

# Palliser Regional Schools

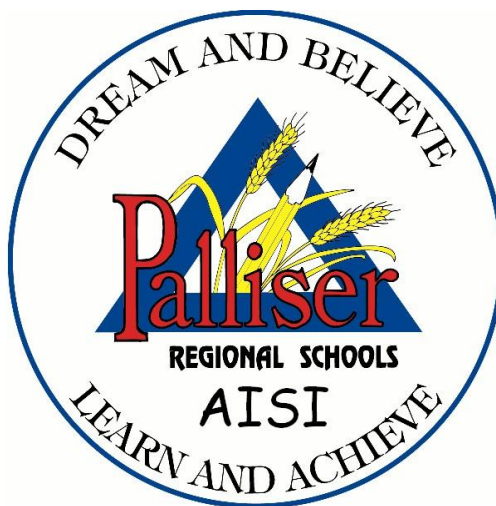
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Alberta Initiative for School Improvement

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## AISI Project Annual Report 2007 - 2008 “APAR”



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## Section A1. Demographics

Section A1: Project Demographics			
School Authority:	<b>2255 - Palliser Regional Division No. 26</b>		
Project:	<b>30282 - Effective Schools</b>		
Project Scope:	4100 Students, Grades preK to 12, 34 Schools		
Project Description:	Develop a process for planning and implementing systematic school improvement processes focusing on three of the seven correlates identified by Dr. Larry Lezotte, which relate to the features of effective schools: frequent monitoring of student progress, safe and orderly environment, and instructional leadership.		
Project Purpose:	To improve student learning and performance using effective schools research strategies.		
Budget for 2007/2008:	Approved:	Working:	Actual:
	572,616	572,616	572,616
Project Years:	<ul style="list-style-type: none"> <li>• 2007/2008</li> <li>• 2008/2009</li> </ul>		
<u>Improvement Goals:</u>			
1- Improvement of student learning and performance in the four core subjects			
2- Safe and orderly environment			

## Section A2. Variable Demographics

This is an opportunity to update some of the project demographics for the AISI 2007/2008 school year. Please review your original data shown below (the system will display the most current information you have in your current approved AISI project plan). Click on a number to update where applicable.

Actual Number of Students Impacted By The Project This Year	4000
Estimated Number of Students Involved For Three Years	<a href="#">4000</a>
Estimated Number of PreSchoolers Involved	<a href="#">100</a>
Estimated Number of Students (in your authority) that project could be applied to	<a href="#">4000</a>
Student Ages	<a href="#">3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</a>
Grades	<a href="#">preK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</a>

Actual number of schools involved	<u>34</u>		
	<table border="1"> <tr> <td data-bbox="818 233 1084 1503"> <ul style="list-style-type: none"> <li>• Allenby Colony</li> <li>• Arrowwood Community School</li> <li>• Brant Christian School</li> <li>• Brant Colony School</li> <li>• Champion School</li> <li>• Chin Lakes Colony School</li> <li>• Coalhurst Elementary School</li> <li>• Coalhurst High School</li> <li>• County Central High School</li> <li>• Dorothy Dalgliesh School</li> <li>• Gold Ridge Colony School</li> <li>• Heritage Christian Academy</li> <li>• Hofmann Colony School</li> <li>• Huntsville School</li> <li>• Jennie Emery Elementary School</li> <li>• Kate Andrews High School</li> <li>• Keho Lake Colony School</li> </ul> </td> <td data-bbox="1084 233 1382 1503"> <ul style="list-style-type: none"> <li>• Menno Simons Christian School</li> <li>• Mialta Colony School</li> <li>• Milo School</li> <li>• New Dale Colony School</li> <li>• Noble Central School</li> <li>• Palliser Home Learning School</li> <li>• Palliser Outreach School</li> <li>• Picture Butte High School</li> <li>• R. I. Baker Middle School</li> <li>• Riverbend Colony School</li> <li>• Rock Lake Colony School</li> <li>• Springridge Colony School</li> <li>• Sunnyside School</li> <li>• Vulcan Outreach Program</li> <li>• Vulcan Prairieview Elementary School</li> <li>• White Lake Colony School</li> <li>• Wild Rose Colony School</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Allenby Colony</li> <li>• Arrowwood Community School</li> <li>• Brant Christian School</li> <li>• Brant Colony School</li> <li>• Champion School</li> <li>• Chin Lakes Colony School</li> <li>• Coalhurst Elementary School</li> <li>• Coalhurst High School</li> <li>• County Central High School</li> <li>• Dorothy Dalgliesh School</li> <li>• Gold Ridge Colony School</li> <li>• Heritage Christian Academy</li> <li>• Hofmann Colony School</li> <li>• Huntsville School</li> <li>• Jennie Emery Elementary School</li> <li>• Kate Andrews High School</li> <li>• Keho Lake Colony School</li> </ul>	<ul style="list-style-type: none"> <li>• Menno Simons Christian School</li> <li>• Mialta Colony School</li> <li>• Milo School</li> <li>• New Dale Colony School</li> <li>• Noble Central School</li> <li>• Palliser Home Learning School</li> <li>• Palliser Outreach School</li> <li>• Picture Butte High School</li> <li>• R. I. Baker Middle School</li> <li>• Riverbend Colony School</li> <li>• Rock Lake Colony School</li> <li>• Springridge Colony School</li> <li>• Sunnyside School</li> <li>• Vulcan Outreach Program</li> <li>• Vulcan Prairieview Elementary School</li> <li>• White Lake Colony School</li> <li>• Wild Rose Colony School</li> </ul>
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Section A3 : Project Type for Project 30282

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 checklists for the categories that are needed to describe your project. However, you must do the following categories: **Targeted Students, Subject** and/or **Themes, Teaching Strategies** and **Types of Measures**.

Please review the project categories and contact SIB at (780) 427-3160 if you have any concerns.

PLEASE CHECK CATEGORIES THAT DESCRIBE YOUR PROJECT.

