

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

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

Project ID: 40512 (Current Status: Approved by Alberta Education)
Submitted Date: Sep-30-2009 Approved Date: Oct-22-2009 Last Updated: Sep-24-2010, Alfred Sakyi

<p>a. Project Title: Differentiated Instruction K-12</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: Yellowhead Koinonia Christian School Society School Authority Code: 0141 School Authority Website:</p>

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**

<p>Actual Number of Schools Involved: 1</p> <ul style="list-style-type: none">• Yellowhead Koinonia Christian School

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

2009/2010	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="8"/>
1	<input type="text" value="8"/>
2	<input type="text" value="5"/>
3	<input type="text" value="5"/>
4	<input type="text" value="7"/>
5	<input type="text" value="8"/>
6	<input type="text" value="2"/>
7	<input type="text" value="5"/>
8	<input type="text" value="7"/>
9	<input type="text" value="6"/>
10	<input type="text" value="2"/>
11	<input type="text" value="2"/>
12	<input type="text" value="2"/>
Total	<input type="text" value="67"/>

2010/2011	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="8"/>
1	<input type="text" value="8"/>
2	<input type="text" value="5"/>
3	<input type="text" value="5"/>
4	<input type="text" value="7"/>
5	<input type="text" value="8"/>
6	<input type="text" value="2"/>
7	<input type="text" value="5"/>
8	<input type="text" value="7"/>
9	<input type="text" value="6"/>
10	<input type="text" value="2"/>
11	<input type="text" value="2"/>
12	<input type="text" value="2"/>
Total	<input type="text" value="67"/>

2011/2012	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="8"/>
1	<input type="text" value="8"/>
2	<input type="text" value="5"/>
3	<input type="text" value="5"/>
4	<input type="text" value="7"/>
5	<input type="text" value="8"/>
6	<input type="text" value="2"/>
7	<input type="text" value="5"/>
8	<input type="text" value="7"/>
9	<input type="text" value="6"/>
10	<input type="text" value="2"/>
11	<input type="text" value="2"/>
12	<input type="text" value="2"/>
Total	<input type="text" value="67"/>

Section A: 1f. Project Type

Alberta Education, school authorities, universities and other AISI users often want to undertake various analyses of AISI projects. This type of analytical work requires the capability to extract and group AISI projects accurately by various categories.

Not all categories may apply to your project. Only do the checklist for the categories that are needed to describe your project. However, you must do the following categories: **Targeted Students, Subject, Themes and Teaching Strategies**

Targeted Students	<ul style="list-style-type: none"> ● All Students
Subject(s)	<ul style="list-style-type: none"> ● All Core (LA, SS, Ma, Sc)
Theme(s)	<ul style="list-style-type: none"> ● Assessment
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> ● Assessment for/of/as Learning ● Differentiated Instruction ● Technology ● Workshops/Conferences
Number of Students in Project	<ul style="list-style-type: none"> ● 201-500
Grade	<ul style="list-style-type: none"> ● K ● 1 ● 2 ● 3 ● 4 ● 5 ● 6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12
Zone	<ul style="list-style-type: none"> ● Zone 2/3 Services
Number of Schools in Project	<ul style="list-style-type: none"> ● 1
Location of School(s) involved	<ul style="list-style-type: none"> ● Rural & Urban
Division Grade Level	<ul style="list-style-type: none"> ● 1 (K-3) ● 2 (4-6) ● 3 (7-9) ● 4 (10-12)
School Authority Type	
Types of Measures	<ul style="list-style-type: none"> ● Description of Quality Measures

	<ul style="list-style-type: none"> • Observation/Checklists
Constituency	<ul style="list-style-type: none"> • West Yellowhead
City or Town Name	<ul style="list-style-type: none"> • Edson

Section A: 2. Project Description

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

Through the three years of this project, we will learn to use DI to more fully engage our students. We will participate in PD to learn about DI and then work as a collaborative team under the direction of a lead teacher to share effective practices that support our school community.

During the three years of this project, a lead teacher will establish the processes to allow our teachers to collaborate to learn about Differentiated Instruction. We hope to find a variety of ways to meaningfully and purposefully engage every student in the learning process across the curricula through the use of DI.

