

**AISI Project Annual Report (APAR)
2008/2009**

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Section A1: Project Demographics

School Authority:	0151 - Calgary Arts Academy Society		
Project:	30249 - Differentiated Instruction for Math and Science		
Project Scope:	527 Students, Grades K to 9, 1 School		
Project Description:	Focus on brain research and differentiated instruction for math and science through the use of Arts Immersion and technology to create meaningful learning experiences for students. Develop teacher skills and competencies around the theory of differentiated arts immersion instruction, enabling them to address diversity in learning and cognitive styles in multi-ability classrooms through professional development and collaboration.		
Project Purpose:	To increase opportunities for student success in math and science.		
Budget for 2008/2009:	Approved:	Working:	Actual:
	46,782	46,782	46,782
Project Years:	• 2006/2007	2006/2007 Annual Report	
	• 2007/2008	2007/2008 Annual Report	
	• 2008/2009	2008/2009 Annual Report	

Improvement Goals:

- 1- 1. To improve teacher/artist knowledge and skills related to Differentiated Instruction, reading recovery and Technology planning and instruction. (MAC environment)
- 2- 2. To improve student achievement in mathematics and science
- 3- 3. To increase student, parent, and teacher satisfaction with services for students with special needs.

Last update by: Maria Crudo

Final Report Status: Closed

Section A2. Variable Demographics

This is an opportunity to update some of the project demographics for the AISI 2008/2009 school year. Please review your original data shown below (the system will display the most current information you have in your current approved AISI project plan). Click on a number to update where applicable.

Actual Number of Students Impacted By The Project This Year	
Estimated Number of Students Involved For Three Years	479
Estimated Number of PreSchoolers Involved	48
Estimated Number of Students (in your authority) that project could be applied to	431
Student Ages	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Grades	K , 1, 2, 3, 4, 5, 6, 7, 8, 9
Actual number of schools involved	1
	<ul style="list-style-type: none"> • Calgary Arts Academy

Section A3 : Project Type for Project 30249

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 checklists for the categories that are needed to describe your project. However, you must do the following categories: **Targeted Students, Subject** and/or **Themes, Teaching Strategies** and **Types of Measures**.

Please review the project categories and contact SIB at (780) 427-3160 if you have any concerns.

Targeted Students	<ul style="list-style-type: none"> • All Students
Subject(s)	<ul style="list-style-type: none"> • Mathematics/Numeracy • Science
Theme(s)	<ul style="list-style-type: none"> • 21st Century Skills/Technology Integration • Literacy • Early Intervention • Professional Development
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> • Collaboration/Cooperative Learning • Critical/Creative Thinking • Differentiated Instruction • Early Reading Intervention • Enrichment • External Experts/Guest Speakers • Home Reading • Guided Reading/Blended Structure • Increasing instruction time on core subjects • Independent Learning

	<ul style="list-style-type: none"> • Individual Programming/Individualized Instruction • Information & Communication Technologies • Learning Styles • Mentorship (Students) • Paraprofessionals • Project Based Learning • Reading Recovery • Reading Skills • Resource Room • Small Class Size • Small Groups • Technology • Workshops/Conferences
<p>Number of Students in Project</p>	<ul style="list-style-type: none"> • 501-1,000
<p>Grade</p>	<ul style="list-style-type: none"> • K • 1 • 2 • 3 • 4 • 5 • 6 • 7

	<ul style="list-style-type: none"> • 8 • 9
Zone	<ul style="list-style-type: none"> • Zone 5 Services
Number of Schools in Project	<ul style="list-style-type: none"> • 1
Location of School(s) involved	<ul style="list-style-type: none"> • Urban
Division Grade Level	<ul style="list-style-type: none"> • 1 (K-3) • 2 (4-6) • 3 (7-9)
School Authority Type	<ul style="list-style-type: none"> • Charter School
Types of Measures	<ul style="list-style-type: none"> • Description of Quality Measures • Locally Developed/Teacher Made Tests • Observation/Checklists • Provincial Achievement Tests • Standardized Tests • Surveys
Constituency	<ul style="list-style-type: none"> • Calgary-Currie
City or Town Name	<ul style="list-style-type: none"> • Calgary
2000/2001 Approved Budget	
2001/2002 Approved Budget	
2002/2003 Approved Budget	
2003/2004 Approved Budget	