CLICK HERE NOW FOR DETAILED CHECKLIST

Main Project Category (select only one)	<ul style="list-style-type: none"> <li>● General Academic Achievement (core/all subjects)</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Targeted Students	<ul style="list-style-type: none"> <li>● All Students</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Number of Students in Project	<ul style="list-style-type: none"> <li>● 2,501-5,000</li> </ul>
Grade	<ul style="list-style-type: none"> <li>● preK</li> <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> <li>● 10</li> <li>● 11</li> <li>● 12</li> </ul>
Zone	<ul style="list-style-type: none"> <li>● Zone 6</li> </ul>
Number of Schools in Project	<ul style="list-style-type: none"> <li>● 6 or more</li> </ul>

Area (Urban/Rural)	<ul style="list-style-type: none"> <li>• Rural</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Subject	<ul style="list-style-type: none"> <li>• All Core (LA, SS, Ma, Sc)</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Division Grade Level	<ul style="list-style-type: none"> <li>• preK</li> <li>• 1 (K-3)</li> <li>• 2 (4-6)</li> <li>• 3 (7-9)</li> <li>• 4 (10-12)</li> </ul>
Themes	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Behavioral Improvement - Safe &amp; Caring Schools</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Teaching Strategies/Programs	<ul style="list-style-type: none"> <li>• Assessment for Learning</li> <li>• Differentiated Instruction</li> <li>• Teaching to Accommodate Learning Styles</li> <li>• Workshops</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
2000/2001 Approved Budget	
2001/2002 Approved Budget	
2002/2003 Approved Budget	
2003/2004 Approved Budget	
2004/2005 Approved Budget	
2005/2006 Approved Budget	
2006/2007 Approved Budget	<ul style="list-style-type: none"> <li>• 500,001-1,000,000</li> </ul>
2007/2008 Approved Budget	<ul style="list-style-type: none"> <li>• 500,001-1,000,000</li> </ul>
2008/2009 Approved Budget	

Project Control	<ul style="list-style-type: none"> <li>• Centralized</li> </ul> <a href="#">Review..</a>
School Authority Type	<ul style="list-style-type: none"> <li>• Public School Jurisdiction</li> </ul>
Types of Measures	<ul style="list-style-type: none"> <li>• Description of Quality Measures</li> <li>• Participation Rates in Provincial Achievement Tests/Diploma Exams</li> <li>• Provincial Achievement Tests</li> <li>• Provincial Diploma Examinations</li> <li>• School Records</li> <li>• School Completion/Graduation Measures</li> <li>• Surveys</li> </ul> <a href="#">Review..</a>
PAT - English Language Arts	<ul style="list-style-type: none"> <li>• Grade 3</li> <li>• Grade 6</li> <li>• Grade 9</li> </ul> <a href="#">Review..</a>
PAT - French Language Arts	<a href="#">Review..</a>
PAT - Mathematics	<ul style="list-style-type: none"> <li>• Grade 3</li> <li>• Grade 6</li> <li>• Grade 9</li> </ul> <a href="#">Review..</a>
PAT - Social Studies	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• Grade 9</li> </ul> <a href="#">Review..</a>
PAT - Science	<ul style="list-style-type: none"> <li>• Grade 6</li> <li>• Grade 9</li> </ul> <a href="#">Review..</a>
Diploma Examinations - English	<ul style="list-style-type: none"> <li>• English Language Arts -1</li> <li>• English Language Arts -2</li> <li>• English 30</li> <li>• English 33</li> </ul> <a href="#">Review..</a>
Diploma Examinations - Mathematics	<ul style="list-style-type: none"> <li>• Mathematics 30</li> <li>• Mathematics 33</li> <li>• Applied Math 30</li> </ul>

	<ul style="list-style-type: none"> <li>• Pure Math 30</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Diploma Examinations - Social Studies	<ul style="list-style-type: none"> <li>• Social Studies 30</li> <li>• Social Studies 33</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Diploma Examinations - Sciences	<ul style="list-style-type: none"> <li>• Biology 30</li> <li>• Chemistry 30</li> <li>• Physics 30</li> <li>• Science 30</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Diploma Examinations- French	<p style="text-align: right;"><a href="#">Review..</a></p>
Surveys	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Student</li> <li>• Teacher/Staff</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
School Records	<ul style="list-style-type: none"> <li>• Course Completion</li> <li>• Discipline Records</li> <li>• Drop Out/Retention</li> <li>• Success Indicators for Various Programs</li> <li>• Vandalism</li> </ul> <p style="text-align: right;"><a href="#">Review..</a></p>
Standardized/Commercial Tests	
Std. Tests - General Achievement/Math/Language Arts	<p style="text-align: right;"><a href="#">Review..</a></p>
Std. Tests - Reading	<p style="text-align: right;"><a href="#">Review..</a></p>
Std. Tests - Spelling	<p style="text-align: right;"><a href="#">Review..</a></p>
Std. Tests - Writing	<p style="text-align: right;"><a href="#">Review..</a></p>
Std. Tests - Developmental/ECS/Grade 1 Readiness	<p style="text-align: right;"><a href="#">Review..</a></p>
Constituency	<ul style="list-style-type: none"> <li>• Calgary-McCall</li> <li>• Calgary-West</li> </ul>

	<ul style="list-style-type: none"> <li>● Little Bow</li> </ul>
City or Town Name	<ul style="list-style-type: none"> <li>● Arrowwood</li> <li>● Brant</li> <li>● Calgary</li> <li>● Champion</li> <li>● Coaldale</li> <li>● Coalhurst</li> <li>● Iron Springs</li> <li>● Lethbridge</li> <li>● Milo</li> <li>● Nobleford</li> <li>● Picture Butte</li> <li>● Vulcan</li> </ul>

Section A4 - AISI Project Staffing Allocations

Report staffing specifically assigned for the AISI project in FTEs. Use best estimates if necessary

