Goes.

Strategy #3		Maintain the system for reinforcing positive and limiting negative behaviors				
Action	PD	Resources	Timeline	Responsible	Budget	
Continue the Way to Go structure with 200 for a whole school celebration	no	Some prizes	Throughout any of the years for this plan	Administration and EBS Committee	\$50.00	
Continue the Blue Forms for behavior which is not appropriate and then continue with the consequences	no	Supervision Schedule Flexible with administrator Time	Throughout any of the years for this plan	Administration and EBS Committee	\$0.00	
Continue with the Immediate Room to Grow for serious infractions	no	Supervision Schedule Flexible with administrator Time	Throughout any of the years for this plan	Administration and EBS Committee	\$0.00	
Gather and Analyze the Data from the Slips for creating a proactive response to behavior	no	Time for Heather Hart to keep track of the data.	Throughout any of the years for this plan	Heather Hart and EBS Committee	\$0.00	
Strategy #4		Investigate Circle of Courage implementation.				
Action	PD	Resources	Timeline	Responsible	Budget	
Tour schools who are effectively using Circle of Courage Philosophy.	yes	Tour Calgary School	June 10,2009 & throughtout any of the years of this plan	FNMI staff and Administration	\$0.00	
Inservice staff members on fundamentals of program and ideas around nuturing the whole child.	yes	Divisional Support and Discussion	Throughout 2009 - 2012	Divisional Initiative	?	

2009-2012 (2009 Update)

Livingstone Range School Division



Goal 3 Measures and Additional Planning

Quantitative and Survey Measures

Key Measure	Target Group	Baseline	Target	2009 2010	2010 2011	2011 2012
Parent Satisfaction Survey Item (School is a Safe Environment)	Parent Questionnaire Responses	94.40% 2008-2009	96	Number Possible	Number Possible	Number Possible
Student Satisfaction Survey Item (Report Following the Rules)	Grade 1 to 3 Students	96% 2008-2009	98	Number Possible	Number Possible	Number Possible
Student Satisfaction Survey Item (Report Other Students are Kind)	Grade 1 to 3 Students	86% 2008-2009	90	Number Possible	Number Possible	Number Possible
Student Satisfaction Survey Item (Report They are Kind to Other Students)	Grade 1 to 3 Students	99% 2008-2009	100	Number Possible	Number Possible	Number Possible
Student Satisfaction Survey Item (Report Knowing the Rules)	Grade 1 to 3 Students	92% 2008-2009	94	Number Possible	Number Possible	Number Possible

Qualitative Measures

Current Situation	Desired Change	Success Indicator(s)
Students are following the rules in a way which is inconsistent and sometimes the write ups are arbitrary.	There needs to be clarity in the way staff respond which will promote a consistency in behavior	Maintaining the relatively low numbers of write ups for bad behavior. Increasing the use of "Way to Go's" for reinforcing good behavior.

Action	PD	Resources	Timeline	Responsible	Budget



W.A. Day Elementary
School

Planning for School Success

Professional Development Planning

Committee Members	LRSD Planning Days	School Planning Days	Other Dates
Naomi Kordy Fern Gore Patty McNally Ian Stewardson Dana Burrows Sherri Terpstra Lorraine Poytress	September 25, 2009 October 9, 2009 November 12, 2009 January 29, 2010 March 12, 2010 May 21, 2010	April 23, 2010	August 25, 2009 August 26, 2009 August 27, 2009

Goal 1

AISI

By June 2012, Ninety Percent of all students will make one years growth in reading as measured by Canadian Achievement Tests.

Action	Resources	Timeline	Responsible	Budget
Attend PD sessions on Balanced Literacy principles	SAPDC/Nelson	Throughout 2009-12	All Staff	\$6,000
Investigate and discuss effective strategies for a Balanced Literacy classroom	Book Study TBD	Throughout 2009-10	All Staff	\$1,000
Develop rubric of effective LA classroom	GLM	Throughout 2009-12	All Staff	
Review of CAT scores	GLM	9-Sep	All Staff	
Review possibility of Literacy Profile	LRSD AISI Researchers	Throughout 09-12	Divisional planning team	

2009-2012 (2009 Update)

Livingstone Range
School Division



Goal 2

By 2012, Ninety Percent of W.A. Day Students will make one years growth or more on the Math Subsets of the CAT.

Action	Resources	Timeline	Responsible	Budget
Ongoing discussions on assessment and reporting	GLM	9-Sep	All staff	
Review of best practices	GLM/ PD Days	Throughout 2009-12	All staff	
Attend LRSD math implemetation sessions	LRSD/Lorna Adrian	ongoing 2009-12	teaching staff	

Goal 3

By 2012, we will maintain Effective Behaviour Strategies to keep negative referrals to 125. We will have 10 positive behavior celebrations of 200 Way to Goes.