2004/2005 Approved Budget	
2005/2006 Approved Budget	
2006/2007 Approved Budget	<ul style="list-style-type: none"> • 20,001-50,000
2007/2008 Approved Budget	<ul style="list-style-type: none"> • 20,001-50,000
2008/2009 Approved Budget	<ul style="list-style-type: none"> • 20,001-50,000
Project Control	<ul style="list-style-type: none"> • Decentralized
PAT - English Language Arts	<ul style="list-style-type: none"> • Grade 3 • Grade 6 • Grade 9
PAT - French Language Arts	
PAT - Mathematics	<ul style="list-style-type: none"> • Grade 3 • Grade 6 • Grade 9
PAT - Social Studies	
PAT - Science	<ul style="list-style-type: none"> • Grade 6 • Grade 9
Diploma Examinations - English	
Diploma Examinations - Mathematics	
Diploma Examinations - Social Studies	
Diploma Examinations - Sciences	

<p>Diploma Examinations-French</p>	
<p>Surveys</p>	<ul style="list-style-type: none"> • Developmental Assets Survey • Parents • Student • Teacher/Staff • Other surveys
<p>School Records</p>	<ul style="list-style-type: none"> • Success Indicators for Various Programs
<p>Standardized/Commercial Tests</p>	
<p>Std. Tests - General Achievement/Math/Language Arts</p>	
<p>Std. Tests - Reading</p>	<ul style="list-style-type: none"> • Ekwall/Shanker Reading Inventory
<p>Std. Tests - Spelling</p>	
<p>Std. Tests - Writing</p>	
<p>Std. Tests - Developmental/ECS/Grade 1 Readiness</p>	<ul style="list-style-type: none"> • Other developmental/readiness tests

Section A4 - AISI Project Staffing Allocations

Report staffing specifically assigned for the AISI project in FTEs. Use best estimates if necessary

	FTE 2006/2007		FTE 2007/2008		FTE 2008/2009	
	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*
Certificated Teachers						
Teachers						
AISI Coordinators	0.03		0.10		0.03	
Other Personnel						
Professionals (e.g., Social Worker, Liaison Worker)	0.20		0.30		0.00	0.00
Teaching Assistants	0.50				0.50	
Administrative Support Staff		0.04	0.05	0.02		0.04
Other			0.50	0.50		
Total FTE	0.73	0.04	0.95	0.52	0.53	0.04

* FTEs allocated for AISI projects that are not paid with AISI funds

If there are no FTEs please indicate with a '0'

Section B - Quantitative Measures (From Project Plan)

Measure (From project plan)	Baseline	2008/2009		Number (* Measured
		Target	Actual	
G3-A2-Mathematics B2-% of students meeting the standard of excellence	15	18	28.90	38
<p>Baseline and Measure Comments: This is a new measure as of 2006-2007.</p> <p>Comment on results (optional) At the elementary level, arts immersion instruction is now firmly grounded. Artists and teachers work together collaboratively in the planning and delivery of the alberta curriculum. Providing arts immersion planning time for artists and teachers has proven to be effective.</p>				
G9-A8-Mathematics B2-% of students meeting the standard of excellence 2006 PAT Result Grade 9. Expressed as percentage.	6.0	10.5	9.50	21
<p>Baseline and Measure Comments: We have concern regarding these results and implemented a plan in order to ensure this score improves in the following year.</p> <p>Comment on results (optional) The results have demonstrated some growth. Stability in staffing is key to success for the arts immersion planning process.</p>				
G9-A10-Science B2-% of students meeting the standard of excellence PAT Result Grade 9 Science. Expressed as Percentage.	4.0	5.5	4.80	21
<p>Baseline and Measure Comments: A plan of action has been in place to deal with the PAT relusts.</p> <p>Comment on results (optional) There has been growth in the % of students reaching the acdeptable level in Science. Growth at the standard of excellence is an area for continued focus.</p>				
G6-A4-Mathematics B2-% of students meeting the standard of excellence The targets are identified by averaging the percent of students meeting the standard of excellence using the last three Provincial Achievement Test results.	10.5	27.5	26.50	34

Baseline and Measure Comments:

Comment on results (optional)

We are pleased with these results. Staff reports that planning time provided for arts immersion instruction has been the most effective tool for moving teaching and learning forward.