We expect that DI will include a variety of teaching strategies that use digital multimedia, and so also intend to work as a group to develop our teacher skills in using computer technologies. We will purchase digital supplies and resources as appropriate to broaden our student learning opportunities as we learn to differentiate our instructional and assessment practices.

b. Indicate why the project is needed.

Traditional teaching practices that we typically use such as teacher-led direct instruction are somewhat limiting. We want to adapt our instructional methods to engage our students more fully in the learning process and meet a greater variety of student needs. We believe that by learning to differentiate our instruction and assessment and include digital technologies more systematically, we will be able to engage our students in new ways and create a culture of collaborative learning between students and teachers.

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?

We have not addressed DI, nor have we systematically included the use of digital multimedia in our teaching model. This project will build on what we learned in the last cycle when we developed the Science Kits, in that we now appreciate that having new resources is not necessarily sufficient; we need to systematically address our teaching pedagogy to ensure that we are engaging all the students appropriately with whatever resources we use.

Section A: 3. School Community Involvement

As collaboration is an essential element for school improvement, project applications must reflect support of those who will implement the projects and include meaningful involvement of the school community. What are the indications that the project has meaningful involvement of the school community?

	a. Describe the participants` involvement in the consultation and planning process.	b. Describe how the participants will be involved or support the implementation of the project.
Authority Administrators		
Business/Community Agencies		
Parents	Parents were involved in designing and approving the project through conversations with teachers and during regular meetings at the school.	Parents will be a support and sounding block to the implementation of the project. We will be in touch with parents through school meetings and personal discussions to monitor how the project is empowering their children in their studies.
Principals	The principal discussed this project with the staff and worked on developing the project. He worked with the lead teacher to prepare this project proposal.	The principal will work with the lead teacher to monitor the success of the project over the three years. Since we have a small staff, the principal will be equally involved in the success of this project.
School Board	Our school board approved this project and supports its implementation.	The school board members will receive regular reports about the progress of the project and will evaluate its success over the three years. They will continue to supply the school with resources in addition to the AISI funding.
School Council		
Students		Students will provide feedback about the effectiveness of the DI approach and the use of digital resources.
Support Staff	Support staff were involved in discussions about the project and provided input into the proposal.	Our support staff will work with the lead teacher and the teachers to work with students.
Teachers	Teachers collaborated to narrow the focus for the project and to decide on how to build on our previous project to ensure that we are continuously improving.	Teachers will work with the lead teacher to incorporate DI strategies into their teaching methodology. They also will gather information from students and parents to evaluate the effectiveness of the project.
Other Specify		

Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

a. What research/literature base informs your project? At least 3 current references (within the last five years) are required.

Author	Year	Title	Source(if not a book)
Jan Galhala	2005	Critical Issue: Promoting Technology Use in Schools	
Kathie Nunley	2006	Differentiating the High School Classroom	
Carol Anne Tomlinson	2005	The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom	

Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

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

30097 Edmonton Public School Division - Engaging All Learners through Differentiated Instruction
30236 Wild Rose School Division - Creating Enhanced Learning Environments.

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

The two AISI projects started up conversations in how to use Differentiated Instruction and instructing with technology.

The article by Jan Gahala focused on technology tools, the role of the coordinator in schools, goals reached through technology and the changing role of teachers in educating students.

The book by Kathie Nunley provides strategies for overcoming common obstacles in High School Differentiation.

The handbook and DVD by Carol Ann Tomlinson provides examples, handouts and application in classroom settings. While her work identifies strategies for the regular classroom, we will use what we learned about working with our special needs students in the last cycle and add her strategies as appropriate.

