

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

Project ID: 40064 (Current Status: Approved by Alberta Education)  
Submitted Date: Apr-30-2009 Approved Date: Nov-23-2009 Last Updated: Oct-16-2012, Steve Mumert

<p><b>a. Project Title:</b> Collaborative Study of Direct Instruction of Vocab</p> <p><b>b. Project Proposed for Which School Years?</b> <input checked="" type="checkbox"/> 2009/2010 <input checked="" type="checkbox"/> 2010/2011 <input checked="" type="checkbox"/> 2011/2012</p> <p><b>c. School Authority Name:</b> <a href="#">Valhalla School Foundation</a> School Authority Code: 0224 School Authority Website: <a href="http://www.valhallacommunityschool.ca">www.valhallacommunityschool.ca</a></p>
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## Section A: 1d. Project Parameters

<p>Actual Number of Schools Involved: <b>1</b></p> <ul style="list-style-type: none"><li>• Valhalla Community School</li></ul>
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Section A: 1e. Project Parameters

2009/2010	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="10"/>
1	<input type="text" value="12"/>
2	<input type="text" value="8"/>
3	<input type="text" value="11"/>
4	<input type="text" value="13"/>
5	<input type="text" value="9"/>
6	<input type="text" value="16"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
<b>Total</b>	<input type="text" value="79"/>

2010/2011	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="10"/>
1	<input type="text" value="12"/>
2	<input type="text" value="12"/>
3	<input type="text" value="9"/>
4	<input type="text" value="11"/>
5	<input type="text" value="14"/>
6	<input type="text" value="6"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
<b>Total</b>	<input type="text" value="74"/>

2011/2012	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="6"/>
1	<input type="text" value="9"/>
2	<input type="text" value="8"/>
3	<input type="text" value="14"/>
4	<input type="text" value="12"/>
5	<input type="text" value="12"/>
6	<input type="text" value="15"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
<b>Total</b>	<input type="text" value="76"/>

Section A: 1f. Project Type

Targeted Students	<ul style="list-style-type: none"> <li>• All Students</li> <li>• English as a Second Language (ESL)</li> </ul>
Subject(s)	<ul style="list-style-type: none"> <li>• Language Arts/Literacy</li> </ul>
Theme(s)	<ul style="list-style-type: none"> <li>• Literacy</li> </ul>
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> <li>• Home Reading</li> <li>• Lead Teacher</li> <li>• Multi-Grading/Flexible Grouping</li> <li>• Reading Skills</li> <li>• Vocabulary/Background Knowledge</li> </ul>
Number of Students in Project	<ul style="list-style-type: none"> <li>• 201-500</li> </ul>
Grade	<ul style="list-style-type: none"> <li>• K</li> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> </ul>
Zone	<ul style="list-style-type: none"> <li>• Zone 1 Services</li> </ul>
Number of Schools in Project	<ul style="list-style-type: none"> <li>• 1</li> </ul>
Location of School(s) involved	<ul style="list-style-type: none"> <li>• Rural</li> </ul>
Division Grade Level	<ul style="list-style-type: none"> <li>• 1 (K-3)</li> <li>• 2 (4-6)</li> </ul>
School Authority Type	<ul style="list-style-type: none"> <li>• Charter School</li> </ul>
Types of Measures	<ul style="list-style-type: none"> <li>• Standardized Tests</li> <li>• Other Program Participation Measures</li> </ul>
Constituency	<ul style="list-style-type: none"> <li>• Grande Prairie-Wapiti</li> </ul>
City or Town Name	<ul style="list-style-type: none"> <li>• Valhalla Centre</li> </ul>

## Section A: 2. Project Description

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

The project looks at providing success and mastery in the language arts area for students of mixed ability and grades. We will be focussing on the movement of gaps in literacy to grade and age level proficiency by helping students with the direct learning of vocabulary for reading comprehension skills which should also flow into writing skills.

A lead teacher will be designated (part-time) to take on a mentoring and PD role as well as work in collecting and collating data and sharing this information on an ongoing basis with staff involved in the project.

### b. Indicate why the project is needed.

Valhalla Community School is a new Charter School, with a mandate to implement Direct Instruction. The school is a small rural school (capped at 110 students, K-9), with a mandate to serve students who live in the area: all students are welcome. As a result, the student population spans a wide range of abilities and competencies, including students who are not fluent in English. This diverse student population combined with the need to combine grade levels due to the small numbers creates a unique and challenging environment, requiring well-thought out instruction strategies. Direct vocabulary instruction will explore meeting individual needs and study how this methodology is best implemented in this unique learning environment. It is anticipated that other small rural schools may make good use of the findings of this study.

This project is innovative in that it will look at direct vocabulary instruction as a means for supporting mixed ability, ESL and combined grade levels in order to determine if it effectively helps to meet these multiple needs. We believe that the findings will have wide applications, including other small rural schools and mixed ability classrooms in general. This is a new strategy focus in direct instruction for the staff of this school.

## Section A: 3. School Community Involvement

	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	Participant in project planning process.	Provide ongoing support and assistance to project, monitor progress, results.
Business/Community Agencies	none	none anticipated
Parents	Involved in consultation of project planning. Parents have indicated they would like Direct Instruction methodology, is a mandate of the Charter. Project was discussed at townhall-style School Council meeting.	Will be kept informed of project progress, findings. Month submissions in school newsletter with an "AISI Corner Literacy project" with a place for parents to return comments to the school. Parents involved in daily reading with a vocabulary focus explained.
Principals	Lead in project design.	Lead in project implementation.
School Board	Involved in consultation of project planning.	Will be kept informed of project progress, findings and provide feedback from stakeholders.
School Council	Involved in consultation of project planning, discussed at a School Council meeting.	Will be kept informed of project progress, findings and provide feedback.
Students	Focus of project, student achievement is focus of project.	Ongoing monitoring of student achievement will support teacher adjustments in lesson development. Students will be actively engaged in identifying vocabulary that they require direct instruction to learn.
Support Staff	Involved in consultation of project planning, provided insights on student needs.	Will be kept informed of project progress, findings. Ongoing partners in project design, implementation.
Teachers	Involved in identifying focus of project, project planning, design.	K-6 teachers will be primary implementors of project. Others in the school will be informed of project progress, findings on a continuing basis. Teachers will be involved in professional development regarding the direct instruction of vocabulary and why this is important for overall literacy. PLC's for book reviews and discussions of the project and visits to the partner school
Other Specify	Contact with a Charter School in Calgary also using Direct Instruction.	We will be planning site visits to the Calgary Charter School and benefit from their expertise to mentor/inserve our teachers.