<p>G6-A6-Science B2-% of students meeting the standard of excellence The targets are identified by averaging the percent of students meeting the standard of excellence using the last three Provincial Achievement Test results.</p>	<p>24.5</p>	<p>27.0</p>	<p>23.50</p>	<p>34</p>
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Baseline and Measure Comments:

Comment on results (optional)

We are pleased with the results. Providing enrichment opportunities for students has been identified as a growth area.

* Indicate the number of individuals included in the student measure or test

Section C - Qualitative Measures (From Project Plan)

Measure	Baseline	2008/2009		N*	Response Rate(%) (For surveys only)**
		Target	Actual		
1. Teacher satisfaction and confidence in using technology	85	85	80.00	26	100

Baseline and Measure Comments

While Technology has been an area of focus, it is clear that professional development has not occurred as frequently as required. Our plans have been delayed due to operational issues: purchase of equipment, staffing etc. This is an area of continued growth.

Comment on results (optional)

We have been able to purchase MAC laptops for some of our staff. Students are now using MAC computers at all grade levels. Our technology plan includes purchasing MAC computers for staff on a gradual basis. Middle school teachers and artists have been identified as our first priority. Staff have been involved in the identification of professional development priorities.

2. Student satisfaction and confidence in using technology	85	90	88.80	315	80.9
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Baseline and Measure Comments

Students are pleased that we now have MAC computer labs and have enjoyed working with media arts. This will continue to be an area of focus as we move forward with the purchase of one more lab for the middle school.

Comment on results (optional)

With the introduction of the MAC labs, students have demonstrated keen interest in using technology in conjunction with the completion of arts immersion learning contracts at all levels.

3. % of parents who are satisfied with involvement in decisions regarding their child's education	85.9	87.5	70.70	58	18
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Baseline and Measure Comments

Comment on results (optional)

We have strived to encourage and provide opportunities for parents to be involved in decisions regarding education. Parents are required to sign individual learning contracts and to participate in the identification and completion of enrichment opportunities. We have identified a need to use technology as a tool to enhance parent communication and involvement. Continuing to provide professional development for parents will continue to be an area of focus.

4. % of students who are satisfied with services provided for special needs (e.g. at-risk or gifted)	77.1	79	92.70	315	81
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Baseline and Measure Comments

As a Charter school, students must demonstrate academic growth without Resource Teacher assistance / I.P.P.'s etc. Mild and moderate students are accepted based on parent request and student progress is monitored.

This is an area where communication strategies will be examined and a plan of action will be put in place in the 2008-2009 term.

Comment on results (optional)

We are pleased with this result.

There has been a focus on identifying and assisting all students with reading strategies. Staff have had the opportunity to discuss strategies to assist students with a Resource Teacher. There is now a 1.0 Educational Assistant at the elementary site.

Parent volunteering	85	85	.00	0	0
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Baseline and Measure Comments

For the 2008-2009 term, parents will be receiving a report card on their volunteering hours. The School Council and Admin staff are recording all volunteer efforts.

Comment on results (optional)

We were not able to provide parents with a report card on their volunteer hours. Parents were asked to record all volunteer hours in the school offices. At year end, we found our tracking procedures were not designed to ensure the reliability of results.

* The number of surveys returned or the number of individuals included in the measure (e.g., observation, assessment, etc.)