Select School Years 

	FTE 2006/2007		FTE 2007/2008		FTE 2008/2009	
	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	2.00		2.00		2.00	
<b>Other Personnel</b>						
Professionals (e.g., Social Worker, Liaison Worker)						
Teaching Assistants	2.00		2.00			
Administrative Support Staff						
Other						
<b>Total FTE</b>	4.00		4.00		2.00	

\* FTEs allocated for AISI projects that are not paid with AISI funds

If there are no FTEs please indicate with a '0'

Section B - Quantitative Measures (From Project Plan)

Action	Measure (From project plan)	Baseline	2007/2008		Number(* ) Measured
			Target	Actual	
	G9-A10-Science B1-% of students meeting the acceptable standard By 2009, 66% of our students will demonstrate competency in science, scoring at or above the acceptable standard on Grade 9 PAT's.	63	65	75.00	360
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.					
<b>Comment on results (optional)</b>  270 students out of 360 registered 15 students were absent and 10 were excused Excellent Result! Above target and 6.6% above Province.					
	G9-A8-Mathematics B1-% of students meeting the acceptable standard By 2009, 70% of our students will demonstrate competency in mathematics, scoring at or above the acceptable standard on Grade 9 PAT's.	67	69	73.60	358
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.					
<b>Comment on results (optional)</b>  259 out of 352. 17 students absent; 9 excused Good result - 9.1% above Province.					
	G9-A9-Social Studies B1-% of students meeting the acceptable standard By 2009, 70% of our students will demonstrate competency in social studies, scoring at or above the acceptable standard on Grade 9 PAT's.	67	69	72.00	361
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.					
<b>Comment on results (optional)</b>  260/361 = 72% 15 students absent; 11 excused 1% above Province.					
	G6-A5-Social Studies B1-% of students meeting the acceptable standard By 2009, 75% of our students will demonstrate competency in social studies, scoring at or	72	74	82.00	327

above the acceptable standard on Grade 6 PAT's.				
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.				
<b>Comment on results (optional)</b>  268/327 acceptable. 6 absent; 8 excused. 4.6% above province				
G6-A4-Mathematics B1-% of students meeting the acceptable standard By 2009, 76% of our students will demonstrate competency in mathematics, scoring at or above the acceptable standard on Grade 6 PAT's	73	75	80.50	348
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.				
<b>Comment on results (optional)</b>  280/348 acceptable standard. 4 students absent; 6 excused 6.6% above Province.				
G6-A6-Science B1-% of students meeting the acceptable standard By 2009, 77% of our students will demonstrate competency in science, scoring at or above the acceptable standard on Grade 6 PAT's	74	76	81.00	347
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.				
<b>Comment on results (optional)</b>  281/347 acceptable. 13 absent; 6 excused 6.7% above Province.				
G9-A7-English Language Arts 9 B1-% of students meeting the acceptable standard By 2009, 79% of our students will demonstrate competency in language arts, scoring at or above the acceptable standard on Grade 9 PAT's.	76	78	81.80	358
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.				
<b>Comment on results (optional)</b>  293/358 = 81.8% 12 absent; 9 excused.				

5.3% above Province				
G6-A3-English Language Arts B1-% of students meeting the acceptable standard By 2009, 80% of our students will demonstrate competency in language arts, scoring at or above the acceptable standard on Grade 6 PAT's.	77	79	90.20	348
<b>Baseline and Measure Comments:</b> Baseline is a three-year average of 2002-03, 2003-04 and 2004-05.				
<b>Comment on results (optional)</b>  314/348 = 90.2% 2 absent; 9 excused 9.1% above province - Outstanding!				
G3-A2-Mathematics B1-% of students meeting the acceptable standard By 2009, 84% of our students will demonstrate competency in mathematics, scoring at or above the acceptable standard on Grade 3 PAT's.	81	83	80.20	313
<b>Baseline and Measure Comments:</b> Baseline is the 3 year average 2003-2006.				
<b>Comment on results (optional)</b>  251/313 = 80.2% 3 absent; 18 excused 1.9% above province				
G3-A1-English Language Arts B1-% of students meeting the acceptable standard By 2009, 86% of our students will demonstrate competency in language arts, scoring at or above the acceptable standard on Grade 3 PAT's.	83	85	83.70	313
<b>Baseline and Measure Comments:</b> Baseline is the 3 year average 2003-2006.				
<b>Comment on results (optional)</b>  262/313 = 83.7% 1 absent; 19 excused 3.6% above province.				

\* Indicate the number of individuals included in the student measure or test

Section C - Qualitative Measures (From Project Plan)

Action	Measure	Baseline	2007/2008		N*	Response Rate(%) (For surveys only)**
			Target	Actual		
	77% of high school parent surveys will show that parents are satisfied that our students are being successfully prepared for the world of work.	74	76	68.00	76	25
<b>Baseline and Measure Comments</b> Baseline reflects high school parent survey results 2003-2006.						
<b>Comment on results (optional)</b>  Although 68% falls short of our target, it should be noted that it is a Grade 10 indicator only. Overall, our results on surveys on Parent Satisfaction for the World of Work are very good. See Section D for further explanation. The Response Rate is an estimate at best. However, assuming a student population of no more than 300 in Gr. 10, 76 responses on the Accountability Survey is not bad. Please see attached Notebook Document - "World of Work" - for further breakdown of Accountability Pillar.						
	Parent survey results will indicate that 81% of parents are satisfied that our students are learning the skills to be productive and successful citizens.	78	80	80.30	250	30
<b>Baseline and Measure Comments</b> Baseline reflects parent survey results 2003-2006.						
<b>Comment on results (optional)</b>  Target Achieved! The Response Rate is an estimate based on a very rough estimate. Palliser Regional Schools served about 3800 students in 2007-2008. A total of about 250 parent responses were received. Taking into consideration an estimate for number of families, a Response Rate of at least 30% is reported. Please see attached Accountability Pillar data - "Citizenship".						
	Parent surveys will indicate an increase in the number of parents satisfied that our schools provide safe and orderly environments.	86	88	88.60	250	30
<b>Baseline and Measure Comments</b> Baseline reflects parent survey results 2003-2006.						
<b>Comment on results (optional)</b>  Target Achieved: 88.6% !! See attached data on "Safe and Caring".						
	Student survey results will reveal an increase in the # of students who experience little or no incidents of	86	88	79.32	909	98

	verbal, physical or emotional bullying.						
<b>Baseline and Measure Comments</b> Baseline reflects student survey results 2003-2006.							
<b>Comment on results (optional)</b>  Students Responding to Accountability Survey - "Other students treat me well" 324 student responses in Grade 4 - 78% 330 student responses in Grade 7 - 77% 255 student responses in Grade 10 - 84% A weighted average produces: 79.32%							