## Section A: 4. Research

Author	Year	Title	Source(if not a book)
Barbash, Shepard	2011	Clear Teaching: With Direct Instruction, Siegfried Engelmann Discovered a Better Way of Teaching	Article from Education Consumers Foundation
Beck; McKeown & Kucan	2002	Bringing Words to Life: Robust Vocabulary Instruction	
Kirschner, P.A., Sweller, J. & Clark, R.E.	2006	Why Minimal Guidance During Instruction Does Not Work	Educational Psychologist, 41(2), 75-86
Hollingsworth, John & Ybarra, Silvia	2009	Explicit Direct Instruction, The Power of the Well-Crafted, Well-Taught Lesson	
Sousa, David A.	2005	How the Brain Learns to Read	

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

0009 Foundations for the Future Charter Academy, 505 D.I. Connecting Math Concepts
0048 Evergreen Catholic Separate Regional Division No. 2, 30003 Kids First - Phonetic Literacy Project

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

The research provides a rationale for the methodology. The FICA project, although the focus is Math, provides some practical insights into implementing this methodology, while the Evergreen Catholic project provides some insights into implementing this methodology in the Language Arts program. Both projects provide insights into implementing Direct Instruction in the context the Alberta Program of Studies.

**Section A: 5a.Improvement Goals:**

	Goals	Strategies	Measures
Student Learning	K-6 Reading Comprehension Development	Direct Instruction of vocabulary: 1.) read aloud 2.)discussion of text- identify vocabulary 3.) using new vocabulary in sentences ( see Sousa's strategies and beck et. al. for a more indepth look at the direct teaching of vocabulary) Primary Resources: SRA Reading Mastery Program Learning A-Z.com Websites (Reading A-Z, Raz-Kids, Science, Reading-Tutors, Vocabulary, Writing)	CTBS (Form K) Alberta Reading Diagnostic Program  PAT LA3, LA6 Ongoing student work
Other Related			

**Section A: 5b. Improvement Goals**

These goals relate to our 3 Year Education Plan in addressing the 'Excellence in Student Learning Outcomes' in LA, as well as our Charter Outcome A1 ('Students will communicate with intelligence, using grammatically correct language in both spoken and written word, by mastering the basic skills of reading, writing and arithmetic.')

Section B: 1a. Quantitative Measures

Measure Description	Based on %			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		77.9		This is the previous 3 year average for the school, when it was operated by Peace Wapiti School division. It is now operated independently as a Charter School, and the student population has changed.
2009/2010	79	70.00	10	
2010/2011	80	100.00	9	6 students wrote, 2 absent, 1 excused
2011/2012	81	93.00	14	93% in Reading Composite as well

Measure Description	Based on %			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		85.7		Baseline is 3 year average for grade 6 population at the school while operated by Peace Wapiti School Division. The school is now operated as an independent Charter School, with a different student population.
2009/2010	86	87.50	16	
2010/2011	87	66.70	6	5 wrote, 1 absent
2011/2012	88	73.00	15	80% on Reading Composite

Measure Description	CTBS grades 1 through 3 % of students at or above grade level in the reading composite score			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		83	21	May 2007 Gr.1-100%, Gr.2-50%, Gr.3-100%
2009/2010	75	76.00	29	Gr.1-91%, Gr.2-86%, Gr.3-55% Jan.2010
2010/2011	80	66.70	30	Gr.1-45%, Gr.2-82%, Gr.3-75%
2011/2012	85	62.00	29	Gr.1-71%, Gr.2-63%, Gr.3-67% 57% %

Measure Description	Brigance, Kindergarten students			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		95	7	June 2009 average June 2009 average June 2009 average
2009/2010	95	92.00	9	June 2010 average
2010/2011	96	85.00	7	June 2011 average
2011/2012	97	90.00	6	June 2012 average

Measure Description	CTBS grs. 4-6 % of students at or above grade level in the reading composite score			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		79.3	14	May 2008 Gr.4-88%, Gr.5-100%, Gr.6-50%
2009/2010	80	57.00	35	Jan 2010 Gr.4-46%, Gr.5-50%, Gr.6-69%
2010/2011	81	67.00	27	Gr.4-64%, Gr.5-73%, Gr.6-605
2011/2012	82	62.00	39	Gr.4-58%, Gr.5-58%, Gr.6-67%

### Section B: 1b. Survey Measures

Measure Description	Percentage of parents satisfied with the overall quality of basic education				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		100	9		This is the first year of operation for this school, so baseline data will be that generated by the 2009 surveys.
2009/2010	95	100.00	9	6.00	This is a very high percentage! Hopefully more parents will respond next year to be more representative.
2010/2011	95	96.20	13	23.00	Almost 4 times the response rate of last year.
2011/2012	95	96.30	18	30.00	7 % increase in response rate7 ase in response over last year.



