

## AISI Project Proposal/Plan

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

Project ID: 40075 (Current Status: Approved by Alberta Education)  
Submitted Date: May-29-2009 Approved Date: Aug-25-2009 Last Updated: Nov-01-2010, Alfred Sakyi

**a. Project Title:**  
Science Kits Group Project

**b. Project Proposed for Which School Years?**  
 2009/2010     2010/2011     2011/2012

**c. School Authority Name:**  
[High Level Christian Education Society](#)  
 School Authority Code: 9421  
 School Authority Website:

## AISI Group Project Report

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Project	Title	School	Year	Project Funding
40075 (Main)	Science Kits Group Project	9421 High Level Christian Education Society	2009/2010	5,506
40076	Science Kits Group Project	0072 Slave Lake Koinonia Christian School Society	2009/2010	3,471
40094	Science Kits Group Project	0161 International School of Excellence (ISE)	2009/2010	13,842
41039	Science Kits Group Project	0233 Living Truth Christian School Society	2010/2011	753
40460	Science Kits Group Project	9045 Cornerstone Christian School Society	2009/2010	4,210
40115	Science Kits Group Project	9127 Destiny Christian School Society	2009/2010	10,622
40077	Science Kits Group Project	9211 Koinonia Christian School - Red Deer Society	2009/2010	20,798
40140	Science Kits Group Project	9225 Progressive Academy Education Society	2009/2010	11,068
40186	Science Kits Group Project	9365 The Edmonton Lutheran School Society	2009/2010	4,057
			Total	74,327

Please review the AISI Principles and Operational Procedures before completing this proposal. AISI terminology is also included in the AISI Handbook for Cycle 4.

Note: A School Year cannot be deleted if there are values for that year in any of the following sections: **A1e, B1a, B1b, B3 and B4a.**

Section A: 1d. Project Parameters  
Schools Involved

Actual Number of Schools Involved: <b>1</b>
<ul style="list-style-type: none"><li>• High Level Christian Academy</li></ul>

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

2009/2010	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="7"/>
1	<input type="text" value="8"/>
2	<input type="text" value="2"/>
3	<input type="text" value="5"/>
4	<input type="text" value="3"/>
5	<input type="text" value="7"/>
6	<input type="text" value="4"/>
7	<input type="text" value="5"/>
8	<input type="text" value="8"/>
9	<input type="text" value="3"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
<b>Total</b>	<input type="text" value="52"/>

2010/2011	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="7"/>
1	<input type="text" value="7"/>
2	<input type="text" value="8"/>
3	<input type="text" value="2"/>
4	<input type="text" value="5"/>
5	<input type="text" value="3"/>
6	<input type="text" value="7"/>
7	<input type="text" value="4"/>
8	<input type="text" value="5"/>
9	<input type="text" value="8"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
<b>Total</b>	<input type="text" value="56"/>

2011/2012	
Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text" value="7"/>
1	<input type="text" value="7"/>
2	<input type="text" value="7"/>
3	<input type="text" value="8"/>
4	<input type="text" value="2"/>
5	<input type="text" value="5"/>
6	<input type="text" value="3"/>
7	<input type="text" value="7"/>
8	<input type="text" value="4"/>
9	<input type="text" value="5"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
<b>Total</b>	<input type="text" value="55"/>

## 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"> <li>All Students</li> </ul>
Subject(s)	<ul style="list-style-type: none"> <li>Science</li> </ul>
Theme(s)	<ul style="list-style-type: none"> <li>Student Engagement</li> </ul>
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> <li>Experiential Learning (Hands-On)</li> <li>Professional Learning Communities</li> </ul>
Number of Students in Project	<ul style="list-style-type: none"> <li>101-200</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> <li>7</li> <li>8</li> <li>9</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 &amp; Urban</li> </ul>
Division Grade Level	<ul style="list-style-type: none"> <li>1 (K-3)</li> <li>2 (4-6)</li> <li>3 (7-9)</li> </ul>
School Authority Type	
Types of Measures	<ul style="list-style-type: none"> <li>Description of Quality Measures</li> <li>Provincial Achievement Tests</li> </ul>
Constituency	<ul style="list-style-type: none"> <li>Peace River</li> </ul>
City or Town Name	<ul style="list-style-type: none"> <li>High Level</li> </ul>

## Section A: 2. Project Description

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

This is the main project for the Science Kits Group Project. The project participants are:

High Level Christian Education Society  
 Slave Lake Koinonia Christian School Society  
 Koinonia Christian School - Red Deer Society  
 Destiny Christian School - Red Deer  
 Faith Lutheran School - Edmonton  
 Cornerstone Christian School - Medicine Hat  
 International School of Excellence - Calgary  
 Progressive Academy - Edmonton  
 Living Truth Christian School - Killam - yrs 2 & 3

We will be meeting together regularly for the duration of the three year project to work on the development of Science Kits for use in our K - 12 classrooms. We will benefit from the work already accomplished in previous AISI cycles by other schools in the province. We will meet with these schools and will also plan a program of professional development for our classroom teachers.

We will improve the quantity and quality of hands-on Science instruction for kindergarten to grade 12 students.

The administration, teachers, and parents have indicated a need to improve learning in the sciences, and also increase student interest and participation in Science. These goals will be met through the creation of Science Kits for grades K to 12. Teachers are enthused about the project and will be given Professional Development opportunities to enhance their instructional skills using these kits.