** Response rate equals the number (N) of surveys returned divided (/) by the number of surveys sent out times (x) 100.

Section D - Description of Quality Measures (From Project Plan)

Current Situation	Desired Change	Success Indicators
<p>Students have created paper-based portfolios for the last three years in junior high.</p>	<p>Junior high students will be instructed in the use of multi-media.</p>	<p>Junior high students will create multi-media portfolios.</p>
<p>2006/2007 How well was the success indicator achieved: Well</p> <p>Briefly describe the evidence of success achieved (required) for each identified success indicator.</p> <p>Junior high students have begun the process of learning to use the technology in order to create multi-media portfolios.</p>		
<p>2007/2008 How well was the success indicator achieved: Well</p> <p>Briefly describe the evidence of success achieved (required) for each identified success indicator.</p> <p>There was a focus on assisting Year 9 students. For the next year, all students 5-9 will be given the opportunity to move forward.</p>		
<p>2008/2009 How well was the success indicator achieved: Very Well</p> <p>Briefly describe the evidence of success achieved (required) for each identified success indicator.</p> <p>Students and staff identify work to be included in the multi-media portfolio. All students receive instruction and are familiar with how to create multi-media portfolios.</p>		
<p>The school website has been updated and parents and students are now able to access all learning contracts, newsletters etc.</p>	<p>Teachers will use the new information gained to ensure all teacher web pages are updated and used on a continuous basis.</p>	<p>Students and parents will report improvement with communication and satisfaction with involvement in learning.</p>
<p>2006/2007 How well was the success indicator achieved: Well</p> <p>Briefly describe the evidence of success achieved (required) for each identified success indicator.</p> <p>The school website has continually been updated to provide teachers, students, parents and the community at large with a useful resource. Learning contracts are still in paper format for the time being.</p>		
<p>2007/2008 How well was the success indicator achieved: Well</p> <p>Briefly describe the evidence of success achieved (required) for each identified success indicator.</p>		

The website has been updated. Parents and students are now able to access learning contracts etc. from each teacher web page. Communication has been enhanced through using email.

All school communication (newsletters, etc.) is now posted to the website.

2008/2009 How well was the success indicator achieved: Very Well

Briefly describe the evidence of success achieved (required) for each identified success indicator.

All learning contracts are now posted to individual teacher sites. Students and parents are able to access documents and communicate with teachers on a daily basis.

Our school newsletter is now posted to the website. Limited paper copies are available in the school office.

<p>School has purchased 2 sets of MAC Computers and ordered one more.</p> <p>Staff have received initial professional development on MAC computers. We have not yet provided all staff with MAC computers.</p>	<p>Have the staff become proficient in the use of the Mac labs in order to facilitate learning through technology for math and science.</p> <p>Purchase of computers for all staff.</p>	<p>Improved ability of teachers and improved and better use of technology. Student performance on PAT will increase in the areas of math and science.</p>
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2006/2007 How well was the success indicator achieved: Well

Briefly describe the evidence of success achieved (required) for each identified success indicator.

The school is using the computers in Division 1 classes at this time. An additional two portable computer labs have been ordered for the rest of the school. Students and staff continually upgrade their skills in the use of this technology. Software for digital imaging and editing has been ordered in order to facilitate math and science instruction.

2007/2008 How well was the success indicator achieved: Marginally

Briefly describe the evidence of success achieved (required) for each identified success indicator.

We have been able to provide all staff with an introduction to the use of Mac computers from our service provider. It is clear that it is necessary to provide more professional development time for staff early in the 2008-2009 in order for staff to become more comfortable with the Mac platform.

2008/2009 How well was the success indicator achieved: Well

Briefly describe the evidence of success achieved (required) for each identified success indicator.

Professional development has been provided for all staff. Middle school teachers and Admin use MAC computers. We were able to purchase a third MAC cart. Some staff have received MAC laptops at the elementary site. The remainder of staff now use student laptops during the school day. Our technology plan continues to focus on the purchase of staff computers.

* N/A means the quality measure did not apply to the current year.