## Section B: 1c. Qualitative Measures

	Current Situation	Desired Change	Success Indicator(s) (You will be required to report on each success indicator identified.)
	Teachers are challenged to provide Direct Instruction methodology in Language Arts within the context of differentiating for combined grades and the diversity of the student population, which includes a range of abilities and students with ESL challenges.	Teachers are comfortable using a component of Direct Instruction methodology in LA within the context of differentiating for combined grades and the diversity of the student population, which includes a range of abilities and particularly for students with ESL challenges.	Teachers report successful implementation of the Direct Instruction for vocabulary development and understanding methodology in Language Arts. Evidence will be collected by way of summarizing data collected during the course of the project. Data will be collected from the following sources: 1. A templated personal anecdotal/reflective response generated at the scheduled (monthly) project meeting. 2. Meeting notes. 3. Annual year-end survey/questionnaire of teachers involved in the project. 4. Annual year end survey/questionnaire from students about this methodology.
<b>2009/2010</b>	<p><b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b></p> <p>1. A book study was set up by the principal on the school online network to facilitate a discussion of the teacher's implementation of the Direct Instruction methods outlined in each chapter of Explicit Direct Instruction by Hollingsworth &amp; Ybarra. Monthly reading targets were set and chapters assigned. This constituted our monthly project meeting.</p> <p>2. The teachers recorded feedback online to the chapter summaries recorded by their peers. The meeting notes were kept online on the teacher drive for all to contribute to. They are archived there for teachers to continue to refer to.</p> <p>3. The Co-ordinator designed a survey for teachers to complete. The four teachers of the gr.K-6 classes all submitted a survey. Please see Section D1: Student Outcomes.</p> <p>4. The Coordinator also designed a survey for the students. Please see Section D1: Student Outcomes</p> <p><b>How Well:</b></p>		
<b>2010/2011</b>	<p><b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b></p> <p>1. The staff reviewed the article "Why Minimal Guidance During Instruction Does Not Work" as listed in Section A:4. Research of this report.</p> <p>2. The article was discussed at monthly staff meetings and the AISI Co-ordinator made a note of main points.</p> <p>3. The Co-ordinator designed a survey for teachers to complete. The four teachers of the gr.K-6 classes all submitted a survey.</p> <p>4. The Coordinator also designed a survey for the students. Please see Section D1: Student Outcomes</p> <p><b>How Well:</b> Well</p>		
<b>2011/2012</b>	<p><b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b></p> <p>1. The staff reviewed the article "Clear Teaching: With Direct Instruction, Siegfried Engelmann Discovered a Better Way of Teaching" as listed in 'Section A:4a Research' of this report.</p> <p>2. A chapter of the article was read and discussed at monthly staff meetings and the AISI Co-ordinator made a note of main points.</p> <p>3. The Co-ordinator designed a survey for teachers to complete. 100% of the teachers in the gr.K-6 classes submitted a survey. Please see 'Section D1: Student Outcomes'</p> <p>4. The Coordinator also designed a survey for the students. 92% of students submitted a survey. Please see 'Section D1: Student Outcomes'</p> <p><b>How Well:</b> Well</p>		

## Section B: 2. Plans for Key Strategies and Processes

Category	Planned Strategies/Processes	Refinements/Changes
<p><b>a. Instructional Strategies:</b></p> <p><b>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.)</b></p>	<p>Staff and students to become more knowledgeable about the Direct Instruction for vocabulary development methodology.</p> <p>Focus on clarifying daily learning goal, to share learning outcomes with students.</p> <p>Developing and implementing a home reading program with a focus on sharing the methodology of vocabulary development with parents to enhance student learning. Share learning outcomes with parents and engage parents as partners in student learning.</p>	<p>The school has acquired a mobile computer lab of 30 laptops. These can be used to reinforce the direct instruction of vocabulary.</p> <p>We need to extend the Home-reading program from the gr.1/2 class to all classes in K-6.</p> <p>2011-2012: Along with the focus on Vocabulary, the staff has expressed a need to improve narrative writing skills. We intend to subscribe to the Writing A-Z website and incorporate more writing activities into the other subject areas since the time allotted for language arts is already dedicated to the SRA Reading Mastery Signature Program.</p>
<p><b>b. Student Assessment:</b></p> <p><b>Projects must provide annual evidence of student learning and performance.</b></p>	<p>PAT's, CTBS, Brigance, Alberta Diagnostic Reading Program measures will be used as appropriate.</p>	
<p><b>c. Project Management and Coordination:</b></p> <p><b>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.</b></p>	<p>The Principal will provide over-all leadership and support: however, a designated teacher (AISI staff) will act in a coordinating and mentorship capacity. This lead teacher will provide organizational support and PD for the project as well as collect and collate data and produce reports (written and verbally to stakeholders as appropriate) on an ongoing basis.</p>	
<p><b>d. Professional Development:</b></p> <p><b>School authorities must provide professional development as it is essential to the school improvement process. It is expected that Professional Development will represent at least 15% of project expenses. Professional Development includes resources, materials, external consultants, sub costs, travel, accommodation, facilities, other costs related to PD.</b></p>	<p>Book studies of the Hollingsworth/Ybarra and Sousa sources.</p> <p>Site visits to classrooms of another identified charter school using Direct Instruction methodology.</p> <p>Inservice by the knowledgeable and experienced staff of the other charter school and ongoing mentorship relationship.</p> <p>Monthly school-based professional sharing/learning opportunity.</p> <p>Lead teacher mentorship and PD.</p> <p>Use of the SRA online "Signals" program that provides support to teachers implementing direct instruction in LA.</p>	<p>The school has entered into a partnership with the National Institute for Direct Instruction (NIFDI) to provide teacher training in Direct Instruction using the SRA Reading Mastery Signature Series and to generate research data on the improvement of student performance as a result of professional development.</p>
<p><b>e. Parental &amp; Community Involvement:</b></p> <p><b>There must be meaningful involvement of parents in planning the proposal.</b></p>	<p>Monthly school newsletter with an invitation for feedback regarding the project.</p> <p>Information night(s) about the vocabulary methodology.</p> <p>PT Interview nights with exit slips for parent feedback.</p> <p>On an ongoing basis, a Home Reading program will engage parents in their children's education, and serve as a vehicle to familiarize parents with the methodology.</p>	