\* The number of surveys returned or the number of individuals included in the measure (e.g., observation, assessment, etc.)

\*\* Response rate equals the number (N) of surveys returned divided (/) by the number of surveys sent out times (x) 100.

#### Section D - Description of Quality Measures (From Project Plan)

Current Situation	Desired Change	Success Indicators
Presently school goals are aligned to the SMART goals and not to the effective school correlates.	With a fuller understanding of the three targeted correlates of effective schools, there will be more meaningful and effective planning. It will have, as its central focus, student learning.	<p>Schools will continue to use data to develop their SMART goals.</p> <p>The SMART goals, in turn, will be aligned with the three targeted correlates of effective schools, and this will be demonstrated in the schools' yearly plans.</p> <p>Success indicators will also include:</p> <p>PAT Data</p> <p>Assessment for Learning Data</p> <p># of new teaching strategies</p> <p># of people involved in site-based AISI Projects</p> <p>Noted change in instructional practice</p> <p># of Lead Teachers taking part in SELU seminars</p> <p># of people taking SELU for graduate credit</p>
<p><b>2006/2007 How well was the success indicator achieved: Very Well</b></p> <p><b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b></p> <p>PAT Data:</p> <ul style="list-style-type: none"> <li>- PAT Data in general, as reported in Section B, shows results well above in almost all categories. Gr. 9 Social Studies is the only exam that did not live up to expectations.</li> <li>- PAT Data - Results at a Priority School (CES) are up substantially! Coalhurst Elementary School was given support in their "satellite" AISI project to address the learning needs of their students. PAT Results are up virtually across the board (see attached spreadsheets - CES)</li> <li>- PAT Data - BCS (Brant Christian School)- Brant's Satellite AISI Project focussed on specific strands of the LA program on PAT's (Narrative/Poetic and Informational. PAT scores are being tracked in Grades 3, 6 and 9 in these areas. (see attached spreadsheet)</li> <li>- Heritage Christian Academy (HCA) initiated a satellite project entitled "Media Literacy". Focussed on the PAT scores and student ability to improve their Narrative/Poetic scores over the three year cycle, the project has seen students in Grade 9 develop some fine videos. (see attached Word doc with links to student videos - "Palliser Links 4 APAR")</li> </ul> <p>Due to experiencing transition from one AISI team to another, we were unable to affect school SMART goals and plans for the year 2006/2007. However, there were approximately 96 teachers who participated in site-based Assessment for Learning projects. Approximately half of our teachers have reported trying assessment for learning strategies with their students. We anticipate observing noted change in instructional practice in the next few years.</p> <p>Assessment for Learning Data:</p> <ul style="list-style-type: none"> <li>-244 teachers attending introductory sessions on AfL</li> <li>-2 people attended a Talking about Assessment workshop with Damien Cooper</li> <li>-16 people attended the AAC Conference</li> <li>-10 people attended Ken O'Connor's Fair Grading Practices workshop</li> <li>-6 people attended the SAPDC Assessment in Social Studies in-service series</li> </ul>		

-6 people attended the Reaching and Teaching Conference on Assessment for Learning  
Number of New Teaching Strategies:

-2006-2007 was focused on information dissemination therefore data related to new teaching strategies being applied is unavailable at this time.

Number of People involved in Site-Based AISI Projects:

-101 people were involved in site-based projects

Noted Change in Instructional Practice:

-There have been pockets of change in instructional practice but we do not have any firm data on this at this time.

Number of Lead Teachers Taking Part in SELU Seminars:

-45

Number of People Taking SELU for Graduate Credit:

-1

**2007/2008** How well was the success indicator achieved: Well

**Briefly describe the evidence of success achieved (required) for each identified success indicator.**

Accountability Pillar Results indicate that PAT Results have been "Maintained".

Assessment for Learning Data:

-all Palliser teachers attended a half day workshop created by the AAC on Assessment for Learning presented by colleagues who attended a training workshop

-all Palliser teachers received the "Refocus" book from the AAC

-15 Palliser educators attended the AAC Fall Conference

-29 administrators along with 3 senior administrators and AISI personnel attended a conference on assessment in Saskatoon in September

-18 teacher/administrators attended SAPDC workshops presented by Anne Davies in Lethbridge

-2 elementary schools have satellite projects focused on Assessment For Learning

-4 teachers and 1 administrator from two different high schools visited 3 schools where assessment for learning is the focus in order to observe assessment for learning in action

-Palliser now has a new administrative procedure on Communicating student learning that supports continuous communication and student involvement in sharing their learning

-Palliser now has a new administrative procedure on Grading for Learning that encompasses grading practices which support student learning. Deep understanding and implementation of this procedure is being supported in the 2008/09 school year

Number of new teaching strategies:

-2007-08 has seen at least 50% of Palliser teachers taking risks by trying new teaching strategies which support student learning in their classrooms

Strategies observed:

-collaborative groups creating and using "I can" statements with their students

-questioning strategies that involve all students: no hands up, think/pair/share

-provision of feedback and the opportunity to revise, rather than giving a mark

-providing the opportunity to re-do assignments/tests

-giving students a pre-test prior to the actual test to allow students to determine where they need to focus their study time, or what they need to get further help with