Section A: 5a.Improvement Goals:

	Goals	Strategies	Measures
Student Learning	<p>1. Student learning opportunities and performance in all core subjects will be improved.</p> <p>2. Students will become more engaged in their learning as a result of DI.</p>	<p>1. We will engage in PD around DI and collaborate to develop effective practices for our school community.</p> <p>2. We will use a variety of digital and print resources to engage students more fully.</p>	<p>We will use anecdotal information from teachers and students about the effectiveness of DI in engaging the students in their learning.</p> <p>We will use the survey that forms part of our Accountability Pillar to gather information from parents about their reactions to our new approach to learning and teaching.</p>
Other Related	<p>Teachers' skill levels and confidence will increase in using a variety of digital and print learning materials.</p>	<p>Teachers will collaborate to learn about and implement differentiated instruction and assessment practices.</p>	<p>Anecdotal information from teachers will indicate that they are more comfortable using digital multimedia, and are able to use the new resources in new ways as appropriate to engage students in learning outcomes.</p> <p>Feedback from students will support teachers' anecdotes.</p>

Section A: 5b. Improvement Goals

How do these AISI goals relate to specific aspects or priorities in your Three-Year Education Plan and Annual Education Results Report (AERR)?

One of our goals in our 3 Year Plan is to increase the percentage of students,teachers and parents who report that the school is helping students improve in all subject areas. This project is designed to do just that by implementing an effective teaching methodology.

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.

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.

Measure Category: Provincially Determined Surveys					
Measure: School Improvement - Parents					
Measure Description	Percentages of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		88.9			2009 was the first year the surveys were conducted. The results were so high that we will realistically only be able to maintain these levels, not improve upon them. Our first year results supported this expectation, as the parent satisfaction levels were lower than the baseline..
2009/2010	89	84.20	19	78.00	
2010/2011	89	.00	0	.00	
2011/2012	89	.00	0	.00	

Measure Category: Provincially Determined Surveys					
Measure: School Improvement - Students					
Measure Description	Percentages of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		89.8			2009 was the first year the surveys were conducted. The results were so high that we will realistically only be able to maintain these levels, not improve upon them. Our first year results supported this expectation, as the parent satisfaction levels were lower than the baseline.upon them.
2009/2010	90	82.30	45	50.00	
2010/2011	90	.00	0	.00	
2011/2012	90	.00	0	.00	

Measure Category: Provincially Determined Surveys					
Measure: School Improvement - Teachers					

Measure Description	Percentages of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		66.7			2008/09 is the first year that will be doing the survey. Our baseline was quite low, and the first year results demonstrate that the teachers recognize and appreciate the growth we are experiencing as a learning community.
2009/2010	69	87.50	8	100.00	
2010/2011	72	.00	0	.00	
2011/2012	75	.00	0	.00	

Section B: 1c. Qualitative Measures

Qualitative data provide rich, transferable descriptions of individuals' experiences of educational phenomena, with a focus on process, meaning and human behaviours as they occur in context. Sources of evidence might include: interview transcripts, written reports (e.g., policy documents; observation field notes), focus group transcripts, video/audio recording (e.g., documenting classroom activities), artifacts/documents/portfolios (e.g., personal/professional journals; artwork).

The "Current Situation" provides a baseline. The "Success Indicators" demonstrate how we know the "Desired Change" has been achieved. When reporting on these success indicators, plan to include a summary of qualitative evidence, rather than including all the raw data. For example, rather than including all the interview transcripts from the in-depth qualitative interviews conducted, include a summary of evidence-based themes from the data analysis.

Current Situation	Desired Change	Success Indicator(s) (You will be required to report on each success indicator identified.)	Evidence of Success Achieved (Briefly describe the evidence of success achieved for each identified success indicator)
Students are passive participants in the learning process.	Students will make choices for themselves about their learning, and be more actively engaged in the learning process.	Increase in the number of differentiated instructional and assessment processes within the school and individual classroom settings. Student conversations will reflect ownership of their learning and a greater degree of involvement in the learning process. Teachers will report that students are more actively	Students became more actively engaged in their assignments because of the differing ways that content was presented. When working individually, students had the opportunity to share their project with the class. At other times students had the opportunity to work together on activities,