<p><b>f. Knowledge Dissemination, Sharing and Communication:</b></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 findings will be shared from time to time at staff meetings, School Board meetings, School Council meetings and on a shared drive on the school server. Monthly newsletters to parents. Findings will also be shared with the mentoring school and potentially the Charter School community.</p>	
<p><b>g. Networking:</b></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>Networking will take place using a shared drive on the school server, verbal sharing at professional meetings, and a direct relationship with another charter school system using this methodology and the Charter School community generally. Networking with Charter school in Calgary.</p>	<p>The AISI Coordinator visited Aurora Charter School in Edmonton during the AISI conference in February of 2010, and has kept in contact with them. This seems a better fit than a school in Calgary. 2010-11: All staff attended the Foundations for the Future Charter Schools Conference in Calgary to gain a better understanding of Direct Instruction and network with other charter school staff.</p>
<p><b>h. Integration and Sustainability:</b></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>As the Direct Instruction methodology is mandated in our Charter, this focus on Vocabulary will become a key strategy in delivering instruction in the school on an ongoing basis.</p>	
<p><b>i. Project Evaluation Process:</b></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>Student Assessment data: PAT LA3, LA6 student results CTBS, Brigance (K) results Alberta Diagnostic Reading Program</p> <p>Parent data: Accountability Pillar Survey</p> <p>Teacher data: Anecdotal/reflective data Meeting notes Annual Survey</p> <p>Student Annual survey</p>	

Section B: 3a. Staffing Requirements

	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*
<b>Certificated Teachers</b>						
Teachers						
AISI Coordinators	0.10		0.15		0.15	
<b>Other Personnel</b>						
Professionals (e.g., Social Worker, Liaison Worker)						
Teaching Assistants						
Administrative Support Staff						
Other						
<b>Total FTE</b>	0.10	0.00	0.15	0.00	0.15	0.00
Total \$ amount allotted for Staffing & Benefits	4,320		6,000		4,727	

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

Revenue	2009/2010		2010/2011		2011/2012	
	Approved Budget*	Working/Actual YTD	Approved Budget*	Working/Actual YTD	Approved Budget*	Working/Actual YTD
Unexpended Funds at the beginning of year			0	0	2,210	2,210
AISI Funding	6,691	6,691	12,825	12,825	6,517	6,517
Funding from other sources	0	0	0	0	4,089	0
Approved AISI Funding transferred to/from other AISI projects	0	0	0	0	0	0
<b>Total Revenue</b>	<b>6,691</b>	<b>6,691</b>	<b>12,825</b>	<b>12,825</b>	<b>12,816</b>	<b>8,727</b>
<b>Expenses</b>						
Project Management	0	0	0	0	0	350
Check where applicable: <input type="checkbox"/> Office Supplies <input checked="" type="checkbox"/> Travel Expenses <input type="checkbox"/> Other expenses (Please comment in section B4b)						
Salaries and Benefits	4,000	4,320	6,480	6,000	6,000	4,727
(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 checked="" type="checkbox"/> AISI Coordinator <input type="checkbox"/> Classroom Teachers						
Professional Development	2,400	1,656	5,800	4,200	6,600	2,000
Check where applicable: <input type="checkbox"/> Resource Materials <input checked="" type="checkbox"/> External Consultants/Presenters Fees <input type="checkbox"/> Sub Costs <input type="checkbox"/> Travel/Accommodation/Meals/Facilities <input type="checkbox"/> Other Related Costs (Please comment in section B4b)						
Instructional Material/Resources	291	715	375	415	216	1,500
Equipment	0	0	0	0	0	150
Equipment and Other Capital, together, will not exceed 10% of project expenses.						
Other Capital	0	0	0	0	0	0
<b>Total Expenses</b>	<b>6,691</b>	<b>6,691</b>	<b>12,655</b>	<b>10,615</b>	<b>12,816</b>	<b>8,727</b>
<b>Unexpended Funds</b>	<b>0</b>	<b>0</b>	<b>170</b>	<b>2,210</b>	<b>0</b>	<b>0</b>

## Section B: 4 Budget & Financial Report

	Comment
<b>Revenue</b>	
<b>A. Unexpended Funds at the beginning of year</b>	
<b>B. AISI Funding</b>	Our school has a small population, so AISI funding is limited, as is our capacity to supplement AISI funding. However, our population has grown since the 30 September 2008 count, and we will be implementing grades 7 and 8 in September 2009 and grade 9 in September 2010, so we anticipate that our AISI funding eligibility will increase over the course of this project, hopefully giving us some added flexibility in years 2 and 3.
<b>C. Funding from other sources</b>	The 10/11 figure represents the top up from the fall.
<b>D. Approved AISI funding transferred to/from other AISI projects</b>	
<b>Total Revenue</b>	2010-11: As funded by AISI \$6517 + top up 4089 = \$10,646
<b>Expenses</b>	
<b>Project Mangement</b>	The school will largely pick up the costs associated with project management - the Principal and the Superintendent will actively support the project in on-site and administrative management. The AISI coordinator/lead teacher will be responsible for PD/mentorship organizing project activities, collecting and rolling up data and oral reporting to stakeholder groups.
• Office Supplies	
• Travel Expenses	The principal and AISI Co-ordinator attended the 2012 AISI Conference in Edmonton.
• Other Expenses	
<b>Salaries and Benefits</b>	
• Lead Teacher(s)	
• Internal Consultants/Specialists	
• Support Staff	
• AISI Coordinator	We will designate a lead teacher at the school in a 0.1 FTE AISI coordinator/mentor position to take the lead in organizing project activities, collecting and rolling up data and oral reporting to stakeholder groups.
• Classroom Teachers	
<b>Professional Development</b>	We will need to prioritize the activities that we undertake, and work on stretching our funding. (The AISI Coordinator attended The conference in Edmonton on February 7-9, 2010. This column includes the hotel, taxi, meal, and research books from the conference. It also includes expenses incurred when the teachers attended the Charter School Conference in the fall in Calgary.
• Resources/Materials	Print resources - books by Hollingsworth/Ybarra and Sousa to support the Book Study component. (These resources were purchased out of General School Funds instead of AISI.)
• External Consultants/Presenter Fees	We anticipate bringing one resource person in from Calgary (a charter school using the Direct Instruction methodology, with a focus on vocabulary and literacy) to familiarize themselves with our environment and act as a resource for our teachers. Estimated cost runs at \$500 for airfare, \$300 for hotel and expenses, and \$200 for sub costs, for a total estimate of \$1000. (This did not occur.) 2011-12: This was put toward the cost of the contract with NIFDI for the consultant manager.
• Sub Costs	We anticipate sending some of our teachers (as many as we can afford) to Calgary to do a site visit to a charter school there using the Direct Instruction methodology. Sub costs for our teachers run approximately \$200 per day. We may also wish to use some subs to release some of our teachers for focus group meetings throughout the year.
• Travels/Accommodation/Meals/Facilities	We anticipate sending some of our teachers (as many as we can afford) to Calgary to do a site visit to a charter school there using the Direct Instruction methodology. Travel costs (airfare) runs approximately \$500, accommodations (1 night) and meals would run approximately \$300 per day. (The teachers did visit the Foundations for the Futures Charter Schools in Calgary in the fall.)
• Other Related Costs	