- outcomes posted in classroom
- collaborative learning opportunities
- development and use of performance assessment tasks
- differentiation between formative and summative assessments
- use of exemplars to assist students to see where they are and what they can do to improve

Number of people involved in AISI projects:

- satellite projects: approximately 125
- division wide projects: approximately 250

Noted change in instructional practice:

- much discussion related to grading practices and teachers taking a risk in trying new grading practices: making students responsible to getting work in by not allowing them to earn a 0; not marking everything students do; differentiating between formative and summative assessments; sharing outcomes and taking the mystery out of learning; increased student involvement in their learning by co-creating criteria and rubrics; creation of outcomes based gradebooks; wall displays that include student work and the related criteria; student self-assessment related to other factors that affect learning for use at parent/teacher/student meetings; parent/student/teacher meetings held prior to report cards where student work is shown and outcomes are shared; no longer deducting marks for work handed in late; students provided with the opportunity to learn from students; teachers providing feedback without the addition of a grade by highlighting in different colors, with each color denoting a positive or a need for improvement
- change in instructional practice is evident in classroom observation, discussion with students and teachers, and stories shared by teachers and administrators

<p>Currently our system is focused on anti-bullying practices.</p>	<p>We look to move beyond just anti-bullying practices (although not ignoring them) and extending our focus into citizenship, and character education initiatives. In this way, we hope to get to the "Heart of the Matter".</p>	<p>Through the semi-annual discussions with school administrators, anecdotal evidence will be presented regarding citizenship, leadership and character education initiatives. Success indicators will also include:  SI Tracker Data # of new initiatives in our schools (with regard to.)  # of people involved (students and staff)</p>
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**2006/2007** How well was the success indicator achieved: Marginally

**Briefly describe the evidence of success achieved (required) for each identified success indicator.**

- Use of SI Tracker has been dis-continued. It was hoped that in a switch from Trevlac to a new Student Information System (ISIS), a New Student Behavior Tracking Module would be implemented. Unfortunately, ISIS did not work out and we are in the process of implementing a new system (SIRS).
- An initiative was instituted at one school with a "Grade 6 Leadership Project". In a K-6 environment, Gr. 6 students lead the citizenship and caring environment activities. They organize assemblies, manage the office at lunch, organize student fun days and are allowed to earn/collect "leadership points". These points can be exchanged for goods.

This satellite project on Character Education has been most successful. Students are recognized for their achievements across the school. Each assembly begins with The Lord's Prayer, O Canada and a Pledge of Allegiance to the flag. Wow!(See attached link to photos of DDS Assemblies - "Palliser Links 4 APAR").

- the number of new people involved originally was marginal, including only the Gr. 6 teachers and the principal at one school but it is now starting to take off. There is a smattering of interest at 2 other schools for the upcoming year.

**2007/2008** How well was the success indicator achieved: Very Well

**Briefly describe the evidence of success achieved (required) for each identified success indicator.**

There is cause for celebration in this area.

Our Accountability Pillar Results are finally validating the work we have done with Safe and Caring Schools initiatives. Parents report far better satisfaction with Preparation for the World of Work.

Students report an increase in the number of students who feel safe at school and who are treated well by other students.

Six representatives from Palliser Regional Schools travelled to the National Character Education Conference in Huntsville Ontario in November 2007. The ideas and initiatives generated from this endeavor have been immense. In the fall of 2008, a contingent of 15 Palliser administrators, teachers and central office personnel will be attending NCEC.

The Grade 6 Leadership Program at Dorothy Dalglish School continues to be a model for the rest of our school division. (see "Respect" and "Student Leadership" videos in Attachments.)

High School students attended the Provincial Student Leadership Conference.

This has prompted plans to have both Jr and Sr High students attend student leadership conferences at the provincial and national levels in 2008-09.

The Eva Olsson Speaking Tour was very successful. (see video in "Attachments".)

The first Safe and Caring Schools Advisory Committee Meeting for some time was held in April of 2008. We have plans to hold 2 meetings in the 08/09 school year.

Interest and activity in the Character Education, Student Leadership and Citizenship fields is beginning to blossom.

There is not a clear understanding of the level of integration of technology into the core curricula.

We want a clear indication that technology is integrated into all core curricula.

The Technology Integration Teacher and AISI personnel will have evidence of technology integration through:

daily logs (use of IT)

VC proposals from schools

# of VC events

# of IT in-services provided

**2006/2007** How well was the success indicator achieved: Well

**Briefly describe the evidence of success achieved (required) for each identified success indicator.**

- Daily Logs - not a successful venture (some teachers did track ...)
  - VC proposals - very successful - each school in the district was required to submit a vc Plan/Proposal
  - # of vc events increased dramatically, at least initially, fell off later in the year. A contingent of 6 staff attended The BroadBand Institute in Canmore both in 2006 and 2007 - very good collaboration among vc leaders (coordinated by Gord Smith - IT Integration for PRS). Teachers engaged in school to school conferences and included services from Content Providers as well. "Read Around the Planet" was a most successful and well attended event.
- Other Video Conference endeavors included:
- District wide guests: Montreal Biosphere, Ian Jukes, Houston Space Center etc.
  - TeleHealth Opportunities - through your site VC Leaders
  - Palliser Initiatives:
    - Math discussions - PBHS Jason Kwasny
    - Intramurals - RIB Rocky Wilson
    - Family Treasures/Galt Museum - CCHS Bev Knutson-Shaw
    - Global Leap- CCHS (Othello)
    - Japanese Interment Guest Speaker (TBA)
- G. Smith and R. Cowie conducted well over 25 separate individual and group inservice events designed to assist teachers with IT Integration in their classes. Topics included VC, Multi-Media, Web Page Development, Interactive white board technology, proper and safe use of the internet and more!

