

AISI Project Proposal/Plan

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

Project ID: 40055 (Current Status: Approved by Alberta Education)
Submitted Date: May-11-2009 Approved Date: Sep-24-2009 Last Updated: Oct-28-2010, Alfred Sakyi

<p>a. Project Title: Assessment</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: Foundations for the Future Charter Academy Charter School Society School Authority Code: 0009 School Authority Website: www.ffca-calgary.com</p>

Section A: 1d. Project Parameters
Schools Involved

Actual Number of Schools Involved: 7	
<ul style="list-style-type: none">• FFCA High School Campus• North Middle School Campus• Northeast Elementary Campus• Northwest Elementary Campus	<ul style="list-style-type: none">• South Middle School Campus• Southeast Elementary Campus• Southwest Elementary Campus

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

2009/2010	
Grade	Number Of Students
preK	
K	268
1	268
2	260
3	263
4	260
5	230
6	238
7	235
8	207
9	176
10	165
11	108
12	92
Total	2770

2010/2011	
Grade	Number Of Students
preK	
K	268
1	268
2	268
3	260
4	263
5	260
6	230
7	238
8	235
9	207
10	176
11	165
12	108
Total	2946

2011/2012	
Grade	Number Of Students
preK	
K	268
1	268
2	268
3	268
4	260
5	263
6	260
7	230
8	238
9	235
10	207
11	176
12	165
Total	3106

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 Subjects
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 Exemplars/Criteria External Experts/Guest Speakers Feedback Learning Outcomes Peer/Self Assessment (students) Student Forums/Focus Groups
Number of Students in Project	<ul style="list-style-type: none"> 5,001-10,000
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 5 Services
Number of Schools in Project	<ul style="list-style-type: none"> 6 or more
Location of School(s) involved	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Charter School
Types of Measures	<ul style="list-style-type: none"> Description of Quality Measures

	<ul style="list-style-type: none"> • Provincial Achievement Tests • Provincial Diploma Examinations • Surveys
Constituency	<ul style="list-style-type: none"> • Calgary-East • Calgary-Egmont • Calgary-Fort • Calgary-Glenmore • Calgary-North Hill
City or Town Name	<ul style="list-style-type: none"> • Calgary

Section A: 2. Project Description

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

During our cycle 3 AISI project, we helped students develop capacity with using the intellectual tool criteria for judgment. As students began to become aware of criteria, they also began to reflect on the criteria being used to judge their work. As teachers experienced student questions, the degree to which students were learning independently, and the experience of identifying criteria with students, they began to reflect on a number of assessment related questions. Students, more ready than ever to take responsibility for their learning, need to be included in the assessment process more so than previously. Teachers have begun to ask questions about essential targets in the curriculum and scaffolding to build to them, how to assess thinking, how to make curriculum targets clear to students and parents, how to carefully match assessments with targets, how to provide feedback to students to move learning forward, and how to accurately communicate student progress. FFCA has always believed that assessment data is important and critical for informing the next steps in instruction. As our students have become critical thinkers, they are ready to be involved as users of assessment information. Over the next three years, we will increase student achievement of learning outcomes for all students with clear learning targets and increase teacher knowledge and capacity for utilizing balanced assessment practices to support student learning.

b. Indicate why the project is needed.

The completion of our project on creative and critical thinking has brought to light a number of opportunities related to assessment that need to be addressed. Some campuses have focused on Understanding by Design to target enduring understandings and essential questions requiring critical thought. This has been targeted as something that needs to be advanced system wide. In relation to this, it has become evident that clear targets need to be established, curriculum mapping done, assessments chosen prior to instruction, and aligning assessment practices with targets. Questions have arisen and need to be addressed around reporting and communicating as well.

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?

FFCA has always prioritized measuring student progress, effectively communicating student progress and achievement, and assessing learning to inform instruction. We have also mapped the curriculum in a sequential manner. New in our cycle 4 project will be targeting enduring understandings, effectively assessing thinking, prioritizing targets in the curriculum, explicitly making targets clear to students and parents, and using assessment to motivate students and to move learning forward.

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	The school administrators participated in an administration retreat led by Damian Cooper to obtain some background knowledge to prepare for the project. A committee was formed that included one administrator representative from each campus to discuss and formulate the project.	An administrator from each campus will serve on the AISI steering committee. This committee will serve as a PLC and lead professional development team.
Business/Community Agencies		
Parents	A survey was sent out to parents asking for feedback about the proposed direction for the project. A letter focusing on the importance of assessment for learning was sent out to parents.	Parents will be involved in acquiring a common language of assessment and setting goals with students. Information will be provided via information sessions and newsletters. Parent focus groups will be used to collect data.
Principals	Principals participated in an administration retreat led by Damian Cooper. Information about project development was provided and feedback collected.	Principals will align campus development plans with AISI goals. They will be involved in the construction of the Annual Education Plan which will include AISI goals. They will be involved in the creation of the detailed plan, professional development planning, data collection, and project decision-making.
School Board	The board was provided with the draft direction for the plan and feedback was collected. Some board directors joined the administration team during the retreat led by Damian Cooper.	The board will be provided with regular updates at board meetings.
School Council	School council was provided with the draft direction for the plan and feedback was collected.	School council will be provided with regular updates at school council meetings.
Students	Focus groups of students were provided with two questions to collect data in relation to. This data was used to help guide the project.	Learning targets will be made explicit to students. Feedback will be provided to students to help them understand what they need to do to progress towards targets. Students will be involved in peer and self-assessment, goal setting, and the creation of rubrics.
Support Staff	A draft direction for the project was provided and feedback collected.	Support staff will be involved in the work carried out at each campus.