Science Kits are generally large containers which contain all teacher and student materials required to teach a specific Science unit at a certain grade level. The container is built and stored at each school and lists all materials needed as well as suggesting various teaching and learning strategies. Teachers are able to access each Kit prior to the Science unit being taught and will have a complete set of classroom materials as well as teaching plans readily at hand to teach the unit. The container is restocked according to the list contained in each Kit after every use in the classroom to facilitate sustainability and to ensure that teacher preparation time is reduced prior to each unit. Grade level teachers from each school will meet to discuss and construct their unit specific Science Kits and will benefit from the experience of teachers who have constructed and used Kits in previous AISI projects. Some Kits will be copied from other schools, others will be updates of previous Kits and others will be new Kits that can be shared with other schools.

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

All of the group project schools have identified Science as an area that needs improvement. The students need to be excited about Science, and teachers have indicated that they do not have the resources or training to teach Science in an interesting, effective manner. Parents have expressed concern about students' performance on the PATs.

### 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?

All of our schools have been searching for ways to make teaching and learning Science more engaging, interesting and motivating for students, and more easily taught by teachers who are constantly looking for new and effective strategies and resources. The Science kits that other schools have produced are a great step in the right direction and we wish to incorporate these kits into our program and also build new kits for our teachers and students to work with. The development of many classroom-ready Science kits is a new venture for all our schools and will change the way our teachers and students engage in Science.

## Section A: 3. School Community Involvement

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

	a. Describe the participants` involvement in the consultation and planning process.	b. Describe how the participants will be involved or support the implementation of the project.
Authority Administrators		
Business/Community Agencies		
Parents	Our parents have expressed the need for improvement in our Science program through teacher-parent discussions and through our parent school boards and education committees.	Parents will be asked to assist the teachers in the creation and maintenance of the Science Kits. They will also be able to help with activities in the classrooms while the kits are being used.
Principals	Our principals all participated in the discussion of this AISI project. They worked with AISCA-AISI staff to come together to plan this project and to make it work.	Principals will ensure that the project is well run, that teachers are given full opportunity to participate in the professional development activities, and that teachers are able to purchase and use the materials and kits in the classrooms.
School Board	Our repsective school boards all approved this AISI project and are supportive of our staff members working with teachers in other schools.	Our school boards will receive regular reports on the success of this project and they will review the project on an annual basis.
School Council		
Students	Students did not participate in the formation of this project but they have indicated a sincere desire and willingness to try new ways of learning in the Science classrooms.	Students will be the main participants in the use of the Science kits. They will be busy making use of the materials and will be the main beneficiaries of the new ways of doing Science in our schools.
Support Staff		
Teachers	The teachers in our schools were all involved in the selection of our AISI project topic. Our Science teachers reviewed the project proposal and have committed themselves to working on this for cycle 4.	Teachers will be involved in assembling the Science kits. They will develop and participate in the professional development plan and will implement the new teaching and learning strategies in the Science classrooms.
Other Specify		

## Section A: 4. Research

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

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

Author	Year	Title	Source(if not a book)
Yager, Robert E.; Abd-Hamid, Nor Hashidah & Akcay, Hakan	2005	The Effects of Varied Inquiry Experiences on Teacher and Student Questions and Actions in STS Classrooms.	Bulletin of Science Technology and Society, V25N5 pp.426-434. ERIC #EJ717993
Walker, Scott L	2004	Geographical Information Systems and Students as Scientists.	Constructivist Approaches to Science Curriculum Restructuring Geographic Learning Environments Monograph No.1 June 2004
Roth, Wolff-Michael & Lee, Stuart.	2001	Rethinking Scientific Literacy: From Science Education as Propaedeutic to Participation in the Community	ERIC #ED478153 <a href="http://www.educ.uvic.ca">http://www.educ.uvic.ca</a>

#### 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.

AISI project 9186/776 Leduc Christian School AISI Project 10051/9025 Lacombe Christian School
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c. Summarize how the above research and AISI projects inform the project design and implementation.

<p>The Roth book is applicable to the project as it calls into question the method and the motivation for teaching Science in a particular way. Teachers in middle schools would be able to reflect on their own practice and to debate the merits of the philosophy of Science education that is presented in this text. This text offers teachers an opportunity to reflect on their teaching practices in the Science classroom. The authors offered their students an opportunity to learn Science while they participated in a community effort to learn about a creek in their community. Roth and Lee suggest that Science educators would do well to set up situations that allow a variety of participatory modes, more consistent with a democratic approach to teaching and learning of Science.</p>
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<p>Walker suggests that given the constructivist approach to learning Science, the student-as-scientist metaphor plays a very important role in conceptual change in learning. This researcher cites the work of Yager (1995) and Glynn &amp; Duit (1995) who argue that there is very little evidence that meaning can be transferred directly to learners unless they engage themselves in a thought process that is often initiated by a scientific problem or a discrepant event. Using this research to rethink students' mental models, their perceptions of their world and their varying social conditions, teachers will need to provide a variety of opportunities for students to achieve a more 'scientific' understanding of the concepts in the Science curriculum. This monograph suggests that the use of technology in the teaching of Science will provide for a more dynamic experience of Science in the middle school environment.</p>
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<p>Yager's focus is the examination of different inquiry experiences and how they effect Science teachers' performance in regard to their questions and classroom actions. The study questions the limiting effect of structured and guided labs on student thinking. Success in guided inquiry was observed when teachers used more open-ended questions and more unique experiments.</p>
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<p>The AISI projects are ones that inspired our group project and will give it shape throughout our three years. We intend to meet regularly with teachers involved in these prior projects and we hope to benefit from their experience and improve on the work that they have done so far in the production of Science Kits.</p>
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**Section A: 5a.Improvement Goals:**

	Goals	Strategies	Measures
Student Learning	Students will improve their Science knowledge and will increase their enjoyment of Science learning activities.	Teachers will create and implement Science Kits which will contain new and different hands-on materials and instructional strategies for teacher and student use.	We will use the grade 6 and 9 PAT scores as our measure. We will also report on teacher and student responses to the use of the new strategies and resources.
Other Related	Teachers will be more able and willing to teach Science using strategies that provide students with increased hands-on activities.	Teachers will meet with teachers of similar grade level in group-member and other schools to discuss, construct and learn how to use Science Kits.	We will gather comments from teachers regarding their professional development to see how their meeting and working together has improved their teaching of Science.