**2007/2008** How well was the success indicator achieved: Well

**Briefly describe the evidence of success achieved (required) for each identified success indicator.**

The support for Intergation of Technology has existed mainly in "man hours" of support for G. Smith, mostly from R. Cowie.

This has included assistance with SMART technologies, 1 to 1 Laptop Computing (EMERGE project), video-conferencing help and just in time support of technology as teachers request/require. Facilitation and management of communication and reporting with Alberta Education have been handled by R. Cowie. The 1 to 1 Project in Coalhurst Schools is beginning to take off.

VC proposals and committees have been required at all schools. Two of our teachers act as VCRLN's, providing support with arranging video-conferencing throughout the district. Some of our schools not previously capable of vc are now online and beginning to utlize in their instructional program. There were numerous VC events and projects throughout the district in 2007-08 including

\* N/A means the quality measure did not apply to the current year.

Section E - Budget Estimates and Reported 'Actuals'  
(From Project Plan)

Budget Area	2007/2008			Explain any variance of (+/-) 25% or more on "Total Expenses"
	Approved Budget	Actual	(*)% Variance	
A. Unexpended AISI Funds (at beginning of year)				
B. AISI Funding	572,616	572,616		
C. Funding from other sources	0	2,056		
D. Carry over AISI Funds from previous cycle	0	0		
Total Available Funds (A+B+C)	572,616	574,672		
<b>Expenses Paid or Payable:</b>				
Staffing and Benefits (includes salary, wages, benefits, outside PD services (i.e., speakers, presenters, facilitators), substitute cost, release time and contract personnel)	500,000	333,093	26.10	We budgeted \$500000 in year 2 as it seemed we may have been a little low with our estimates in year 1. Now it appears that we overshoot the mark. On the positive side, release time for
Supplies and non-staffing Services	25,000	83,377	-9.13	
Equipment	5,000	1,442	0.56	
Other Capital	0	0	0.00	
Other Expenses (includes travel, accommodation, meals and conference fees)	109,531	143,593	-5.33	

Other Authorities ** (group projects only)	0	0	0.00	
<b>Total Expenses</b>	639,531	561,505		
<b>Unexpended Funds</b>	-66,915	13,167		

\* System will automatically calculate the variance as a percentage of Total Expenses.

\*\* This applies to school authorities who have combined their AISI funds to create a group project.

#### Section F - Project Expense Percentages (From Project Plan)

Expense Area	2007/2008(%)			Explain any positive or negative percentage point variance of 10% or greater for PD and Admin
	Approved Estimate	* Year End Actual	** % Variance (Approved Estimate minus Y/E Actual)	
<b>Professional Development</b> (include all costs associated with PD - eg substitute coverage, conference, workshops, speakers` fees, release time on total cost of PD from all budget, categories)	88	87.00	1	
<b>Project Management &amp; Coordination</b> (administration, data collection, reporting)	7	5.00	2	
<b>Front-Line Staff</b> (include staff who work directly with students eg teachers, educational assistants, counsellors)	1	1.00	0	
	5	7.00	-2	

<b>Other Costs</b> (equipment, materials)				
<b>Total Percentage</b>	100	100	0	
<b>Total Expenses</b>	639,531	561,505		

\* If the actuals are not available, then a reasonable estimate of the actual is acceptable.

\*\* The system will automatically calculate the % Variance (Y/E Actual Less Approved Estimate.)

Section G1 - Summarize and Analyze Student Outcomes

**Using the evidence that you have collected (Qualitative, Quantitative and Description of Quality Measures in Section B, C & D).**

2006/2007 (Note: 7,000 characters limit.)

**"Our Pot of Gold"**

Coalhurst Elementary School was designated as a priority school. The staff at the school was determined to show that their students were capable learners. They adopted the motto, "No excuses!" They designed an AISI project based on this motto. Their project encompassed the following strategies:

- 1) implementation of a learning club,
- 2) "Learning from Success" which included visits to assessment for learning schools, presentations by, and discussion with, Dr. David Townsend (UofL), and
- 3) participation in the First Steps in Mathematics in-service.

As a result, instructional practices changed and improved student achievement was evident. (See PAT results.)

Reflecting on Section "B": Quantitative Measures

Grade 9 Results

Measure

By 2009, 66% of our students will demonstrate competency in science, scoring at or above the acceptable standard on Grade 9 PAT's.

Baseline	Target	Actual
63	64	67.10

This result represents a substantial improvement over Gr. 9 Science Results in recent years for Palliser Regional Schools. There is no doubt that Gr. 9 Science Teachers have given due care and diligence in preparing their students for this exam. It appears that an improvement in results has occurred not only this year, but over the past 3 years.

Measure

By 2009, 70% of our students will demonstrate competency in mathematics, scoring at or above the acceptable standard on Grade 9 PAT's.

Baseline	Target	Actual
67	68	68.8

2005-06 was a difficult year for Math 9 in PRS. The 3 Year Rolling Average has suffered as a result. Typically, our Gr. 9's do better than the province. For some inexplicable reason, 2006 was a particularly bad year with only 62.4% of students scoring at Acceptable Level in Math 9. As a result, the 3 year average suffers. This year's result of 68.8% indicates a return to the level of which we are accustomed.

Measure

By 2009, 70% of our students will demonstrate competency in social studies, scoring at or above the acceptable standard on Grade 9 PAT's.

Baseline	Target	Actual
67	68	70.3

Our Acceptable Score is back where it belongs and better. The SS AISI Project may have had some impact here as teachers re-examined much of their curricular responsibilities.

Measure

By 2009, 79% of our students will demonstrate competency in language arts, scoring at or above the acceptable standard on Grade 9 PAT's.

Baseline	Target	Actual
76	77	81.50

Assessments for Learning strategies are now being widely implemented across PRS. Perhaps these new forms of assessment as well as an enlightened view from teachers are at partially why results in LA 9 continue to improve.

2007/2008 (Note: 7,000 characters limit.)