<p>Teachers</p>	<p>A needs assessment was done. Teachers were then provided with a draft of the project direction and feedback was collected. Leaders teachers met to formulate the project plan.</p>	<p>Teachers will identify learning targets, prioritize and map them, make them explicit to students, provide feedback to students and parents, create assessments that align with targets, and take part in professional dialogue and development. Lead teachers will serve on the AISI steering committee.</p>
<p>Other Specify</p>		

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)
Rick Stiggins, Judith Arter, Jan and Steve Chappui	2005	Assessment for Learning: An Action Guide for Schoo	
Jan and Stephen Chappius	2002	Understanding School Assessment - A Parent and Com	
Jay McTighe and Grant Wiggins	2007	Schooling by Design	
Jay McTighe and Grant Wiggins	2005	Understanding by Design	
Damian Cooper	2007	Talk About Assessment: Strategies and Tools to Imp	
Rick Stiggins, Judith Arter, Jan and Steve Chappui	2006	Classroom Assessment for Student Learning: Doing i	
Douglas Reeves (Editor)	2007	Ahead of the Curve	

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.

30173 - Excellence in Learning 30103 - Classroom Assessment with Purpose 30242 - Bridging the Gap: Holy Spirit Roman Catholic Separate Regional Division No. 4
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c. Summarize how the above research and AISI projects inform the project design and implementation.

The research makes clear that clear targets are the foundation of assessment. To assess effectively and to move learning forward, targets in the curriculum must be identified, mapped, and made clear to students. Students are able to hit targets that they can see and that stay still. Assessment purposes must be clear and assessments must measure accurately what was taught. When feedback is provided to students about their progress towards the target, students are more motivated to learn and know what they need to do to move learning forward. Both assessments of learning and for learning are important. When students understand the relevance of what they are learning and see its connection to real life they are motivated and engaged.
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Section A: 5a.Improvement Goals:

	Goals	Strategies	Measures
Student Learning	Increase the achievement of learning outcomes for all students with clear learning targets.	<ul style="list-style-type: none"> • Identify enduring understandings in the curriculum and scaffold learning targets to build to them. • Communicate learning targets to students and parents. • Help students understand the why of what they are learning and provide authentic experiences for application. • Communicate the purpose of assessments to students-to inform learning or to measure learning. • Provide students with specific feedback in relation to their progression towards targets-where they are and what they need to do to close the gap. • Create rubrics with students. • Use exemplars and rubrics to make targets clear and criteria for assessment clear. • Use rubrics to provide students with peer and self assessment opportunities. • Create assessments using learning targets and use assessments to help students understand strengths and weaknesses. • Facilitate goal setting with students. • Provide structures that help students monitor their progress. • Prepare students to lead conferences with parents-discuss targets and progress. 	<ul style="list-style-type: none"> • Diploma Exams • Provincial Achievement Tests • Common Exams • Surveys • Focus groups
Other Related		<ul style="list-style-type: none"> • Provide professional development experiences to enhance understanding of assessment. • Build a common language of assessment-decide on assessment terms and use. • Use professional development days to identify targets in the curriculum and sequence targets to scaffold to 	

<p>Increase teacher knowledge and capacity for utilizing balanced assessment practices to support student learning.</p>	<p>build to understandings.</p> <ul style="list-style-type: none"> • Use professional development days for cross grade scope and sequence development. • Provide professional development to develop the capacity to align assessments with targets and purposes and develop valid and reliable assessments. • Use professional development time to develop common assessments and mark them. • Examine the use of marks and reporting to devise accurate and effective methods of reporting and communicating with parents and students. 	<ul style="list-style-type: none"> • FFCA coherent curriculum • Common assessments • Surveys • Focus groups
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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)?

AISI goals, strategies and measures are included in the Three-Year Education Plan.

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.