### 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)?

The Three-Year Education Plan for all our schools include the goal of improving the teaching and learning of Science in our K - 12 classrooms. This project is intended to meet that goal.

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.

<div style="float: left; border: 1px solid black; padding: 2px;">Delete</div> Measure Category: Provincial Achievement Test Results -Science Measure: Grade 6 Science - Acceptable Standard				
Measure Description				
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		77.6	57	Baseline is the average percentage of all schools in the group project over the 2006-2009 school years.
2009/2010	78	90.40	57	Results for group project.
2010/2011	80	.00	0	
2011/2012	82	.00	0	

<div style="float: left; border: 1px solid black; padding: 2px;">Delete</div> Measure Category: Provincial Achievement Test Results -Science Measure: Grade 9 Science - Acceptable Standard				
Measure Description				
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		73.4		Baseline is the average percentage of all schools in the group project over the 2006-2009 school years.
2009/2010	75	82.40	48	Results for group project.
2010/2011	77	.00	0	
2011/2012	80	.00	0	

<div style="float: left; border: 1px solid black; padding: 2px;">Delete</div> Measure Category: Provincial Achievement Test Results -Science Measure: Grade 6 Science - Standard of Excellence				
Measure Description				
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		25		Baseline is the average percentage of all schools in the group project over the 2006-2009 school years.

2009/2010	30	32.80	50	Results for group project
2010/2011	34	.00	0	
2011/2012	36	.00	0	

<div style="text-align: center;"> <input type="button" value="Delete"/> </div> <p style="text-align: center;">Measure Category: Provincial Achievement Test Results -Science Measure: Grade 9 Science - Standard of Excellence</p>				
<b>Measure Description</b>				
<b>Results</b>	<b>Target</b>	<b>Actual</b>	<b>Number of Students</b>	<b>Comment (optional)</b>
Baseline		15.8		Baseline is the average percentage of all schools in the group project over the 2006-2009 school years.
2009/2010	16	6.10	44	Results for group project
2010/2011	18	.00	0	
2011/2012	20	.00	0	

Section B: 1b. Survey Measures

Measures should be expressed as percentages, where possible. It is recommended that baselines be determined using a three-year average. Improvement targets should be realistic and attainable, based on prior performance.

<input type="button" value="Delete"/> Measure Category: Provincially Determined Surveys Measure: Education Quality - Parents					
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		96			The baseline will be set at the end of year one of this project.
2009/2010		96.00	19	22.00	Only 3 schools reporting
2010/2011	97	.00	0	.00	
2011/2012	98	.00	0	.00	

Section B: 1c. Qualitative Measures

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

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

Current Situation	Desired Change	Success Indicator(s) (You will be required to report on each success indicator identified.)	Evidence of Success Achieved (Briefly describe the evidence of success achieved for each identified success indicator)
<p>Teachers suggest that they do not have the material and experience necessary for teaching Science in a creative, engaging manner. Students do not find Science exciting.</p>	<p>Teachers will be more enthusiastic about teaching science. Students will develop more interest in Science through active participation.</p>	<p>Teachers will report that they are much more able to teach Science in an enjoyable and interesting manner. Teachers and students will report that Science is more fun and the activities are more helpful in learning when the Science kits are being used.</p>	<p>High Level - We have two 1st year teachers at our school this year. Neither teacher has a science background, but the junior high science teacher, especially has reported that the science boxes have greatly improved her access to hands on materials and has made teaching science in an interesting way much easier. Progressive - We have had a number of successes during the 2009/2010 school year. Teachers have found that the accessibility of science supplies/ materials make it easier to conduct science classes in an effective manner. The science kits cut down on prep time and shopping time. Teachers have conducted record numbers of experiments this year.</p>

Students find it enjoyable to use a variety of resources from vermi composting to balloons to popsicle stick bridges. We have brought the student body together a number of times to celebrate in science; students participated in a school wide Earth Day and Science Fair. A hands-on approach to learning has been made easier with the wide variety of supplies we now have available and accessible.

Destiny - We had 4 different teachers who were involved in implementing the science project. We had a grade 1 teacher, grade 2 teacher, grade 3/4 teacher and one who taught grades 5 through 9. The teachers were enthused about building kits as one of the frustrations each teacher has expressed is not having equipment and having to spend time looking for materials or going out and purchasing them. Each teacher was given the job of preparing 1 or 2 kits for their class each year for the next 3 years. Each teacher was able to schedule a PD day to organize and prepare. The teachers indicated that it was much less stressful knowing that they had the resources to purchase the needed materials. They also look forward to teaching those units in