		involved in the classroom and are becoming self-directed learners.	<p>working towards a common goal.</p> <p>Teachers were extremely pleased with the excitement and "willingness to engage" that the students showed when different opportunities presented themselves.</p>
<p>Teachers use a fairly traditional "stand and deliver" teaching methodology.</p>	<p>Teachers will develop a community of learners in the classroom wherein the strengths and interests of individual students serves as a focus and impetus for the learning.</p> <p>Teachers will honour student abilities and interests when planning, delivering, and implementing instruction.</p> <p>Teachers will differentiate their instructional and assessment practices so that more students are actively engaged as learners.</p>	<p>Teachers will report that the digital and print resources they learn to use support their ability to differentiate their lessons and assessments.</p> <p>Teachers also will report that the Pd they are involved in has helped them to learn and master strategies for meeting a greater variety of student learner needs through differentiation.</p> <p>Teachers will report that their confidence levels have increased in using DI strategies.</p>	<p>Teachers have reported that they are pleased with the new digital and print resources that they use to differentiate their lessons and assessments.</p> <p>Teachers reported that the PD they received has given them confidence to try new strategies for differentiation. They have not mastered these techniques yet, but their acceptance and confidence in them is growing. For instance, Another teacher has incorporated art into her lessons, allowing students to present their research in a variety of different ways: collage, timelines, and traditional essays.</p> <p>During the first year of this project, the confidence levels among the staff began to rise. Next year, with the help of further PD and teacher-to-teacher interaction, confidence and mastery should continue to develop.</p>

Section B: 2. Plans for Key Strategies and Processes

Identify and explain the processes and strategies you plan to use to achieve your goals. Indicate the timeframe where applicable.

Category	Planned Strategies/Processes	Refinements/Changes
<p>a. Instructional Strategies:</p> <p>Projects must identify instructional strategies to be used to improve student learning.(i.e. technology integration, clarifying and sharing learning outcomes with students, differentiated instruction, etc.)</p>	<p>Teachers will use a variety of differentiated instructional and assessment strategies to engage students. Strategies may include small group work, peer mentoring and coaching, and project-based work.</p>	
<p>b. Student Assessment:</p> <p>Projects must provide annual evidence of student learning and performance.</p>	<p>We will use a variety of formative and summative assessments to monitor student learning. Formative assessments may include e-portfolios, e-journals, self- and peer-assessments. Summative assessments will include teacher-awarded marks and PAT and Diploma Exam results.</p>	
<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>	<p>This project will be coordinated by the principal in consultation with staff and students. Our lead teacher will be responsible for project implementation and for keeping records and reporting on the project.</p>	<p>Next year we will have a new principal and a new lead teacher.</p>
<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,</p>	<p>Teachers will be engaged in professional development activities in Differentiated Instruction and use of digital technology in the classroom.</p> <p>We will provide regularly scheduled PD time during the school day and in staff meetings to allow teachers to collaborate to learn about the new resources and teaching strategies.</p> <p>Teachers will participate in events sponsored by the Edmonton Regional Consortium, AISCA, and others.</p>	<p>We mostly engaged in in-house PD as teachers did a literature review and then shared their effective practices related to the literature review. We invited AISCA-AISI staff to hold an in service on DI. The session was well-recieved, and teachers in general were very happy with the session.</p>

<p>facilities, other costs related to PD.</p>		
<p>e. Parental & Community Involvement:</p> <p>There must be meaningful involvement of parents in planning the proposal.</p>	<p>As an independent school, our parents are very involved in our school community. We will foster that engagement via newsletters and the website, and regular home-school communications.</p>	
<p>f. Knowledge Dissemination, Sharing and Communication:</p> <p>Projects must identify how what has been learned will be shared. Ways to disseminate new knowledge and practices include project documentation, workshops, events, conferences, promising practices for the AISI website, monographs, research briefs, and articles for the School Improvement Scoop, professional magazines, and journals.</p>	<p>Project information will be shared with the school community via direct dialogue with parents, newsletters and website.</p> <p>We will post our promising practices to the AISI Clearinghouse, and participate in AISCA-AISI sharing sessions.</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>We will work with our colleagues in the Koinonia Schools to share effective practices and to support the implementation of our project.</p> <p>We also will use the AISCA-AISI network to work with other schools that are exploring DI.</p>	<p>The upcoming Koinonia PD day in August will provide an excellent opportunity to share some of the results of the project.</p>
<p>h. Integration and Sustainability:</p> <p>Projects must indicate how educators will integrate what is learned: how they incorporate new practices, strategies, learnings, and key findings into their instructional repertoires. AISI projects are designed to have lasting impact on educational practices in schools. Proposals must indicate how the school authority plans to continue to benefit students and influence effective teacher practices in future years (beyond the AISI project).</p>	<p>We expect to learn some interesting new ways of thinking about education and our pedagogic model. Whatever we learn that works well for our school will become part of our regular model, and will be maintained through PD, teacher mentoring, and by the culture of the school that supports DI.</p>	