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 3 Mathematics - Acceptable Standard				
Measure Description	The percentage of students achieving the acceptable standard on the Grade 3 Mathematics PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		95.7	257	2008-2009 Result
2009/2010	96	.00	0	No standards available
2010/2011	96.5	.00	0	
2011/2012	97	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 3 Mathematics - Standard of Excellence				
Measure Description	The percentage of students achieving the standard excellence on the Grade 3 Mathematics PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		51.8	257	2008-2009 Results
2009/2010	52	.00	0	No standards available
2010/2011	52.5	.00	0	
2011/2012	53	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 6 Mathematics - Acceptable Standard				
Measure Description	The percentage of students achieving the acceptable standard on the Grade 6 Mathematics PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		93.5	230	2008-2009 Results
2009/2010	94	.00	0	No Standards Available
2010/2011	94.5	.00	0	
2011/2012	95	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
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Measure: Grade 6 Mathematics - Standard of Excellence				
Measure Description	The percentage of students achieving the standard excellence on the Grade 6 Mathematics PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		24.8	230	2008-2009 Results
2009/2010	25	.00	0	No Standards Available
2010/2011	25.5	.00	0	
2011/2012	26	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 9 Mathematics - Acceptable Standard				
Measure Description	The percentage of students achieving the acceptable standard on the Grade 9 Mathematics PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		89.6	163	2008-2009 Result
2009/2010	90	90.30	165	
2010/2011	90.5	.00	0	
2011/2012	91	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 9 Mathematics - Standard of Excellence				
Measure Description	The percentage of students meeting the standard excellence on the Grade 9 Mathematics PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		28.8	163	2008-2009 Results
2009/2010	29	29.10	165	
2010/2011	29.5	.00	0	
2011/2012	30	.00	0	

Measure Category: Provincial Achievement Test Results -Social Studies				
Measure: Grade 6 Social Studies - Acceptable Standard				
Measure Description	The percentage of students achieving the acceptable standard on the Grade 6 Social Studies PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		90.7	237	2009-2010 Results
2009/2010		90.70	237	
2010/2011				

	91	.00	0	
2011/2012	91.5	.00	0	

Measure Category: Provincial Achievement Test Results -Social Studies Measure: Grade 6 Social Studies - Standard of Excellence				
Measure Description	The percentage of students achieving the standard of excellence on the Grade 6 Social Studies PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		22.8	237	2009-2010 Results
2009/2010		22.80	237	
2010/2011	23	.00	0	
2011/2012	23.5	.00	0	

Measure Category: Provincial Achievement Test Results -Social Studies Measure: Grade 9 Social Studies - Acceptable Standard				
Measure Description	The percentage of students achieving the acceptable standard on the Grade 9 Social Studies PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		90.9	165	2009-2010 Results
2009/2010		90.90	165	
2010/2011	91	.00	0	
2011/2012	91.5	.00	0	

Measure Category: Provincial Achievement Test Results -Social Studies Measure: Grade 9 Social Studies - Standard of Excellence				
Measure Description	The percentage of students achieving the standard of excellence on the Grade 9 Social Studies PAT will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		34.5	165	2009-2010 Results
2009/2010		34.50	165	
2010/2011	24	.00	0	
2011/2012	24.5	.00	0	

Measure Category: Grade 12 Diploma Examinations Results Measure: Applied Mathematics 30 - Acceptable Standard				
Measure Description	The percentage of students meeting the acceptable standard on the Applied Mathematics Diploma Exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline				
2009/2010				
2010/2011				
2011/2012				

Results	Target	Actual	Number of Students	Comment (optional)
Baseline		85	20	2008-2009 Results
2009/2010	85.5	73.70	19	
2010/2011	86	.00	0	
2011/2012	86.5	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Applied Mathematics 30 - Standard of Excellence				
Measure Description	The percentage of students meeting the standard of excellence on the Applied Mathematics Diploma Exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		0	20	2008-2009 Results
2009/2010	1	5.30	19	
2010/2011	1.5	.00	0	
2011/2012	2	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Pure Mathematics 30 - Acceptable Standard				
Measure Description	The percentage of students meeting the acceptable standard on the Pure Mathematics Diploma Exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		87.8	41	2008-2009 Results
2009/2010	88	92.20	64	
2010/2011	88.5	.00	0	
2011/2012	89	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Pure Mathematics 30 - Standard of Excellence				
Measure Description	The percentage of students meeting the standard of excellence on the Pure Mathematics Diploma Exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		29.3	41	2008-2009 Results
2009/2010	29.5	40.60	64	
2010/2011	30	.00	0	
2011/2012	30.5	.00	0	

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Measure Category: Grade 12 Diploma Examinations Results				
Measure: Social Studies 30 - Acceptable Standard				
Measure Description	The percentage of students achieving the acceptable standard on the Social Studies 30 Diploma exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		100	26	2008-2009
2009/2010	100	96.20	52	New Exam (30-1)
2010/2011	100	.00	0	
2011/2012	100	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Social Studies 30 - Standard of Excellence				
Measure Description	The percentage of students achieving the standard of excellence on the Social Studies 30 Diploma exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		23.1	26	2008-2009 Results
2009/2010	23.5	7.70	52	New Exam (30-1)
2010/2011	24	.00	0	
2011/2012	24.5	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Social Studies 33 - Acceptable Standard				
Measure Description	The percentage of students achieving the acceptable standard on the Social Studies 33 Diploma exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		95	20	2008-2009 Results
2009/2010	95.5	96.80	31	New Exam (30-2)
2010/2011	96	.00	0	
2011/2012	96.5	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Social Studies 33 - Standard of Excellence				
Measure Description	The percentage of students achieving the standard of excellence on the Social Studies 33 Diploma exam will increase.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		20	20	2008-2009 Results
2009/2010	20.5	12.90	31	New Exam - (30-2)

2010/2011	21	.00	0	
2011/2012	21.5	.00	0	