Section E - Budget Estimates and Reported 'Actuals'
(From Project Plan)

Budget Area	2008/2009			Explain any variance of (+/-) 25% or more on "Total Expenses"
	Approved Budget	Actual	(*)% Variance	
A. Unexpended AISI Funds (at beginning of year)	-406	8,924		
B. AISI Funding	46,782	46,782		
C. Funding from other sources	0	0		
D. Carry over AISI Funds from previous cycle	0	8,924		
Total Available Funds (A+B+C)	46,376	64,630		
Expenses Paid or Payable:				
Staffing and Benefits (includes salary, wages, benefits, outside PD services (i.e., speakers, presenters, facilitators), substitute cost, release time and contract personnel)	43,745	29,428	29.49	In the initial proposal, monies for a .2 Resource Teacher were partially funded from AISI. The decentralized budget paid for this position. The 26,760.00 reported paid for an artist assigned to middle school science.
Supplies and non-staffing Services	4,800	8,483	-7.59	Science hardware.
Equipment	0	17,796	-36.66	In this category, textbooks, teachers resource materials, early literacy reading materials, science equipment was purchased.
Other Capital	0	0	0.00	
Other Expenses (includes travel, accommodation, meals and conference fees)	0	0	0.00	
Other Authorities ** (group projects only)	0	0	0.00	
Total Expenses	48,545	55,707		

Unexpended Funds	-2,169	8,923		
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* System will automatically calculate the variance as a percentage of Total Expenses.

** This applies to school authorities who have combined their AISI funds to create a group project.

Section F - Project Expense Percentages (From Project Plan)

Expense Area	2008/2009(%)			Explain any positive or negative percentage point variance of 10% or greater for PD and Admin
	Approved Estimate	* Year End Actual	** % Variance (Approved Estimate minus Y/E Actual)	
Professional Development (include all costs associated with PD - eg substitute coverage, conference, workshops, speakers` fees, release time on total cost of PD from all budget, categories)	25	10	15	Professional development funds from decentralized were used to offset AISI costs.
Project Management & Coordination (administration, data collection, reporting)	5	0	5	
Front-Line Staff (include staff who work directly with students eg teachers, educational assistants, counsellors)	60	47	13	
Other Costs (equipment, materials)	10	43	-33	
Total Percentage	100	100	0	
Total Expenses	48,545	55,707		

* If the actuals are not available, then a reasonable estimate of the actual is acceptable.

** The system will automatically calculate the % Variance (Y/E Actual Less Approved Estimate.)

Note: Point form is preferred. Due to each section being limited to 7,000 characters, it is suggested that you cut and paste the information from a Word document.

Section G1 - Summarize and Analyze Student Outcomes

Using the evidence that you have collected (Qualitative, Quantitative and Description of Quality Measures in Section B, C & D).

Provide a summary and explanation of overall student outcomes by explaining the extent to which student learning targets were achieved. (Point form is preferred.)

2006/2007

- overall percent of students at the standard level is 15.9 with target at 15.
- % of students satisfied they receive a solid, systematic grounding in LA/Math/Science/Social in year 4/9 is 84% Target is 83%
- Percent of educators that are satisfied that they have established specific learning goals for each instructional period during the year is 96% target is 95%

Teachers completed the curriculum by the end of May through interweaving the subject areas and the arts.

2007/2008

According to the PAT results, student achievement has shown growth.

It is clear that students have appreciated the opportunity to complete multi-media work. This will continue to be an area of focus.

Teacher technology expertise is an area of continued growth. In order for this to occur, it is necessary for staff to have access to MAC format. To date, this has been accomplished through staff signing out student computers when they are not in use.

2008/2009

Overall, we are pleased with the overall growth demonstrated by students and staff. (professional development) We are pleased to report that the Arts Immersion Planning process appears to be fully grounded for artists and teachers at all levels.

Staff are pleased the professional development opportunities that are available.

We have worked on ensuring the transparency of our organization. Parent, student and staff involvement through providing input and active involvement in decision making has worked well despite the difficulty in arranging enough time to facilitate the appropriate dialogue required.