<p>i. Project Evaluation Process:</p> <p>Evidence is more compelling if it is corroborated through multiple sources. Projects describe the evaluation methods and data sources they will use to determine the success of their project. Multiple methods (e.g., student assessment, surveys), data sources (students, parents, teachers), and levels (e.g., grades 1, 2, 3, etc.) are recommended.</p>	<p>We will gather anecdotal information from teachers, students, and parents to determine how successful this project is during the three years of the cycle and at the end. We will report on our successes and challenges using the APAR format, and share that information with our school community.</p>	
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Section B: 3a. Staffing Requirements

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

	FTE 2009/2010		FTE 2010/2011		FTE 2011/2012	
	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*
Certificated Teachers						
Teachers	0.00		0.00		0.00	
AISI Coordinators						
Other Personnel						
Professionals (e.g., Social Worker, Liaison Worker)						
Teaching Assistants						
Administrative Support Staff						
Other						
Total FTE	0.00	0.00	0.00	0.00	0.00	0.00
Total \$ amount allotted for Staffing & Benefits	0		0		0	

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

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

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

Revenue	2009/2010		2010/2011		2011/2012	
	Approved Budget*	Working/Actual YTD	Approved Budget*	Working/Actual YTD	Proposed Budget*	Working/Actual YTD
Unexpended Funds at the beginning of year			456	456	0	456
AISI Funding	9,019	9,019	9,437	0	9,019	0
Funding from other sources	0	0	0	0	0	0
Approved AISI Funding transferred to/from other AISI projects	0	0	0	0	0	0
Total Revenue	9,019	9,019	9,893	456	9,019	456
Expenses						
Project Management	500	500	600	0	500	0
Check where applicable: <input type="checkbox"/> Office Supplies <input type="checkbox"/> Travel Expenses <input type="checkbox"/> Other expenses (Please comment in section B4b)						
Salaries and Benefits	0	0	0	0	0	0
(Cost of FTEs charged to this project). Check where applicable: <input type="checkbox"/> Lead Teachers <input type="checkbox"/> Internal Consultants/Specialists <input type="checkbox"/> Support Staff <input type="checkbox"/> AISI Coordinator <input type="checkbox"/> Classroom Teachers						
Professional Development	6,519	2,800	6,519	0	6,519	0
Check where applicable: <input type="checkbox"/> Resource Materials <input type="checkbox"/> External Consultants/Presenters Fees <input type="checkbox"/> Sub Costs <input type="checkbox"/> <input type="checkbox"/> Travel/Accommodation/Meals/Facilities <input type="checkbox"/> Other Related Costs (Please comment in section B4b)						
Instructional Material/Resources	1,000	2,263	2,774	0	2,000	0
Equipment	1,000	3,000	0	0	0	0
Equipment and Other Capital, together, will not exceed 10% of project expenses.						
Other Capital	0	0	0	0	0	0
Total Expenses	9,019	8,563	9,893	0	9,019	0
Unexpended Funds	0	456	0	456	0	456

*Proposed budget will change to Approved budget upon approval.

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

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

	Comment
Revenue	
A. Unexpended Funds at the beginning of year	
B. AISI Funding	
C. Funding from other sources	
D. Approved AISI funding transferred to/from other AISI projects	
Total Revenue	
Expenses	
Project Mangement	Costs associated with the writing the proposal and annual reports.
• Office Supplies	
• Travel Expenses	
• Other Expenses	
Salaries and Benefits	
• Lead Teacher(s)	
• Internal Consultants/Specialists	
• Support Staff	
• AISI Coordinator	
• Classroom Teachers	
Professional Development	PD costs will include teacher workshops and training costs, sub costs for teacher pd activities, resources for teachers as well as consulting fees for a person from our sister public school who will be working with us on the implementation of this project.