Dorothy Dalglish School has surfaced as one of our district leaders with an outstanding Character Education Program. Typified by activities that focus on character education like school assemblies, "word of the month" (like respect and perseverance, a deepened character education focus has been fostered in the school. Gr. 6 students in particular act as student leaders in the school by assisting with younger students in many areas of their school day, organizing theme days, leading assemblies, working in the office and acting as "KOPS" on the school playground. They not only contribute to the overall safe and caring environment of the school but act as role models for the rest of the student body.

Gr. 6's are encouraged/allowed to gather Leadership Points or "minutes" which they can cash in at the school tuck shop for refreshments. These points are recorded in a student log and verified by staff.

In 2007-2008, a school goal was set at 40 000 leadership minutes. Leadership Logs collated by the principal of the school indicate that students actually collected a total of 42, 460 minutes. The staff of the school report that incidence of difficult or challenging behaviors has dropped substantially.

On School Based Satisfaction surveys, 92.9% of parents state they are aware of the Gr. 6 leadership role (50 families). 95.9% of parents report that the "school is warm and welcoming".

The "Grade 6 Leadership Program" is a model for our entire district.

Please examine attached video/multi-media presentations as recorded from school assemblies and a variety of school activities. Interviews with students, staff and parents are included.

Some of the impetus behind this program can be attributed to a Palliser contingent of staff attending the National Character Education Conference in Huntsville, Ontario. Annually held in October, the conference provided participants with a broader perspective on character education and the opportunity to gather a number of ideas to be implemented in the school.

From the conference, a holocaust survivor was booked to speak to a majority of our schools and was very well accepted across the district. Such interest has been generated in character education and the NCEC that in November of 2008, 15 teachers and administrators will be attending from Palliser Regional Schools.

Please see Section "H" - "APAR Media Links".

## Section G2 - Effective Practices (Processes)

### 1. Instructional Strategy

2007/2008 (Note: 7,000 characters limit.)

In spring of 2007 a group of teachers visited other schools that were immersed in assessment for learning. One of these teachers who taught junior high, chose to go on this trip because she did not believe in this assessment for learning "stuff". She was a very traditional teacher who was more focused on the content of the courses she taught and teaching responsibility through grades than on learning. Before we even left the last school visited she was sharing with the group the changes she was going to make in her classroom as soon as she returned. She implemented some cooperative learning strategies with her students upon her return. She gave students a quiz prior to the unit test and had them go over the quiz in small groups. This provided them with the opportunity to identify what they knew, what they still needed to learn and to do this learning with classmates. She was amazed at the increase in her students' engagement level. Students commented that they felt ready for the test after having this experience and most scored well. This teacher then made a request of her administrator that she be allowed, the following school year, to communicate her students level of achievement in junior high health to parents using achievement indicators rather than a %. This year, she has begun co-creating criteria with her students and is excited about their level of engagement, their increasing ability to determine independently whether an assignment is "done" or not and about the quality of work that students are handing in. She has become an enthusiastic advocate for assessment for learning when talking with colleagues and she has evidence that it "works". She does an effective job of explaining the changes in her practice to her students by using sports analogies and engaging them in conversations about her their learning. When a new electronic grade book became mandated she was one of the first people to voice her concerns about its lack of alignment with our grading practices and to request changes be made. She is beginning this year full of enthusiasm for what she sees happening in her classroom as a result of the change in her practice. The changes she has made and is engaged in making is having a positive impact on all of the junior high students she teaches, and has the potential to impact many other students in our division as she shares her experiences with others.

### 2. Professional Development

2006/2007 (Note: 7,000 characters limit.)

In March of 2007, a school administrator and two teachers from two Palliser schools, visited three schools in Edmonton where Assessment for Learning is the focus. This experience allowed these administrators and teachers to observe Assessment for Learning in action and to see the effect these promising practices have on students. They also had the opportunity to chat with parents about the parents' perceptions of the impact of assessment for learning in their schools. The three schools visited had very different demographics and it was evident that Assessment for Learning had an impact on all students in all situations. The importance of maintaining a focus and having that focus permeate the school was evident. It was also noted that having a common focus brought students and staff together. The participants engaged in professional discussion on the trip home and will engage in collaboration during this next year.

What made this powerful professional development is that 'seeing is believing!' Attending conferences and presentations, and being involved in professional reading cannot compare to the immediate impact achieved by actually seeing strategies being practiced and observing the engagement and involvement in learning it causes in students. The participants in this professional development activity returned to their schools/classrooms with a sense of urgency to begin their journey towards engaging their students in assessment for learning. They were anxious to see the true impact they could affect on their students.

2007/2008 (Note: 7,000 characters limit.)

The National Character Education Conference (NCEC) in November 2007 was a highlight of our AISI year. Many ideas from the sessions attended were implemented by our delegates. The Eva Olsson (Holocaust Survivor) Speaking Tour was developed from the connections made on this trip.

## 5. Parental Involvement

2006/2007 (Note: 7,000 characters limit.)

As a result of a study done in the previous AISI cycle, a committee, the PASS (Partnership Approach to Student Success), met to look at ways to improve communication of student achievement with parents. The focus of the committee initially, was to develop a common report card for system wide use. However, after reading research in the area of communication of student achievement and the accompanying discussion, the realization occurred that there were other areas of communication that needed to be looked at first. This resulted in a draft Administrative Procedure which outlines communication procedures, tools and strategies that encourage both student and parental involvement in the communication process.

### Section G3 - Project Summary and Reflections

#### 1. WHAT is working well in your AISI project? (Point form preferred)

2006/2007 (Note: 7,000 characters limit.)

Opportunities for school-based projects focused on Assessment for Learning to allow for differentiation of professional development.  
 Presentations on Assessment for Learning information, with the focus on practical application, providing for opportunities for the development of common understanding.  
 Focus being on application of Assessment for Learning strategies, rather than just information.  
 Professional development follow-up, to encourage application.  
 School visits providing the opportunity to see Assessment for Learning in action (what it looks like/sounds like/student involvement and parent reaction)  
 Opportunities for AISI consultants' professional growth through attendance at related Assessment for Learning and professional development conferences and workshops with the ability to share learnings through local professional development opportunities.