			<p>future years as the ground work has been laid for the next year. Cornerstone -Teachers have been able to really explore in more depth science curriculum that was previously only discussed. Teachers as well as students are excited about the old information that is being presented in a new way. Students have been enthusiastic about receiving new materials, seeing new posters, having new assignments and seeing things in a new way for the first time.</p>
<p>Teachers suggest that they do not have the material and experience necessary for teaching Science in a creative, engaging manner. Students do not find Science exciting.</p>	<p>Teachers will be more enthusiastic about teaching science. Students will develop more interest in Science through active participation.</p>	<p>Teachers will report that they are much more able to teach Science in an enjoyable and interesting manner. Teachers and students will report that Science is more fun and the activities are more helpful in learning when the Science kits are being used.</p>	<p>Int. School of Excellence - I am very hopeful that this will, indeed, be the case. However I had great difficulty in getting my Elementary staff on board - they are predominantly teaching blended classes and they feel that they already have considerable additional planning to undertake, and were unable to get their lists of requirements to me by April 2010. I then decided to undertake the work by myself, and copied the lists of materials from the Edmonton curriculum, and compiled lists of requirements for the 15 Topics included in the Grades 1 - 3 curriculae. I ordered materials for group activities for 20 students per class, working in groups of 4. As time was no longer</p>

on my side, I decided to order only from one supplier (Boreal Northwest) to facilitate this undertaking.

Faith Lutheran -  
 Mainly this year has been a year of trying to get the bins together. It has been a challenge to get the units from the teachers. Rather than having the bins made prior to a unit being taught, it was decided that the units were to be handed in after it was taught with a list of the experiments done. The bins will focus on units from the Grades 3 & 5 curriculums. The students have used the supplies that will be going into the bins. The teachers have been using the materials for hands on activities. With the school in transition and few teachers teaching multiple grades and for sanity's sake, the staff did not want to decide for next year's teacher which actual experiments would be chosen so some grades were left out this year. This led to some difficulty in getting the bins started. While the bins themselves were actually not used this year, the teachers are aware of them and look forward to using them next year.

Koinonia Christian -  
 This year for grade 9 science, we brought more equipment in for

the electricity unit, allowing the students more opportunity to investigate electricity using hands-on science labs. A couple of comments made by students in regards to hands-on labs include: Andrew- "I like experiments because they help me learn" and Justin - "It's easier for me to learn when I use my hands." With hands-on learning, students in grade 6 are able to apply the knowledge they have gained through instruction. Using experiments helps students "make sense" of what their being taught. It brings the learning process full circle for the student and helps science come alive. When a student is actively involved in the learning process they look forward to each class and learning can become fun and interesting. Often the student will begin to see the importance of these topics of learning for everyday life. Using hands-on activities brings science material to life for grade 3 students. For some, things that were not making sense, all of a sudden a light bulb goes on and it begins to make sense. Comments made by grade 3 students include: Valeria- "It teaches us things we never new", Janina- "It makes us smarter" and Braden-

		<p>"It's not just a sheet of paper, you are actually doing it so you will remember it better!"</p> <p>Slave Lake - Teachers were excited to have resources on hand without having to bring from home or do shopping before being able to complete experiments. Positive feedback was given by teachers in having access to enough materials for every child or small groups of children rather than completing only a demonstration.</p> <p>Students in the grade 1-3 class enjoyed their building and life cycle units. Having "real" tools for building and an actual aquarium made the units more fun. Much excitement was generated in watching the frog eggs go through metamorphosis.</p> <p>Students in the grades 4-6 class expressed the desire to do science more often. There was great anticipation while waiting for new resources to come in. Some students indicated they could understand better when they could "see" what they were supposed to learn.</p>
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Section B: 2. Plans for Key Strategies and Processes

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

Category	Planned Strategies/Processes	Refinements/Changes
<p><b>a. Instructional Strategies:</b></p> <p>Projects must identify instructional strategies to be used to improve student learning, (i.e. technology integration, clarifying and sharing learning outcomes with students, differentiated instruction, etc.)</p>	<p>Our main strategy is to develop Science Kits for each of the grades and many of the topics. Teachers and students will use the kits to increase the number of active activities in Science. Students will learn more through experimentation, trial and error, small and large group work, increased use of technology and through their own research to master concepts in Science.</p>	
<p><b>b. Student Assessment:</b></p> <p>Projects must provide annual evidence of student learning and performance.</p>	<p>We will be tracking student achievement in Science through the grade 6 and 9 Science PATs. We will also ask teachers to reflect on their classroom experience in order for them to comment on what is changing in their own teaching ability and how that is affecting student learning in the classroom in Science. Student input regarding the use of Science Kits will also be requested and reported in our narrative reports on the project. We will also track the percentage of parents satisfied with the overall quality of basic education.</p>	
<p><b>c. Project Management and Coordination:</b></p> <p>AISI Coordinators are responsible for managing, supporting, and coordination projects. It is expected that Project Management and Coordination will represent approximately 5% of project expenses. The proposal should indicate a) who will be responsible for management, b) the proportion of his/her time that will be invested in this activity, and c) how the project will be managed.</p>	<p>Each school will have an AISI coordinator who will work with teachers at their respective schools to build the Science Kits. Each school will also send at least one teacher to the group meetings to benefit from the experience of others in the group and from schools that have done the project in the past. At the group meetings, representatives will plan a set of goals for the development of topics and grade-specific Science kits. With the help of the AISCA-AISI office, we will manage the project through local in-school work and through the work of our group meetings.</p>	
<p><b>d. Professional Development:</b></p> <p>School authorities must provide professional development as it is essential to the school improvement process. It is expected that Professional Development will represent at least 15% of project expenses. Professional Development includes</p>	<ol style="list-style-type: none"> <li>1. Teacher attendance at and/or participation in professional development activities (eg. workshops, inservices, speakers). This will be planned in conjunction with the other participating group project schools.</li> <li>2. Teachers will have release time from regular teaching to plan and develop their</li> </ol>	