Section G2 - Effective Practices (Processes)

Select a category (1-5) and describe **one** effective practice that resulted from this project. If you have additional effective practices to share, please complete the appropriate category below. Leave any box blank if you do not wish to share an effective practice in a particular category.

1. Instructional Strategy

2006/2007

2007/2008

Multi-media approach: Students have demonstrated a keen interest in using multi-media in all subject areas. This has resulted in the hiring of a full-time multi-media artist for the next term.

Providing instruction for students in how to write achievement tests has assisted students during the actual writing of the tests.

2008/2009

Providing time for arts immersion planning for teachers and artists has proven most beneficial. In order for arts immersion to be seamless, mandatory planning for all staff involved is clearly required.

2. Professional Development

2006/2007

Category 2 - Staff have had the opportunity to expand knowledge/practice with Brain Gym philosophy and practice through direct personal involvement with .5 brain gym teacher. Brain Gym facilitates a shift from right brain to left brain thinking.

2007/2008

It is clear that Brain Gym has been internalized by the staff. Current staff have all received their own CD's developed by the school in order to continue with daily brain gym exercises. This was developed by our Brain Gym expert.

We have produced a DVD about Brain Gym that is now available for the school community.

Staff have enjoyed the flexibility of organizing their own TEAM PD during break periods or on the weekends. This has provided an easier way to accomplish our desired PD goals as there is not an issue with booking substitute teachers. Staff receive the same compensation that a substitute teacher would receive.

2008/2009

Staff involvement in the identification of professional development priorities has made a positive difference with the level of staff engagement.

3. Student Assessment

2006/2007

Category 3 - We have examined student assessment and have determined a more effective strategy would be to administer CTBS once rather than twice per year and to test all students in CCAT in the spring of 2008.

In 2007-08 teachers are addressing specific weaknesses in the PAT results by refocusing and redirecting differentiated instruction to improve student learning.

2007/2008

We have analysed the PAT results and have put into place a plan to move students on the cusp of excellence to excellence. This will be accomplished through providing students with the opportunity to participate in enrichment clubs during the regular school day,

Teachers and artists are also planning for student learning groupings designed to move students forward.

2008/2009

Students have demonstrated growth in the acceptable and standard of excellence levels in language arts. We believe this improvement is directly related to the Reading recovery program facilitated by the .2 Resource Teacher position and supported by the 1.0 education assistant position.

4. Project Management

2006/2007

2007/2008

Project Management has been a concern. The level of staff commitment to the AISI project is clearly dependent on the level of engagement of the coordinator of the program.

It is our intention to have the next coordinator of the program a member of the administration team.

2008/2009

Our goal is to have a member of the Administration Team oversee the AISI project. Stability of staffing from year to year in the facilitation of the program is required.

5. Parental Involvement

2006/2007

2007/2008

1. The School Council reviewed and approved the AISI plan.
2. Parents were involved in fundraising in order to purchase technology.
3. Parents volunteered to assist students in the preparation for achievement testing.
4. We are striving to improve communication to our community and have hired a communications specialist/registrar.

2008/2009

1. The School Council will review this report and the AISI plan.
2. Parent involvement has been extended to include involvement in the identification and facilitation of enrichment activities for students. Enrichment opportunities appear to positively affect community perception regarding program improvement.

Section G3 - Project Summary and Reflections

1. WHAT is working well in your AISI project? (Point form preferred)

2006/2007

- Use of funds for PD/Arts Immersion planning
- Brain Gym Training/student progress

2007/2008

1. Professional Development opportunities for teachers and artists, specifically in the areas of math, science and arts immersion.
2. The purchase of resources would not occur without the necessary funding.
3. Peer mentorship and planning that has been provided with the use of substitute teachers.
4. Increase in confidence with the Arts Immersion planning process.

For next year, we would like to have the AISI plan as a monthly discussion item at staff meetings for each school.

2008/2009

1. Having a .2 Resource Teacher and a full time educational assistant has had a huge impact on staff, parent and teacher satisfaction. At risk students have clearly demonstrated growth in reading.
2. Arts Immersion planning is now clearly demonstrating the benefits and importance of teaching through art forms.
3. Current resources are a requirement for success.