<b>Instructional Materials/Resources</b>	This amount was for CTBS materials for the quantitative measurements, for the subscriptions to the Learning A-Z websites, and for Reading Mastery materials.
<b>Equipment</b>	2011-12: A videocam was purchased so the NIFDI manager could SKYPE the classrooms and observe.
<b>Other Capital</b>	
<b>Total Expenses</b>	
<b>Unexpended Funds</b>	

### Section B: 5. Attachment

File Sent	File Received	Sent Date	Received Status	Copyrighted Document
year end school surveys.pdf	0224_40064_3.pdf	2010-10-15 09:29:49	Successful	N
AISI Student Survey 2012.docx.pdf	0224_40064_4.pdf	2012-10-15 19:03:15	Successful	N
AISI Teacher Survey 2012.docx	0224_40064_5.docx	2012-10-15 19:03:43	Successful	N

### 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
Picard	John0224	Superintendent						jpicard@valhallaschool.ca
Mumert	Cindy	AISI Coordinator	Box 143	Valhalla Centre	T0H3M0	780.356.2370	780.356.2789	cindy.mumert@gmail.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: 40064 Current Project Status: <b>Approved by Alberta Education</b>		
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"/>
13. Superintendent/CEO Approval	<input checked="" type="radio"/>	<input type="radio"/>

School Year: 2011/2012 ▼

	2011/2012 AISI Funded FTE	% of Staff Time Spent on		
		Delivering Professional Development	Project Administration	Other
<b>Certificated Teachers</b>				
Teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
AISI Coordinators	0.15	<input type="text"/>	<input type="text"/>	<input type="text" value="100"/>
<b>Other Personnel</b>				
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"/>
<b>Total FTE</b>	0.15			



## Section D: 1. Student Outcomes

**2009/2010**

Collaborative Study of Direct Instruction of Vocabulary, Valhalla Community School

Our main goal is to provide success and mastery in the language arts for all students, whether they are high achievers or ESL learners who struggle with the language.

Quantitative Results:

We are working from a baseline that isn't particularly relevant for our school as it changed from a school in Peace Wapiti to a Charter school. We are satisfied that the programming has been helpful for our grade 3 students as indicated by a 70% on the PATS. The number of students is low and we have a wide range of needs. We are looking forward to the second year results as there are teachers with more confidence and experience in the direct teaching of vocabulary and comprehension for the 2010-11 school year. We are very pleased with the grade 6 PAT results (85.5%). CTBS results indicate that the average percentage on the test at the primary levels was 76%. There is however a range of scores at each grade level. We will be particularly focussing on the high needs students at the grade 3 level as this score is much lower than at the other grade levels. CTBS results for the upper elementary level are of concern. We will be meeting to discuss additional strategies or interventions that would be appropriate for these older students.

Survey Results:

The only formal survey conducted was from the Accountability Pillar and the results are 100%. Unfortunately there were only 9 parents who returned them so this information might be skewed!

We have been getting the impression informally that parents are very happy with the program.

Qualitative Results: Please refer to the attachments for copies of the Informal teacher and student surveys that were administered as per our qualitative result section plans for measuring Teacher Knowledge and Student satisfaction and rating of their reading skills.

The four Teachers of the the gr. K-6 classes all submitted a survey. 50% reported a low level of Direct Instruction (DI) of vocabulary the the beginning of the year. The other 50% reported a medium level. At the end of the year 75% reported a high level of knowledge and 25% reported a medium level.

There was also a question about a book study that staff were involved in and 75% answered TRUE to the question of whether the book study was helpful in learning about DI and the other 25% found this to be VERY TRUE.

Student Qualitative Survey:

The Coordinator also designed a survey for the students asking them if they thought they could read better now than at the beginning of the year. 48% said VERY TRUE; 23% TRUE; 23% SOMEWHAT TRUE and 2% indicated NOT VERY TRUE.

On the other question asking them to indicate if they enjoyed LA Classes: 32% VERY TRUE; 39% TRUE; 16% SOMEWHAT TRUE; 9% NOT TRUE and 4% NOT VERY TRUE.

On the question: "I like to read just for fun" - 61% VERY TRUE; 25% TRUE; 9% SOMEWHAT TRUE; 4% NOT TRUE and 2% REALLY NOT TRUE.

The teachers have all indicated growth in their understanding of direct instructional strategies for teaching vocabulary and comprehension.

Student responses are generally very positive but we look forward to ensuring that all students see themselves as readers and become more confident about their growth in skill development.

**2010/2011**

Project Title: Collaborative Study of Direct Instruction of Vocabulary, Valhalla Community Charter School

Our goal remains to provide success and mastery in the language arts for all students. The project has continued to be successful for several reasons.