<p>resources, materials, external consultants, sub costs, travel, accommodation, facilities, other costs related to PD.</p>	<p>programs and kits in their own schools and in conjunction with group project schools across the province.</p> <p>3. Teachers from all schools will meet as a group with schools that have done this project in prior AISI cycles. They will benefit from their experience and will continue the work done by these schools.</p> <p>we will use Guskey's model of evaluation to determine the effectiveness of the PD on student learning.</p>	
<p><b>e. Parental &amp; Community Involvement:</b></p> <p>There must be meaningful involvement of parents in planning the proposal.</p>	<p>The parents at each of our schools are very much involved with the school program. Parents participate in classroom settings as volunteers, and they form the education committee and school board. Parents will be requested to assist teachers in ordering and assembling the Science kits.</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>Our group project is one way in which we share and communicate. We also plan to learn from other schools that have done this project before us and to participate in the AISCA-AISI sharing sessions and Professional Development sessions through all three years of cycle 4. We will also share our work with the Science Kits with any school that is interested in working on a similar project and will post our promising practices to the Clearinghouse.</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>We will stay in touch with schools across the province that form part of our group. We will exchange ideas and areas of progress through regular group meetings and through on-line sharing.</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</p>	<p>The previous AISI projects on Science Kits have shown us that the development of the kits during the three year AISI project have a profound and lasting effect on teaching and learning Science. We are committed to this new approach and will ensure that the kits will continue to serve our teachers and students by being readily adaptable to curricular changes and by replenishing the consumables as required. The schools that</p>	

<p>authority plans to continue to benefit students and influence effective teacher practices in future years (beyond the AISI project).</p>	<p>have preceeded us in this venture testify to the fact that the three-year initiative is very sustainable after the initial project time.</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>The ongoing and overall effectiveness and success of this project will be evaluated by the teachers and board in the following manner:</p> <ol style="list-style-type: none"> <li>1. Students will be more excited about Science.</li> <li>2. Teachers will enjoy teaching science and will indicate that they are happy that the science kits provide them with the resouces/materials necessary for creating hands-on, exciting science lessons.</li> <li>3. PAT scores will improve.</li> </ol> <p>Teachers and principals will meet regularly to determine if these goals are being met and/or exceeded. Any adjustments will be made yearly on the basis of the APAR written for the project and on the basis of our AISI group discussions.</p>	

Section B: 3a. Staffing Requirements

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

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

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

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

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

Revenue	2009/2010		2010/2011		2011/2012	
	Approved Budget*	Working/Actual YTD	Approved Budget*	Working/Actual YTD	Proposed Budget*	Working/Actual YTD
Unexpended Funds at the beginning of year			0	0	0	0
AISI Funding	5,506	5,506	4,712	0	5,506	0
Funding from other sources	0	0	0	0	0	0
Approved AISI Funding transferred to/from other AISI projects	68,068	68,068	71,693	0	68,068	0
<b>Total Revenue</b>	73,574	73,574	76,405	0	73,574	0
<b>Expenses</b>						
Project Management	3,500	3,500	3,500	0	3,500	0
Check where applicable: <input type="checkbox"/> Office Supplies <input type="checkbox"/> Travel Expenses <input type="checkbox"/> Other expenses (Please comment in section B4b)						
Salaries and Benefits	0	0	0	0	0	0
(Cost of FTEs charged to this project). Check where applicable: <input type="checkbox"/> Lead Teachers <input type="checkbox"/> Internal Consultants/Specialists <input type="checkbox"/> Support Staff <input type="checkbox"/> AISI Coordinator <input type="checkbox"/> Classroom Teachers						
Professional Development	9,500	9,500	9,500	0	9,500	0
Check where applicable: <input type="checkbox"/> Resource Materials <input 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	60,574	60,574	63,405	0	60,574	0
Equipment	0	0	0	0	0	0
Equipment and Other Capital, together, will not exceed 10% of project expenses.						
Other Capital	0	0	0	0	0	0
<b>Total Expenses</b>	73,574	73,574	76,405	0	73,574	0
<b>Unexpended Funds</b>	0	0	0	0	0	0

\*Proposed budget will change to Approved budget upon approval.



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

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

	Comment
<b>Revenue</b>	
<b>A.</b> Unexpended Funds at the beginning of year	
<b>B.</b> AISI Funding	
<b>C.</b> Funding from other sources	
<b>D.</b> Approved AIS funding transferred to/from other AIS projects	
<b>Total Revenue</b>	
<b>Expenses</b>	
<b>Project Mangeme</b>	
• Office Supplies	
• Travel Expenses	
• Other Expenses	
<b>Salaries and Benefits</b>	
• Lead Teacher (s)	
• Internal Consultant	

• Support Staff	
• AISI Coordinator	
• Classroom Teachers	
<b>Professional Development</b>	
• Resource	
• External Consultant Fees	
• Sub Costs	
• Travels/	
• Other Related Costs	
<b>Instructional Materials,</b>	
<b>Equipment</b>	
<b>Other Capital</b>	
<b>Total Expenses</b>	
<b>Unexpended Funds</b>	

\*Proposed budget will change to Approved budget upon approval.

