

<p>School Results Goal (Character): What is the ultimate improvement we want to see in student skills, competencies, performance? (eg. Improve problem solving skills, Improve students' active participation in the learning process, Improve school climate.)</p> <p>To continue to foster a positive school climate.</p>	
<p>School SMARTe Goal(s) (Character): Is your goal specific, measurable, attainable, relevant/results oriented, timely and does it include everyone?</p> <p>By June 2009, CKS will consistently use EBS and implement the Dare to Care program with all students in the school to increase the number of students that know how they are expected to behave by 5%.</p>	
<p>BRSD Goal (Character): Ensuring that schools are safe and caring.</p>	<p>Alberta Ed Goal (Character): High quality learning opportunities for all.</p>
<p>Indicators (Character): What are the current areas targeted for growth? (e.g. Logic and organization of writing is clear, decrease in student absenteeism, students articulating the learning targets, increased peer-to-peer conflict resolution.)</p> <ul style="list-style-type: none"> • Increased peer-to-peer conflict resolution • Decrease in student absenteeism 	
<p>Measures (Character): What tools will you use to determine where students are now and whether they are improving? Do your measures allow you to assess growth at various points during the improvement process? (e.g. Percentage of students scoring 4.5 or greater on the staff developed writing rubric, percentage of students able to articulate the learning target during learning visits.)</p> <ul style="list-style-type: none"> • 70 % of students using Dare to Care language and signals in the building • Decrease of 5% in student absenteeism 	
<p>Strategies (Character): What activities will you involve yourself in to achieve the goals you have set for your school? What Professional Development will support your growth?</p>	
<p>Year One:</p> <p>Dare to Care - Take the T.I.M.E presentations for grade 7 & 8.</p> <p>Develop a mentorship team of grades 7-9 students from Take the T.I.M.E.</p> <p>Involve CHAMPS mentor in Take the T.I.M.E.</p> <p>Student input into updated Code of Conduct.</p> <p>Teacher report card comments to reflect character ed.</p> <p>Implementation of Battle River Project.</p>	<p>Targeted Professional Development:</p> <p>All teachers to participate in Take the T.I.M.E.</p> <p>Circle of Courage Conference (3-4 staff)</p> <p>On-going Circle of Courage in-servicing</p> <p>Battle River Project in-servicing.</p>
<p>Year Two:</p> <p>Mentorship team will develop an "Introduction to CKS" with staff.</p> <p>Student in-servicing of other students on Code of Conduct.</p> <p>Dare to Care for incoming grade 7's.</p> <p>Continuation of Battle River Project.</p>	<p>Targeted Professional Development:</p> <p>Circle of Courage Conference (3-4 staff)</p> <p>Any staff who haven't participated in Dare to Care, to take part.</p> <p>Battle River Project in-servicing.</p>
<p>Year Three:</p> <p>Dare to Care philosophy, as well as Code of Conduct fully integrated into culture of the building.</p>	<p>Targeted Professional Development:</p> <p>Circle of Courage Conference (3-4 staff)</p>