The four teachers of the grade K-6 classes were the same individuals as last year. They submitted the year-end survey mentioned in Section B1c, Success Indicator #3. The results showed that the teachers are becoming more confident in using the direct method of instruction. This should lead to greater individual student success in Reading Mastery, the SRA program we are using.

The students also completed a year-end survey as mentioned in Section B1c, Success Indicator #4. On the question of whether they can read better now than at the beginning of the year, 56% said "Very True", 26% said "True", 13% said "Somewhat True", 4% said "Not True", 2% said "Really Not True". On the question of whether they enjoyed LA classes; "Very True"-35%, "True"-22%, "Somewhat True"-17%, "Not True"-11%, "Really Not True"-5%.

On the question "I like to read just for fun.": "Very True"-39%, "True"-17%, "Somewhat True"-19%, "Not True"-13%, "Really Not True"-13%. This indicates that the majority of students are feeling successful and enjoying their reading experiences.

100% of the provincial Accountability Pillars surveys returned by parents indicated that they were satisfied with the overall quality of basic education at our school. This is a very high percentage! 16% of families returned the surveys as compared to 5% last year.

Provincial Achievement Test Results, Gr.6: Acceptable Standard-66.7% This is a 20% decrease from the baseline and the results from last year.

Provincial Achievement Test Results, Gr.3: Acceptable Standard- 100% This is a 20% increase from the baseline and 30% increase from last year.

Canadian Test of Basic Skills, Gr.1-3: 67% at or above grade level This is a 28% decrease from the baseline and 10% decrease from last year.

Canadian Test of Basic Skills, Gr.4-6: 67% at or above grade level This is a 19% decrease from the baseline and 10% increase from last year.

Kindergarten: Average-85% This is a 10% decrease from the baseline and 7% decrease from last year.

Analysis: Reading Comprehension in Grade 3 was excellent(80% average). Areas of struggle were in Making Inferences and Drawing Conclusions subcategories. Inferring is a higher level skill that will require additional instruction and practise to develop. Teachers intend to implement regular practice of PAT style questions to develop higher level thinking skills.

Narrative writing part was also a challenge (avg.62%). Reading Mastery program spends more time on reading(decoding and comprehension) than writing. Teachers intend to work on deficient writing skills through crosscurricular assignments(eg. Storywriting in social studies or science.)

Because our school is now a "school of choice"(parents can choose to have their children bussed here because we are a charter school in the area), there has been an increase in student population from outside Valhalla Community School catchment area which is almost exclusively students with some type of social, emotional or learning deficit. We intend to increase staff capacity for one on one student support by providing additional staff training and by sourcing additional TA personnel. We also intend to individualize student programming as appropriate, sourcing resources suitable for student needs(eg. Alberta Distance Learning Center).

Reading composite in grade 6 acceptable standard-67%. This cohort had attendance problems as well as motivation issues.

We need to balance charter requirements (Reading Mastery) with provincial requirements(PAT). Reading Mastery Direct Instruction program focuses on teacher-directed supply of content- PAT tests include emphasis on contextual inference. Staff also intends to integrate practise and instruction on poetry and figurative language(eg. use Exam Bank).

The difference in achievement between the grades 3 and 6 is intriguing. It is interesting to note that the grade 3's are the group which started Reading Mastery in Gr.1, so have had only this program throughout their schooling. We are confident that they will continue achieving excellence in the years to come, and we are looking forward to seeing the older students improve as we all learn together.

**2011/2012**

Project Title: Collaborative Study of Direct Instruction of Vocabulary, Valhalla Community Charter School

Our goal remains to provide success and mastery in the language arts for all students. The project has continued to be successful for several reasons.

There were two additions to our staff this year, which allowed for smaller class groups and more individualized attention. The teachers submitted the year-end survey mentioned in Section B1c, Success Indicator #3. The teachers indicated that their level of knowledge of Direct Instruction of Vocabulary in Reading and Writing had increased from Med-High at the beginning of the year to High-Very High at the end. Four of six teachers also found the article study to be helpful in learning about Direct Instruction, in the High-Very High range. All of the teachers reported a High-Very High improvement in their students' reading fluency and writing proficiency. The results showed that the teachers continue to be impressed with the program we are implementing.

The students also completed a year-end survey as mentioned in Section B1c, Success Indicator #4. On the question of whether they can read better now than at the beginning of the year, 61% said "Very True" (5% increase from last year), 26% said "True" (same as previous), 7% said "Somewhat True" (6% decrease), 3% said "Not True" (1% decrease), 1% said "Really Not True" (1% decrease).

On the question of whether they enjoyed LA classes; "Very True"-31% (4% decrease), "True"-24% (2% increase), "Somewhat True"-27% (10% increase), "Not True"-10% (1% decrease), "Really Not True"-9% (4% increase).

On the question "I like to read just for fun.": "Very True"-53% (14% increase), "True"-14% (3% decrease), "Somewhat True"-14% (5% decrease), "Not True"-9% (4% decrease), "Really Not True"-10% (3% decrease).

A statement was added to the survey to reflect the increase in writing activities: "I am a better writer now than at the beginning of the year". Results: "Very True"-53%, "True"-29%, "Somewhat True"-14%, "Not True"-0%, "Really Not True"-4%.

This indicates that the majority of students are feeling successful and enjoying their reading experiences.

96.3% of the provincial Accountability Pillars surveys returned by parents indicated that they were satisfied with the overall quality of basic education at our school. 30% of families returned the surveys as compared to 23% last year, so a decrease in %-satisfied would be expected with greater response. Perhaps this increase is indicative of growth in the satisfaction of parents as they see their children's successes.

Provincial Achievement Test Results, Gr.6: Acceptable Standard-73% This is a 6% increase over the results from last year. Items of difficulty included poetry, cartoons, figurative language and news articles. Teachers continue to supplement the Reading Mastery with activities from these areas.