Action	Resources	Timeline	Responsible	Budget
Celebrate positive behavior	Staff meetings, Way to Go rewards, GLM	Throughout 2009-12	EBS committee, all staff	
Investigate implementation of Circle of Courage	Tour of schools effectively using model- eg.Calgary	9-Jun	FMNI/Admin	
Present concept to staff & do "ground work" for school implementation	FNMI/Admin	October 09-2012	FNMI/admin	
Participate in Divisional discussions and inservice on implementation	LRSD	Throughout 2009-12	LRSD	

Additional Professional Development Strategies

Action	Resources	Timeline	Responsible	Budget
Develop a year plan of PD activities	PD committee/Admin	Aug-09	PD Committee/Admin	

Notes for Professional Development

Total Budget for PD

\$7,000.00

Comments regarding Budget

Evidence-Based Assessment

[Grade 3 PAT](#)

[Grade 6 - LA/Math PAT](#)

[Grade 6 - Science/Social PAT](#)

[Grade 9 - LA/Math PAT](#)

[Grade 9 - Science/Social PAT](#)

[Diploma - English](#)

[Diploma - Math](#)

[Diploma - French](#)

[Diploma - Chemistry/Physics](#)

[Diploma - Biology/Science](#)

[Diploma - Social Studies](#)

[High School Completion Results](#)

[Preparation for Post-Secondary](#)

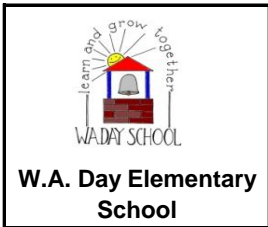
[Data Sources - Raw Data](#)

[Return to Planning Overview](#)

Alberta Education requires that the following information be included in school results reports (and are contained in this document, identified by the red links):

- Annual drop-out rate of students aged 14-18
- 3, 4 and 5-year high school completion rates
- Percentages of students in grades 3, 6 and 9 who achieve the acceptable standard and standard of excellence on provincial achievement tests
- Participation rates in provincial achievement tests for grades 3, 6 and 9
- Percentages of students who achieve the acceptable standard and standard of excellence on diploma examinations
- Percentages of students who have written four or more diploma exams within three years of entering grade 10
- Percentages of grade 12 students who meet the Rutherford Scholarship eligibility criteria
- 4 and 6-year high school to post-secondary transition rates

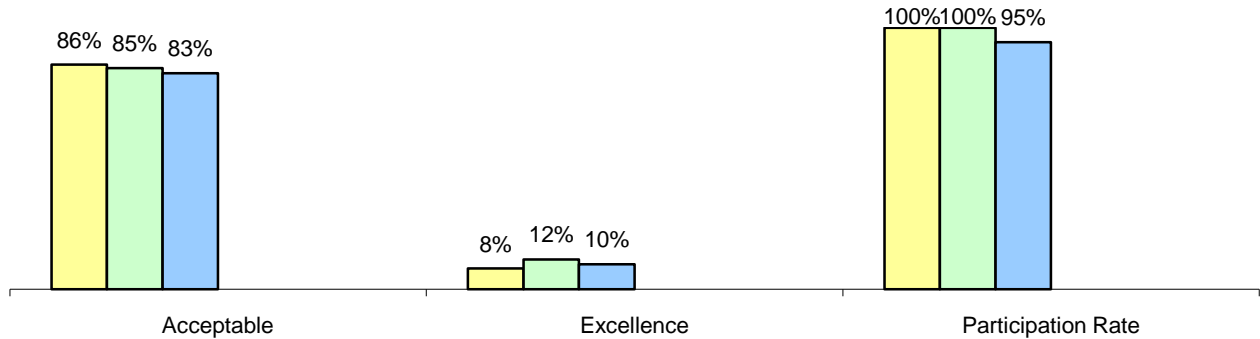
The Data Sources - Raw Data page allows for data related to a number of assessments and measures to be tracked and reported.



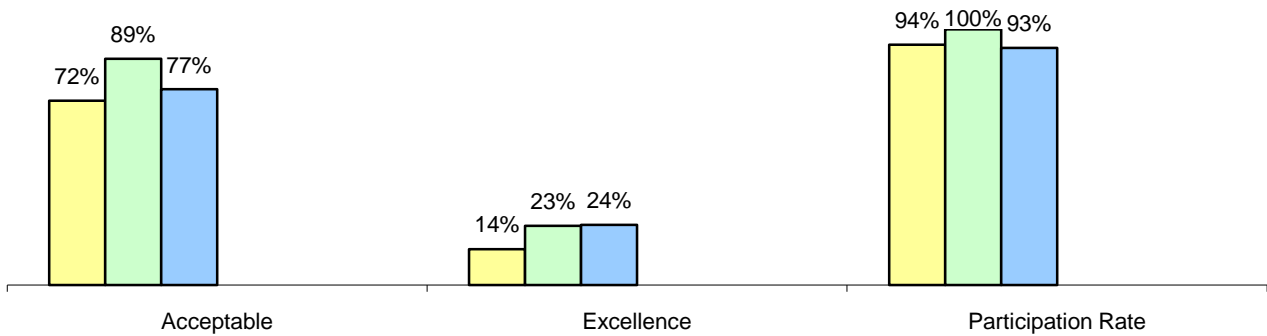
Planning for School Success

Provincial Achievement Test Results Grade Three

All percentages reflect the writing cohort results (all students registered at that grade level).



Language Arts		2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
		Acceptable	86%	85%	83%		
	LRSD						
	Province	80%	80%	90%			
Excellence	School	8%	12%	10%			
	LRSD						
	Province	18%	16%	20%			
Participation Rate	School	100%	100%	95%			
	LRSD						
	Province	90%	90%	91%			



Mathematics		2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
		Acceptable	72%	89%	77%		
	LRSD						
	Province	79%	78%	88%			
Excellence	School	14%	23%	24%			
	LRSD						
	Province	23%	24%	30%			
Participation Rate	School	94%	100%	93%			
	LRSD		%				
	Province	90%	90%	91%			