



AISI Project Summary 2004/2005 school year

1. Enhanced Literacy

- a) **Reading Intervention Tutorials** – at risk students are identified in Grades 1-3 and provided with a daily tutorial designed to bring their reading skills up to grade level. A number of instructional strategies are implemented by trained literacy specialists and individualized to each student's needs. Incorporated into the daily intervention tutorial is a home reading component that is essential to the success of the program.

19/66 students achieved more than a year's growth in reading level with 90% accuracy
31/66 students achieved a year's growth in reading level with 90% accuracy
10/66 students achieved .5 year's growth in reading level with 90% accuracy
6/66 students achieved some progress but less than .5 year's growth in reading level
91% of the students achieved the target of at least .5 year's growth in reading level

Further refinements have been made to the program and our continued goal is to have 100% of the at risk students achieve a minimum of at least .5 year's growth in reading level with 90% accuracy.

- b) **ECS Picture Word Inductive Model** – this is an instructional strategy that uses a sequence of activities including shake out words, classification, read/talk/think aloud, writing prompts, see-say spell, concept attainment, data sets, concept formation, and centre activities. Teachers model these activities using a variety of instructional methods to complement student's preferred learning styles.

20/41 students were reading at a grade one level
21/41 students were reading at an appropriate level for ECS
0/41 students had not yet responded to printed text
100% of the students are reading at an appropriate level for ECS or greater.

2. **Focus on Results** – each school has identified a school-wide instructional focus, researched best teaching practices to support that instructional focus, created a professional development plan to improve teacher knowledge and skills in the identified focus, aligned school resources and built partnerships with their parent community to achieve the desired instructional focus.

92% of the parents were satisfied with the academic achievement of students in PLRD schools
93% of the parents were satisfied with the overall quality of education their child receives
96% of the teachers were satisfied that their school has a process for improving the quality of education it offers to students
90% of the students were satisfied with the overall quality of education they receive within PLRD schools

The identification of a school-wide instructional focus is evident in each school, but the progress of individual schools varies depending upon the commitment level to the project.

- 3. Safe and Caring** - by creating a safe and caring school climate, student academic achievement will increase, and there will be increased high school completion rates. There are three schools in the jurisdiction participating in this project.

School #1

92% of parents are satisfied that there is a caring atmosphere at the school.
94% of parents are satisfied with the safety of the school environment.
97% of students feel safe at school.
89% of the staff is satisfied with the safety of the school environment.
18% decline in the number of referrals to the Family Resource Worker compared to the previous year.

School #2

82% of parents are satisfied that there is a caring atmosphere at the school.
88% of parents are satisfied with the safety of the school environment.
83% of students feel safe at school.
100% of the staff is satisfied with the safety of the school environment.
4% decline in the number of referrals to the Family Resource Worker compared to the previous year.

School #3

84% of parents are satisfied that there is a caring atmosphere at the school.
77% of parents are satisfied with the safety of the school environment.
88% of students feel safe at school.
100% of the staff is satisfied with the safety of the school.
14% increase in the number of referrals to the Family Resource Worker compared to the previous year.

Overall this data would indicate that each has achieved success in creating a safe and caring school climate.