Provincial Achievement Test Results, Gr.3: Acceptable Standard- 93% This is a 15% increase from the baseline and 7% decrease from last year. Problem items also involved poetry. Reading Comprehension in Grade 3 was excellent(93% average).

Canadian Test of Basic Skills, Gr.1-3: 62% at or above grade level This is a 5% decrease from last year.

Canadian Test of Basic Skills, Gr.4-6: 62% at or above grade level This is a 5% decrease from last year.

These decrease can again be accounted for by the influx of ESL and learning/behavior challenges because of our status as a school of choice in the county. Our population changes each year, so the number of students who have consistently gone through the Reading Mastery Program is low. 50 % of our students are academically challenged for any of these reasons.

Kindergarten: Average-90% This is a 5% increase from last year. The number of students dropped from the year before, and yet the average increased. This class finished almost 3 times as many Reading Mastery as the year before, which may account for this increase in Brigance testing.

## Section D: 2. Effective Classroom Practices

**2009/2010**

Project Title: Collaborative Study of Direct Instruction of Vocabulary, Valhalla Community School

Because there are only a few teachers involved in this project we have included their comments based on how effective they find the various strategies:

Teachers are indicating that the formative assessment tests in SRA are easily and quickly administered, consistently spaced throughout the program and the forms are well organized.

Teacher Comment: "This was a huge plus for me as I previously had a hard time keeping track of how students were doing in their reading fluency and comprehension."

Teacher comments: "Because the student responses to questions are simultaneous, whole group answers, I have learned to hear the children who are unsure and can direct the group to respond again immediately. The students are able to hear the response and answer correctly with the group the second time. They are not singled out, they do not suffer frustration because they are able to respond with success. The method is very efficient. The confidence level of the students has increased."

"By using the direct instruction method in the Reading Mastery Signature Series and the Saxon Math programs, I have noticed an increase in the scores on Reading Comprehension tests/activities and on timed fact tests and daily math work."

"Making students read carefully leads to less errors in decoding. The students are more attentive and on task for choral work. Reviewing orally aids in correct answers on written assignments."

"In the SRA Reading program, the teachers administer placement tests and the students are grouped with others of similar ability. This leads to success for the students and a high level of participation because nobody is lost or left behind. The teacher ensures that mastery of each skill is achieved for ALL the students. What a concept!"

The use of Direct Instruction is being used more consistently and in some cases daily. Teacher quote: "Applying the strategies in at least two classes. I have a better understanding of what Guided Class Practice/Closing the Lesson should be like and it has helped me to ensure that I am not progressing through material too quickly."

Other comment include:

"Very scheduled routine=students know what is expected. Choral work keeps students participating and involved. I know exactly what materials I need; I spend less time planning."

"I would like to have more parental involvement in my classroom. Our school now has a volunteer co-ordinator and so I hope to see more of parents and guardians. For now, I have a Home Reading program that involves writing in the student's agenda the title of the book the child has read and signing it. The majority of students read every night, and they receive a free class when they reach a benchmark goal. We send home printable books downloaded from the website "Reading A-Z". There is a related site called Raz-kids that records the interactive books they read online and enables them to earn points to adorn their own rocket. I am sure that these motivational reading activities have led to greater student success/enjoyment of reading."

**2010/2011**

The partnership with the National Institute for Direct Instruction(NIFDI) took on a new dimension this year. An Implementation Manager was assigned to our school. He spent a week in September teaching us strategies to use in presenting the SRA program to the students. He monitored our classes and helped immensely with classroom management. We emailed weekly data reports to him and he reported back with positive feedback and suggestions for improvement. Because the NIFDI manager was based in Arizona, our principal set up observations and meetings with him which we viewed on the Smartboard. Although teachers experienced stress because of being constantly under observation, they expressed appreciation for the positive feedback and consistent training which increased their confidence and proficiency in Direct Instruction.

**2011/2012**

The partnership with the National Institute for Direct Instruction(NIFDI)was continued this year with a new Implementation Manager assigned to our school. She spent a week in September reviewing with us strategies to use in presenting the SRA program to the students. She monitored our classes and helped immensely with classroom management. We emailed weekly data reports to her and she reported back with positive feedback and suggestions for improvement. Because the NIFDI manager was based in Oregon, our principal set up observations and meetings with her which we viewed on the Smartboard and through Skype. Although teachers experienced stress because of being constantly under observation, they expressed appreciation for the positive feedback and consistent training which increased their confidence and proficiency in Direct Instruction.

## Section D: 3. Overall Summary of Project Practices

### I. What worked well (successes)

**2009/2010**

Project Title: Collaborative Study of Direct Instruction of Vocabulary, Valhalla Community School

Teacher comments: "I really enjoyed the time spent teaching reading in small homogeneous groups of children. We used a U-shaped table so the presentation book with the new vocabulary for the day could be easily accessible. The children would ask "When is it u-table time again?" if we had a few days of other activities. The direct teaching method of scripted lessons was very freeing because I never needed to wonder about the best way to say something, yet I felt the freedom to elaborate when I saw a need. Just hearing a few boys who were labeled "problems" in kindergarten say "I love to read now!" is the most rewarding experience."

"I am learning more about what we need to be doing."

Parent of children with initial reading problems in Gr.1: "I have always believed in the Valhalla School. But time and time again when my two children ages 7 & 8 read to me I am amazed. My son's favorite books are small encyclopedias chock full of facts and information. He especially is keen on biology type books about dinosaurs, animals and survival. He reads two or three pages at a time and then weeks later tells me some almost odd and unusual fact about some unknown creature. My daughter is so proud that she reads chapter books, she giggles as we talk about what dragon breathes ice and what one breathes fire. She loves the adventure that the chapter books take her on. Their retention of what they have read and for their age, amazes me. I feel that the choice I made for them to attend Valhalla Community School is a blessing for my children's future because of the reading and writing skills they have acquired. I'm confident that the reading skills they are learning will give them a lifetime of achievement."