<p>School Results Goal (Academic): What is the ultimate improvement we want to see in student skills, competencies, performance? (eg. Improve problem solving skills, Improve students' active participation in the learning process, Improve school climate.)</p> <p>To continue to improve literacy skills in English Language Arts.</p>	
<p>School SMARTe Goal(s) (Academic): Is your goal specific, measurable, attainable, relevant/results oriented, timely and does it include everyone?</p> <p>By the end of June, 100% of staff and 90% of students will be able to use a variety of during-reading strategies to increase literacy.</p>	
<p>BRSD Goal (Academic): Improving student achievement.</p>	<p>Alberta Ed Goal (Academic): Excellence in learner outcomes.</p>
<p>Indicators (Academic): What are the current areas targeted for growth? (e.g. Logic and organization of writing is clear, decrease in student absenteeism, students articulating the learning targets, increased peer-to-peer conflict resolution.)</p> <ul style="list-style-type: none"> • Achievement exams • School generated exams • Pre and post surveys for during-literacy strategies 	
<p>Measures (Academic): What tools will you use to determine where students are now and whether they are improving? Do your measures allow you to assess growth at various points during the improvement process? (e.g. Percentage of students scoring 4.5 or greater on the staff developed writing rubric, percentage of students able to articulate the learning target during learning visits.)</p> <ul style="list-style-type: none"> • A 2% increase in the percentage of students achieving acceptable standard. • An overall increase of 2% in the average on school generated final exams. • Staff and student survey will indicate a growth on their knowledge and application of during-reading strategies. 	
<p>Strategies (Academic): What activities will you involve yourself in to achieve the goals you have set for your school? What Professional Development will support your growth?</p>	
<p>Year One:</p> <p>Review with staff and students pre-reading strategies.</p> <p>Facilitate staff knowledge on a variety of during-reading strategies.</p> <p>Staff will use a number of strategies in class and report back to staff on successes and concerns.</p> <p>Students will use during-reading strategies in class and report to teachers on successes and concerns.</p> <p>Develop a toll to collect data from school generated final exams.</p>	<p>Targeted Professional Development:</p> <p>AISI lead teacher will facilitate staff learning around during-reading strategies.</p> <p>Staff to attend applicable CARC in-servicing.</p> <p>Collaborate with other BRSD schools to share best practices.</p> <p>Continue Leadership Academy learning.</p>
<p>Year Two:</p> <p>Facilitate staff knowledge on a variety of post-reading strategies.</p> <p>Staff will use a number of strategies in class and report back to staff on successes and concerns.</p> <p>Students will use post-reading strategies in class and report to teachers on successes and concerns.</p>	<p>Targeted Professional Development:</p> <p>AISI lead teacher will facilitate staff learning around post-reading strategies.</p> <p>Staff to attend applicable CARC in-servicing.</p> <p>Collaborate with other BRSD schools to share best practices.</p>
<p>Year Three:</p> <p>Continue to use developed strategies from pre, during and post literacy best practices.</p> <p>Each teacher provided a staff handbook of pre, during and post reading strategies.</p>	<p>Targeted Professional Development:</p>

<p>School Results Goal (Relationships): What is the ultimate improvement we want to see in student skills, competencies, performance? (eg. Improve problem solving skills, Improve students' active participation in the learning process, Improve school climate.)</p> <p>To continue to improve relationships with all CKS stakeholders.</p>	
<p>School SMARTe Goal(s) (Relationships): Is your goal specific, measurable, attainable, relevant/results oriented, timely and does it include everyone?</p> <p>Implement and maintain a public relations campaign by June 2009 that promotes positive relations among all stakeholders, as measured by a 5% improvement in BRSD survey questions related to perception of school climate.</p>	
<p>BRSD Goal (Relationships): Consulting and working with school communities to address community concerns so that the best possible services for students are maintained.</p>	<p>Alberta Ed Goal (Relationships): Highly responsive and responsible jurisdiction.</p>
<p>Indicators (Relationships): What are the current areas targeted for growth? (e.g. Logic and organization of writing is clear, decrease in student absenteeism, students articulating the learning targets, increased peer-to-peer conflict resolution.)</p> <ul style="list-style-type: none"> • Student surveys • Parent surveys • Feedback from Parent Council 	
<p>Measures (Relationships): What tools will you use to determine where students are now and whether they are improving? Do your measures allow you to assess growth at various points during the improvement process? (e.g. Percentage of students scoring 4.5 or greater on the staff developed writing rubric, percentage of students able to articulate the learning target during learning visits.)</p> <ul style="list-style-type: none"> • A 5% increase in the number of students who generally feel good about the school • A 5% increase in students who indicate my school is well thought of by the community • A 5% increase in parents indicating they are satisfied with the quality of education their child is receiving. 	
<p>Strategies (Relationships): What activities will you involve yourself in to achieve the goals you have set for your school? What Professional Development will support your growth?</p>	
<p>Year One:</p> <p>Maintain partnerships with local media.</p> <p>Leadership team will initiate service projects in the community that involve the student population.</p> <p>Student mentors and CHAMP mentor to assist with transition plan from Elementary school to Junior High school.</p> <p>Drama class to perform presentations in Elementary Schools.</p> <p>Targeted literacy students to go to Sifton to implement a reading program (AISI).</p> <p>Implementation of Battle River Project.</p>	<p>Targeted Professional Development:</p> <p>Nancy McLeod presentation – August 28, 2008.</p> <p>CHAMPS mentor in-servicing to staff on capacity building of staff-student relationships.</p> <p>Battle River Project in-servicing.</p>
<p>Year Two:</p> <p>Maintain media and service projects.</p> <p>Gather information from stakeholders to see if student leadership projects are having an impact on public relations.</p> <p>Success mentor to assist with development of a transition plan from Junior to Senior High school.</p> <p>Continuation of Battle River Project.</p>	<p>Targeted Professional Development:</p> <p>Diane Hutchinson presentation to staff for news releases to the local press.</p> <p>Battle River Project in-servicing.</p>
<p>Year Three:</p>	<p>Targeted Professional Development:</p>