2. WHAT did not work well? (Point form preferred)

2006/2007

-Engaging in PD during the regular school day is difficult (# of classes requiring substitute teachers)

2007/2008

1. There is a need to have the AISI coordinator a member of the Administrative Team.

2008/2009

1. Identifying and maintaining the staff member responsible for AISI.
2. Sharing the AISI plan with all staff and making the AISI plan a living document is an area of future growth.

3. Outline the project adjustments (if applicable). (Point form preferred)

2006/2007

Staff allowed to use PD funds for sessions when school is not in session.

2007/2008

There is a need to include language arts, specifically reading to our AISI project. It is impossible for struggling readers to move forward.

2008/2009

We are now ready to begin publishing arts immersion planning documents.

4. Specify how you shared and celebrated your AISI project and findings. (Point form preferred)

2006/2007

Students performed at the AISI conference in 2007.

Sharing of PD planning with local arts community

Arts Immersion planning documents retained.

2007/2008

As part of the evaluation of the Professional Development program, staff reflected on their own professional growth highlights of the year. We were able to celebrate and share these reflections during our last professional development day.

Staff were also able to identify areas of professional growth opportunities they would like to explore for the next term, personally, as a team and as a school.

2008/2009

Staff have been invited to attend the AISI celebration in Edmonton. Students have had the opportunity to participate in enrichment arts instruction. Students have performed arts immersion learning at several public venues, including the Epcor centre.

Staff will receive a report on our findings and will discuss our success during January PD sessions.

5. Explain the unanticipated results/effects? (if applicable) (Point form preferred)

2006/2007

PAT scores in Science/Math did not demonstrate growth. It was necessary to explore possible areas of concern for future development.

2007/2008

We were able to move the multi-media Arts position to full time and were able to use our decentralized budget for this position.

At the Middle School, we realized the need to move to a specialist model of providing instruction. The Year 5/6 staff now plan together as do the year 7/8 staff.

2008/2009

The perception of the community is that Calgary Arts Academy continues to improve. This has been accomplished through providing enrichment opportunities for students and involving parents in the process.

[Section G4 - Sustainability \(Optional in Year 1 and 2 - Required in final year\)](#)

How will this project be sustained?

2006/2007

Project will be sustained as is and expanded to address PAT results.

2007/2008

It is clear that we have been able to sustain our Brain Gym practice and now our focus on multi-media. These two accomplishments are paramount to student success in an Arts Immersion learning environment.

We look forward to extending this project to reading and writing and to improving our achievement test scores. Achievement test scores were significantly improved this year.

2008/2009

Reading and writing has demonstrated growth. This is clearly evident with the results of the PAT scores in Language at the Yr. 3, 6, and 9 levels.

Provision of enrichment opportunities will continue as an area of focus.

We have identified that Calgary Arts Academy is clearly a 'progressive school' as defined by Alfie Kohn. This is an area that we will focus on in the immediate future.

[Section G5 - Project Status \(for 2006-2007 and 2007-2008 only\)](#)

Year: 2006/2007

Please check one of the following boxes:

Continuing

Completed

Discontinued If so, please explain WHY

Year: 2007/2008

Please check one of the following boxes:

Continuing

Completed

Discontinued If so, please explain WHY

Section H. Attachments (Optional)

*Please attach additional supporting documents in this section that provides significant information about your project. Since your attachment may be posted on the Internet any names should be excluded unless you have permission to publicly release the names.

File Sent	File Received	Sent Date	Received Status	Copyrighted Document
Progressive Education by Alfie Kohn.doc	0151_30249_1.doc	2009-12-14 14:00:48	Successful	Y

Section I. Superintendent/CEO Certification and Electronic 'Signature' Approval

	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.
	The school authority has the documentation and systems that support the reported information.
	Parents are involved and aware of the progress and results of the project.
	<hr style="width: 20%; margin-left: 0;"/> Superintendent/CEO Name Superintendent/CEO Approval