Another parent:"The lights came on for my son."

**2010/2011**

The weekly reports that the teachers needed to send forced us to be diligent in our record-keeping and assessment. This made reporting periods less stressful because we had so much evidence to share with stakeholders.

The regular Skype meetings with our NIFDI Implementation Manager also kept us accountable to implement the ongoing training he provided.

The Home Reading Program motivated students to enjoy reading at home. We celebrated together as we achieved the goals we set for our classes.

**2011/2012**

Our staff are becoming much more competent in delivering the program efficiently and troubleshooting on their own instead of waiting for ideas from the NIFDI Implementation Manager.

We have added on to our facility and so have more rooms to house all the learning groups needed; groups no longer need to share classrooms.

The teachers were assigned a chapter to read for monthly staff meetings; the discussions were inspiring and encouraging to all and ideas were shared about how to improve our teaching.

The teachers appreciate the homogenous grouping of students because those who previously did not contribute in class now participate with enthusiasm because they are successful and can show off their achievements.

One teacher is glad that the students are writing every day in very structured assignments that also allow for creativity. They all also read outloud every day so none can "fall through the cracks", but can be monitored and encouraged regularly.

The ESL students have such positive attitudes and "read the glossary in the back of the textbook for fun in free time!" It's great to give these students a chance to excel and change their attitude about school.

## II. What did not work well (challenges)

**2009/2010**

Project Title: Collaborative Study of Direct Instruction of Vocabulary, Valhalla Community School

It was disappointing to have so few parents respond to the provincial parent survey. We will also be looking at new ways to engage the parents in the reading process we are using in terms of what they can reinforce at home and observe at school.

AISI Coordinator: "The online book study was a great idea. However, I found that some teachers did not find time to give it the effort it needed to be successful to all. I need to find a way to make it more effective. Also, a Precision Reading program was started in addition to the SRA to help struggling readers. It fell through because it was implemented by a volunteer which was too unreliable to be consistent. It may also have been ineffective because the teachers were too busy learning the new SRA program to spend time monitoring Precision Reading as well. The teachers did not receive any formal training. They had the teacher guides which were sometimes well laid-out and sometimes not. There were training demo dvd's available, however they were not required and a time was not set aside to view and discuss them together. In the current year, 2010-11, with training provided by NIFDI we have discovered that we were not using all of the Language Arts components that we should have. They are now on order and will be implemented soon.

"I would have made (the book study) more seminar/conference based so that we could complete it in a couple of days, rather than have to read a book on our own and make notes. If we had workshops/seminars once a month where we learned and/or applied the skills it would be easier to get it done and apply it. It was easy to 'not do it' as we didn't have to meet on a rigid schedule, it was more at your own pace which isn't as effective."

**2010/2011**

The increased dependency on Technology led to some frustration. There were occasions when the audio or video were faulty during conferences or observations with the NIFDI manager.

**2011/2012**

The Spelling component of the Reading Mastery Signature Series is not as effective as traditional methods. There is a lot of oral work which the teachers supplement with written drills. There does not seem to be a carryover to good spelling test marks in the upper levels at least. However, some teachers commented that spelling is not something that can be improved upon easily; "you can either spell or you can't. The focus on reading is appropriate."

Some teachers found the Language/Grammar/Writing portion of the program to be cumbersome and inefficient because the grouping was different than the reading portion; more homogenous placement would be helpful. However, current staffing would need to be increased, a universal problem in the educational world!

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

**2009/2010**

Project Title: Collaborative Study of Direct Instruction of Vocabulary, Valhalla Community School

Teachers: "I found that the SRA did not have a comprehensive spelling program and so I used the Dolch List of 500 Most Used Words and developed a weekly spelling list, teaching them the basic vocabulary they would need to use all their lives."

"I added a grammar component, oral presentations and book reports to cover curriculum expectations that were lacking in the program."

**2010/2011**

The Language Arts component of the Reading Mastery Signature Series was implemented to a greater degree this year. All classes used the new material. It adds grammar and writing activities as well as basic science/social studies concepts such as cardinal directions and mapping skills.

**2011/2012**

Two staff members were added this year as a result of increased enrollment. This allowed us to increase the number of reading groups and therefore decrease the number of students in each group, which led to tailoring of instruction to suit student needs.

## IV. How have you shared project results/successes with teachers, trustees, parents, community, etc.? (sharing and celebration of successes)

**2009/2010**

**2010/2011**

A regular feature in the weekly school newsletter described our AISI project and encouraged parents to read at home to improve vocabulary skills. The newsletter is on the Valhalla Community School website. The AISI Co-ordinator attended Parent Council meetings to field questions/comments.

**2011/2012**

We continued the regular feature in the weekly school newsletter describing and updating parents on our AISI project and encouraging parents to read at home to improve vocabulary skills. The newsletter is on the Valhalla Community School website. The AISI Co-ordinator attended Parent Council meetings to field questions/comments. The principal provided reports to the Valhalla School Board.

## Section D: 4. Sustainability and Integration

### How will the project be sustained and/or integrated?

**2009/2010**

**2010/2011**

Our charter mandates Direct Instruction so our staff and students will continue to implement programs and strategies to fulfill our directives. We will maintain our training and advisory relationship with the National Institute for Direct Instruction. We will integrate our new found knowledge in order to ensure additional success in writing skills.

**2011/2012**

Our charter mandates Direct Instruction so our staff and students will continue to implement programs and strategies to fulfill our directives. We will maintain our training and advisory relationship with the National Institute for Direct Instruction. As staff become more proficient in implementing the program, our relationship with NIFDI will likely decrease in intensity so that our administration and lead teacher will play a more prominent role in monitoring success of staff and students. The Reading Mastery Signature Series will continue to be our primary resource for the Language Arts. We will integrate our new found knowledge in order to ensure additional success in reading and writing skills throughout the grades.

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

Please note that the Superintendent will be required to complete this section on the online Extranet submission of the **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