### Section B: 5. Attachment (Optional)

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

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

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

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

Surname	Given Name	Position	Business Address	City	Postal Code	Phone Number	Fax Number	E-mail Address
Letourneau	Julianne	Superinter						hlca.letourneau@yahoo.ca
Letourneau	Julie	Principal	Box 1110 10701 100Ave	High Level	T0h1Z0	780 926- 2360	780 926- 3245	Hlca.letourneau@yahoo.ca

## 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: <b>40075 (Group Project)</b> Current Project Status: <b>Approved by Alberta Education</b>		
<b>Does this project:</b>	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"/>

**Section C: Estimated Staffing Percentages**

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

School Year: 2009/2010

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

\*IT will design to capture annual estimates

### Section D: 1. Student Outcomes

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

#### 2009/2010

Our grade 6 PAT results showed an increase in the acceptable standard from a baseline of 77.6 to 90.4%. Our standard of excellence increased from a baseline of 25 to 32.8% in the first year. Our grade 9 PAT results showed an increase in the acceptable standard from a baseline of 73.4 to 82.4%. Our standard of excellence declined slightly from a baseline of 15.8 to 6.1% in the first year of this project. Our parent satisfaction survey showed a 96% satisfaction rating with the quality of education provided for our students. Although the low numbers of students participating wrecks havoc with percentages and meaningful comparisons, we still rejoice in seeing that our students are generally doing very well in the PAT results in grades 6 and 9 Science. Some more specific results are described below by individual schools in the group project:

**High Level** - This project has equipped our teachers to do experiments that were previously impossible due to lack of supplies. Now our teachers and students are able to conduct appropriate experiments at the appropriate times during the year. I believe this will have a greater impact on overall student learning as instruction can be cemented with hands on work and experimentation.

**Progressive** - This project has had a positive impact on student learning. Student interest is evident in that students look forward to science class as a fun and exciting time of day. Much talk can be heard in the hallways of Science Fair projects in the making. For example, the grade three students showcased their popsicle stick bridges and tested them in front of an audience. The grade six students invited members of the school and the community to watch their egg drop. The grade four students are constantly teaching students and staff about composting and encouraging litter-less lunches. The addition of classroom plants have created routine and responsibility as students water and fertilize their plants.

**Slave Lake** - Pre/post testing indicated a greater understanding of learning. The purchase of videos which were purchased also gave teachers more freedom to utilize such resources on their schedule rather than trying to fit their schedule into the availability of such resources from Regional Resources Center. This allowed topics to be introduced or reviewed in a variety of ways. Teachers spent a day at Lacombe Christian School looking at their science bins which helped them to see the organization as well as the impact on students. This was a motivating factor. Parental involvement was minimal this year except in providing some consumable resources.

**Medicine Hat** - Students come to class expectantly. The revelation that they are having about science, inventions & technology and ideas that they are exploring are all exciting and enabling. The students are coming up with interesting questions, comments and conclusions to all the experiments that are covered. Students have started to think beyond the words and delve into unknown ideas.

**Int. School of Excellence** - Students and teachers have not had enough time to work with the materials to assess effects on student learning. This will be different next year.

**Faith Lutheran** - Mainly this year has been a year of trying to get the bins together. It has been a challenge to get the units from the teachers. Rather than having the bins made prior to a unit being taught, it was decided that the units were to be handed in after it was taught with a list of the experiments done. The bins will focus on units from the Grades 3 & 5 curriculums. The students have used the supplies that will be going into the bins. The teachers have been using the materials for hands on activities. With the school in transition and few teachers teaching multiple grades and for sanity's sake, the staff did not want to decide for next year's teacher which actual experiments would be chosen so some grades were left out this year. This led to some difficulty in getting the bins started. While the bins themselves were actually not used this year, the teachers are aware of them and look forward to using them next year.

**Koinonia Christian** - As far as the impact hands-on science has made for the students in Gr. 3, 6, and 9, the following comments speak for themselves: Jake - "I pay attention more - because it's FUN!"; Carolyn - "Makes me remember"; Josh - "When you do it (hands on science), it gets in your head"; Matthew - "It's easier to learn"; Annie - "It's learning the FUN way!" These are all comments from Gr. 6 students regarding their love for hands-on science.

**Destiny Christian** - This project has definitely given students more opportunity for hands on activity. Many students have shown enthusiasm when they see an activity being set up. As the ordered materials started to

arrive there was often intrigue and curiosity about who the materials were for. The grade 2 teacher stated that she was able to pre set up the materials and the students were very excited as they came into class. Both the grade 3/4 teacher and the middle school teacher were able to have much smaller groups working, thereby increasing the opportunities for students to work hands on.

## Section D: 2. Effective Classroom Practices

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

### 2009/2010

High Level - Teachers are able to spend less time in lab preparations and supplies are available to all students to participate in most aspects of hands on activities. Previously, there were times where supplies were not adequate and students had to wait their turn. The science boxes allow the teacher to take more of a coaching role and allow students to direct their own investigations.

Progressive - The introduction of science kits has changed our classroom atmospheres. Students are involved in the direction of their own learning in that they know where to go to get supplies and where to conduct their experiments. They know where the materials are and how to gain permission to access them. As students become more engaged and enthusiastic, so do their parents. Parents have stepped up and donated supplies and contributed many ideas to the project. Teachers now offer more experiments during class time and allow students to differentiate their learning. Some teachers offer students choices between experiments because they have the resources available for both. Many instructional strategies have been impacted by ideas gained at PD, for example we learned that there is a global footprint calculator specific to Edmonton. The conferences have opened our eyes to various free resources and methods to implement them in science.

Slave Lake - The biggest impact this year came in the use of hands-on practical testing combined with traditional written tests. For example, as part of the grade 5 electricity unit students were required to demonstrate how series and parallel circuits worked as well as complete a multiple choice test. This was particularly enjoyed by students who have difficulty with written work, and allowed teachers to have a more accurate picture of learning. This type of assessment permitted one particular child to have a much higher success rate on tests.