• Resources/Materials	
• External Consultants/Presenter Fees	
• Sub Costs	
• Travels/Accommodation/Meals/Facilities	
• Other Related Costs	
Instructional Materials/Resources	May include software and other digital resources.
Equipment	We will be needing a small amount of equipment for the project, in particular, one SMART board for student and teacher use.
Other Capital	
Total Expenses	
Unexpended Funds	we will use the unexpended funds for more PD in the second year

*Proposed budget will change to Approved budget upon approval.

Section B: 5. Attachment (Optional)

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

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

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

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

Surname	Given Name	Position	Business Address	City	Postal Code	Phone Number	Fax Number	E-mail Address
Ragan	Trevor	AISI Coordinator	430 72 Street	Edson	T7E1N3	780-723-3850	780-723-7566	principal@ykcschool.com

Section B: 7. Superintendent/CEO Certification of Project Plan

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

Project ID: 40512 Current Project Status: Approved by Alberta Education		
Does this project:	Yes	No
1. Address an identified need?	<input checked="" type="radio"/>	<input type="radio"/>
2. Address goals strategies, schools, grades, etc., that are different from those addressed in Cycles 1, 2 and 3 (2000-2009)?	<input checked="" type="radio"/>	<input type="radio"/>
3. Have meaningful involvement of the community, including school councils?	<input checked="" type="radio"/>	<input type="radio"/>
4. Have the support of those who will implement it?	<input checked="" type="radio"/>	<input type="radio"/>
5. Have a research base?	<input checked="" type="radio"/>	<input type="radio"/>
6. Have a processes in place for ongoing monitoring during the cycle?	<input checked="" type="radio"/>	<input type="radio"/>
7. Identify provincial and/or local (and quantitative or qualitative) measures that appear reasonable?	<input checked="" type="radio"/>	<input type="radio"/>
8. Have improvement targets that are achievable?	<input checked="" type="radio"/>	<input type="radio"/>
9. Identify strategies that have a reasonable chance of achieving the improvement goal(s) and target(s) (Refer to question A5.)	<input checked="" type="radio"/>	<input type="radio"/>
10. Include a workable plan for knowledge dissemination and sharing? (Refer to question B5.)	<input checked="" type="radio"/>	<input type="radio"/>
11. Identify appropriate evaluation methods? (Refer to question B3.)	<input checked="" type="radio"/>	<input type="radio"/>

12. Have FOIP compliance regarding names in the proposal and/or attachments.

<input checked="" type="radio"/>	<input type="radio"/>
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13. Superintendent/CEO Approval

<input checked="" type="radio"/>	<input type="radio"/>
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Section C: Estimated Staffing Percentages

Estimate the percentage of AISI funded staff time spent to deliver professional development and on project management/administration

School Year:

	2009/2010 AISI Funded FTE	% of Staff Time Spent on		
		Delivering Professional Development	Project Administration	Other
Certificated Teachers				
Teachers	<input type="text" value="0.00"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
AISI Coordinators	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
Other Personnel				
Professionals (e.g., Social Worker, Liaison Worker)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
Teaching Assistants	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
Administrative Support Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
Total FTE	<input type="text" value="0"/>			

*IT will design to capture annual estimates

Section D: 1. Student Outcomes

What IMPACT on student learning has this project had? Use the EVIDENCE from your results on quantitative, survey, and qualitative measures to support this conclusion.

2009/2010

Our parent and student satisfactions levels with school improvement decreased from the baselines. We could attribute this to several factors:

- parents and students may have been uncomfortable with the changes
- they may not have known how to fill out the questionnaires (a

"NA" counts as a negative response)

- they may not have related the new and exciting things being done with the Smart Board as part of "school improvement."

The teachers' level of satisfaction increased dramatically from the first year of the survey; we increased more than 21%. This may be due to the fact that we engaged in PD around DI, and teachers began to appreciate the good job that they are doing. By adding a few more resources and tools, they are able to see improvements in the ways in which they engage students.