Medicine Hat - Teachers can be more prepared for each experiment &/or demonstration as well as become "experts" on the subject even if they have no previous experience. Students are being encouraged to try new things and to "think outside the box" Students know where all items from lesson belong so clean up and set up are easier and more streamlined.

Koinonia Christian - The most significant change that has occurred in the classroom is knowing that there is a conscious plan to purchase science equipment for grades 1 through 9 in the next 3 years. Staff are enthusiastically looking at possibilities of bringing hands-on science into the classroom on a weekly basis that will allow students the ability to grapple with science concepts by using their hands.

Destiny Christian - Teachers have reported that they have greater ratio of classroom time spent doing science rather than talking about it. Instead of just demonstrating a concept, they now often have the ability to demonstrate and then allow students an opportunity to explore it themselves individually or in small groups. We had several people volunteer to do work on the kits. They did things like photocopy supply lists and materials to place in the unit binder from each kit.

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

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

#### I. What worked well (successes)

##### **2009/2010**

**High Level** - Creating the boxes went very well this year. As an administrator I gathered the requisite supply lists. I asked the teachers to create a list of all required materials for all their teaching units for the year. By the end of October all lists were in. I then began organizing the material into categorical lists and then built a purchasing list from those categories. My wife and I then went on a "shopping date" to Wal-Mart. (In the North we have to drive 3 hours to find a Wal-Mart). We found that we were able to purchase approximately 90% of all required material at Wal-Mart, Canadian Tire, and Peavey Mart. After purchasing the material, I organized a build day. Teachers in turn took purchased items and built the boxes and then itemized the boxes for future use and replenishment. After the build day, teachers made an itemized list of missing items and I completed another shopping trip about two weeks later. In May of 2010 we did a final build day and completed all our boxes and created detailed inventories. Currently we have 16 fully operational science boxes that encompass all the Alberta Ed units for Kindergarten, grade 3, grade 6 and grade 9.

**Progressive** - We had a number of successes during the year. Teachers were on board with the project as a whole. They compiled supply lists for each grade's science units in a prompt fashion. We had the opportunity to dedicate two full days to shopping for supplies and distributed them to each teacher. We discovered a free resource day at Telus World of Science and gained a number of resources on our lists and addition resources for free. We created a number of connections with other teachers and universities at different conventions that we attended. Our Earth Day was a huge success as we were able to clean over 15 city blocks. Students are excited to make a global impact; we are continuing to encourage recycling programs, sustainable shopping habits and conserving electricity and paper.

**Slave Lake** - We started this project in August with an explanation of our project and the goals we had in creating bins for the grades we were teaching. All teachers were excited and did a good job of giving lists to be ordered. We were able to create bins for grades 3, 5, 6 and some units in grades 7-9. These bins are complete and will be updated at the end of the year. Using funds to order DVDs to have in the school helped teachers with planning and having a specific plan in place for developing practical experiences was positive and appreciated by students and teachers. DVDs were purchased from Schlessinger Media. They have a number of series of which I bought many of the DVDs from their Earth Science, Life Science, Physical Science & The Way It Works. I especially found Ballooning and Flight helpful and the students really enjoyed them. Please note these are not Biblically based, and some are strongly evolutionary. The DVDs come with a teacher guide. You can find their resources at [www.libraryvideo.com](http://www.libraryvideo.com). Considering God's Creation by Susan Mortimer is a reproducible workbook which contains a variety of topics for all grades. It is helpful in planning Biblical integration. It can be purchased from most home schooling suppliers and may be available through [www.christianbook.com](http://www.christianbook.com).

**Medicine Hat** - Having more materials to create better experiments helped students confidence to increase because they could do each experiment individually or in a partner rather than read about it or do it as a virtual experiment. Putting all of the unit plans, lesson plans, questions, assignments, tests etc. onto a flash drive for each unit allowed for better organization. Creating inventory lists for each unit so other teachers know where to find materials as well as where to put them back created less chaos with material sharing. Sitting down with staff and explaining my objectives as well as the idea behind the science boxes helped them to see the importance of the project as well as helped to build support for the project. Ordering supplies from Prolab in Ontario worked very well for me this year. Their website was easy to navigate and the orders were complete and came promptly. Also they had a school billing option so no credit card was needed with order. In a small school this was very handy because we could simply write a cheque rather than me pay and then be reimbursed. Edmonton public science units for grades 1-3 worked very well in helping focus the elementary teachers on their science objectives. Attending Operation Monerva for promoting girls in science helped to share information, experiments as well as teaching strategies. The girls also enjoyed learning about the different science fields.

**Int. School of Excellence** - Only me!! Although the teachers seemed initially very excited and enthusiastic,

when it came down to actually compiling lists and/or spending time on the planning for the new materials they were uncooperative. I should have requested some PD day time to spend with them (when the students were out of school) so that we could have worked more collaboratively, as I know we are all busy doing our own class work/prep work and any other time together is a before or after school arrangement when teachers are stressed at the end of the day, or not in school before classes start.

Koinonia Christian - This year has been a challenging year in the implementation of our AISI project. We met as a staff of science teachers in October 2009 and decided to implement a cross-curricular science program of purchase. We spent a great deal of time putting thoughts to paper and points of purchase items but due to a staffing change that occurred at the beginning of the 2010 year, ended up causing us to refocus and look at a different way of implementing our AISI program for this year. As a result, we looked at three individual grades (Gr. 3, 6, 9) and decided to focus on supplying all of the needs for the science programs in each of those areas of study. Although a couple months behind, we are planning to fill the science kits by May 31. Our larger purchases will include supplies for the high school biology program. We did use some of the AISI money for our elementary teachers to travel to Lacombe and spent an afternoon looking through established science kits, which was very valuable.

Destiny Christian - All the teachers really embraced the project. They have been committed to working on the kits and putting together the resource materials as well as purchasing the materials. Teachers were very good at getting together orders or purchasing local items. Communication between the staff was very good as well. We were able to share experiences with one another.

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

### 2009/2010

High Level - The biggest frustration was properly itemizing the purchase list. Some materials as listed in text books or other curricular materials are not necessarily clear and unless you have taught the unit before you do not know what exactly the material is calling for. Example: the materials list calls for a bowl. My question was: What size of bowl?

Progressive - We had a few setbacks this year. We would like to introduce more school-wide PD as teachers do not have time to brainstorm and work together to share science kits related ideas. Teachers need to continue to update supply lists and work to conserve their supplies.

Slave Lake - Having time to put things together in the bins and make lists was troublesome. Waiting for resources was at times frustrating. Looking through catalogues and comparing prices was time-consuming, and at times frustrating. We now have established suppliers which are reasonably priced and usually quick delivery. We have chosen to use Prolab & Spectrum. We have found these to be efficient, reasonably priced and are Canadian so we avoid changes in dollar rates and customs. One problem was the storage of bins. We are hoping there will be more space which can be allotted to the bins once we move to our new building in September.

Medicine Hat - After sitting down with the teachers at the beginning of the year and explaining my focus, the goal of the project as well as their responsibilities as science teachers, it was very difficult to then keep them accountable. I asked them to write lists and submit them to me. This, after a period of months was still incomplete so I changed my focus from elementary to the junior high level. More deadlines and accountability need to be given by me.

Int. School of Excellence - I think the idea that we could sustain momentum and work collaboratively did not work well at all. I have decided that for Academic Session 2010 - 2011 I will prepare the materials orders by myself, using the same methodology that I used to compile this year's Grades 1 - 3 orders. If my new Grade 1 and Grades 4/5 teachers are more enthusiastic and/or helpful, I will be more than happy to have their input and will certainly be open to any fresh ideas they may have about materials they may be familiar with or have enjoyed using before.

Koinonia Christian - Learning from your mistakes can always be turned around to the positive in realizing what not to do for the next year. With the problem of spending a little too much time writing things down on paper, the goal next year will be to ask for individual teachers to be more accountable with their hands-on activities/labs. Thanks to High Level for sharing their lists of materials for Gr. 3, 6, and 9, we will be able to

complete many of our science boxes this year for use in fall 2010. Other things that did not work well was the fact that one of our key administrators left the school halfway through the year and, as a result, left a void. Because of this, we lost about two months of our implementation of our AISI project for this year.

Destiny Christian -We had a late start with getting the project going. Once we had met as a group of schools, we then had a clear direction that we were going in. It took time to get all the teachers the information and expectations of the project. Ordering also took time and there were a few kits that some materials showed up a little late. We also need to solve the storage issue with the new kits as our space right now is quite limited.

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

#### **2009/2010**

Progressive - We would like to make a few modifications to our program to make it more successful in the coming year. We are going to have teachers keep an up-to-date list of their supplies on our staff-on-server. We would also like teachers to compile their lesson plans on a flash drive and place it in the science kit. We would like to give a hard copy of these lesson plans to our qualifications department. We are going to make more school-wide activities and host our science fair earlier in the year so that students have the opportunity to travel to and compete in nationals.

Slave Lake - We will continue with building bins for grades 1, 4 and completing Jr. High. We will also begin to develop lesson plans on jump drive and compile material lists for each bin which will include consumable resources to be replenished each year. I hope to utilize parents and/or work experience students to do the compiling.

Medicine Hat - Next year I would like to sit down with each teacher individually at the beginning of the year and have them make a goal for science and have them choose their deadlines so that they feel more in charge of their project. Have monthly meetings for accountability. Take time to review projects and boxes throughout the year rather than just at the beginning and end.

Int. School of Excellence - I am going to stress the accountability factor. We are accountable to our Administrative team, our Board of Directors, our students and their parents for delivering the Alberta Programs of Studies. If we can enhance that delivery by means of a sustained commitment to improving our Science teaching and learning by introducing equipment to make these lessons more exciting and interesting for both teachers and students, then we owe it to ourselves to go that extra mile. Expectations will be different this coming year - not that they are doing me a favour by telling me what equipment they need or would like to have available to them, but that in the pursuit of excellence we will commit ourselves to improving the delivery of our Science curriculum, even if it means more time spent on planning lessons and planning our AISI funding expenditure.

Koinonia Christian - The plan for next year will be to upgrade the science equipment for Grades 2, 5, and 7. We will be meeting once a month in September and October to establish lists and get parent support in purchasing the equipment. We will also make an appeal to the parent body to come in and assist teachers with the science kits so that organization and implementation can be done smoothly and efficiently. We plan on going to the Telus Science Center and take advantage of the free equipment given away to schools each fall.

Destiny Christian -We want to ensure each teacher books off time at the start of the year for purchasing and planning. The project coordinator purchased Rubbermaid kits for the teachers. The grade one teacher is purchasing her own kits as she is storing them in her room and wanted a different size and look. We are going to stream line the ordering process and simplify the tracking procedures for individual teachers as they purchase their own local products. We want to further increase parental or volunteer help with shopping and setting up the kits.

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

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

\*To be completed with each annual submission