Our project took a while to get to its feet this year, but here at the end of the year we have taken some small steps forward towards becoming more differentiated in our instruction and assessment

This year we saw our students get excited to start the lessons. They had big smiles on their faces and were looking around at each other in anticipation of what was to come. They were going to be doing something different and they knew it.

The use of the Smart Board and its accompanying software allowed the students to manipulate images on the screen to further a lesson on money. In another math class, students could see transformations take place in front of them on the board. Both of these lessons in two different classrooms also had the students use traditional manipulatives and teaching aids (Graph paper, plastic money, tracing paper) to reinforce the lesson concepts.

In another class, students worked on a Power Point presentation of a famous person. This may not seem like much, but for our school it was a big step towards meeting the ICT outcomes that we have been struggling with over the years. As well, the success of the first presentation gave confidence to the teacher and the students to do another, this one a biography of themselves. I do not believe that this would have been attempted this year without the inservice on the use of the Smart Board and iRover cart. Just that bit of education for the teachers has made a whole new set of experiences available to the students.

This year we spent the whole of the AISI project's equipment allotment. It was necessary to get the right tool so that the Smart Board could be shared easily between classrooms. Without the expensive cart, the Smart Board would reside in just one classroom.

We have installed the software on all the staff computers so that they can experiment with it at their leisure. It is my experience that staff members need time to discover things on their own, and when they are ready, they need extra help to be available, and they need the equipment to be easily accessible. Teaching split grades is a demanding task that takes most of a teacher's time, quite simply it is easier to do things the same as last year because it is already prepared and there is no risk of failure. It might not be the greatest of lessons, but it is ready to go. We needed to move unobtrusively and naturally into our staff's pedagogy to help avoid resistance.

As the staff grows over the next years in their familiarity and comfort with other DI techniques, it is my opinion that this school will experience many other successful moments very similar to the ones mentioned above.

Section D: 2. Effective Classroom Practices

What has changed in your classroom(s) to impact student learning? (E.g. instructional strategies, student assessment, parental involvement, etc).

2009/2010

In the classrooms we were encouraged to keep doing what we do naturally. Teachers naturally differentiate their instruction based on the needs of each individual student. The beginning of this AISI project has given us a new framework to help us to differentiate better.

During one of our PD sessions we discussed some points on what DI is and what it is not. We then shared about our experiences and how we put that into practice.

One teacher allowed a student to do an extra project about his grandpa's sheep shearing that he presented to the class.

Another teacher gave a general assignment to all the class, with broad guidelines, allowing each student to decide what was important and then to incorporate that into a presentation.

The school has seen celebrations of mastery of various short skits and musical numbers.

Other classrooms have seen students excel at learning without paper: from the creation of construction projects to the celebration of

the diversity of wetlands life.

We as teachers have been able to celebrate and share our successes with each other as we have worked with an eye for differentiation in our classrooms.

Section D: 3. Overall Summary of Project Practices

Provide an overall summary of project practices. Your response should include the following:

I. What worked well (successes)

2009/2010

- Smart Board inservice
- DI inservice with AISCA
- Staff discussions about DI articles
- Think Pair Share groups
- Open ended projects

II. What did not work well (challenges)

2009/2010

- Difficulties with equipment suppliers
- Staff reluctance to try new ideas

III. What changes (if any) did you make to enhance the success of the project? (project adjustments)

2009/2010

We didn't make any changes to the project, we just kept on gaining more momentum and speed. If that can transfer through the summer into the beginning of the next year it will be a success. We have started slow, but the gains that we have made will be worth it.

Section E: Superintendent/CEO Certification and Approval of AISI Project Annual Report (APAR)*

<input checked="" type="checkbox"/>	The information provided in this AISI Project Annual Report is, to the best of my knowledge and belief, accurate, reliable and valid. I believe that all AISI requirements have been met.
<input checked="" type="checkbox"/>	The school authority has the documentation and systems that support the reported information.
<input checked="" type="checkbox"/>	Parents are involved and aware of the progress and results of the project.
<input checked="" type="checkbox"/>	Superintendent/CEO Approval

*To be completed with each annual submission