2007/2008 (Note: 7,000 characters limit.)

- teachers having the opportunity to see assessment for learning in action
- opportunities for teachers to share strategies that they are trying and the evidence of the impact on their students
- whole school staffs focusing on implementing assessment for learning strategies and supporting each other
- administrators getting "on board" in supporting teachers in implementing assessment for learning strategies
- opportunities for ongoing discussions related to grading practices and student learning
- participation in a common workshop, with opportunities for school-based follow-up
- school visits to observe assessment for learning in action
- opportunity for individual support

## 2. WHAT did not work well? (Point form preferred)

### 2006/2007 (Note: 7,000 characters limit.)

Not enough time for follow-up to professional development opportunities provided. When this is lacking there is limited application.

Not everyone opted to become involved in the presentations offered.

0.5 AISI made it difficult to be available when needed because of "in school" commitments. (This has improved this year, due to adjustments in assignments, even though AISI is still a 0.5 position for two of us.)

### 2007/2008 (Note: 7,000 characters limit.)

- It is challenging to report on improvements related to the overall project initiative when some satellite projects are only very loosely connected to one of the three initiatives.
- Too many initiatives can make people feel like they are just spinning their wheels and not really going deeply into anything that really will impact student learning. It is often difficult to find a way to provide support for change in practice without feeling like you are adding something else to people's already overflowing plates.
- convincing people that assessment for learning is not just a passing fancy
- 

## 3. Outline the project adjustments (if applicable). (Point form preferred)

2006/2007 (Note: 7,000 characters limit.)

Deletion of DRA results as part of quantitative measures because the results are designed more for diagnostic purposes, than for measure.

2007/2008 (Note: 7,000 characters limit.)

Our association with SELU (Saskatchewan Educational Leadership Unit) came to a close near the middle of 07\_08. Unfortunately, this endeavor would have to be categorized as a "bust". Participants in the seminars with SELU did not report favorable satisfaction with the topics and/or presenters. In some cases (i.e.: Assessment for Learning), the Palliser Administrators and Lead Teachers felt that we are already well ahead of what was being purported as "new". Participants lost faith in the presenters as the seminars seemed to lack energy. Three different presenters, all coming from different perspectives, seemed to confuse the direction of the program. Many participants in the initiative lost heart and/or were disappointed. A entirely new direction, an internal mentoring/sharing focus has been chosen for 08-09.

4. Specify how you shared and celebrated your AISI project and findings. (Point form preferred)

2006/2007 (Note: 7,000 characters limit.)

Periodic updates of AISI activity presented to the school board by both the superintendent and AISI personnel.  
Conversations with various school staffs about positive changes and practices evident in classrooms.  
AISI monthly new sletter e-mailed and available on the district website.

2007/2008 (Note: 7,000 characters limit.)

- sharing in AISI new sletter
- presentations to the board
- providing feedback to teachers on the changes they have made in their practice
- sharing at administrators' meetings

5. Explain the unanticipated results/effects? (if applicable) (Point form preferred)

2006/2007 (Note: 7,000 characters limit.)

Increase in collaboration between teachers and schools.  
 Increase in the number of teachers/administrators attending assessment for learning conferences and workshops.  
 Beginning interest in assessment for learning expressed by high school principals.  
 Development of relationships.

2007/2008 (Note: 7,000 characters limit.)

- continued increase in collaboration
- increased interest in assessment for learning at the high school level
- interest in sharing changes made with colleagues
- administrative procedures developed that support assessment for learning
- increase in the number of informal discussions around the area of assessment for learning and grading practice

Section G4 - Sustainability (Optional in Year 1 and 2 - Required in final year)

How will this project be sustained?

2006/2007 (Note: 7,000 characters limit.)

It is hoped that by the end of AISI cycle 3, Assessment for Learning (the "promising practices" that improve student learning) will have begun to be embedded in teacher practice. It will just be a part of what "teachers in Palliser Regional Schools do" to impact student learning. It is also hoped that as students experience Assessment for Learning, they will come to expect, and even demand it from their teachers.

2007/2008 (Note: 7,000 characters limit.)

The "assessment for learning train" is really beginning to build up steam. Teachers are learning from each other and supporting each other. Administrators have become more involved in keeping assessment for learning in the forefront. This last year will involve some more parental involvement and education and it is hoped that as parents and students experience the impact assessment for learning strategies have, this practice will be expected by all. As teachers take more risks and implement more strategies they will observe the impact it has on their students' learning and will not be able to go back. Maintaining this focus for another AISI cycle in some form is essential, as it takes several years for new instructional practices to become habit and although many teachers and administrators are now becoming more fully engaged, that deep level of implementation has not yet been reached.

After reporting in the 06-07 APAR that the Safe & Caring piece of the AISI project in Palliser was "smouldering", we are pleased to now report that things are beginning to catch on. A spark is beginning to grow into a fire.

Section G5 - Project Status (for 2006-2007 and 2007-2008 only)

**Year: 2006/2007**

Please check one of the following boxes:

- Continuing
- Completed
- Discontinued If so, please explain WHY

(Note: 7,000 characters limit.)



**Year: 2007/2008**

Please check one of the following boxes:

- Continuing
- Completed
- Discontinued If so, please explain WHY

(Note: 7,000 characters limit.)



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Section H. Attachments (Optional)

\*Please attach additional supporting documents in this section that provides significant information about your project. Since your attachment may be posted on the Internet any names should be excluded unless you have permission to publicly release the names.

File Sent	File Received	Sent Date	Received Status	Copyrighted Document
World_of_work.notebook	<a href="#">2255_30282_1.ook</a>	2008-10-06 11:34:57	Successful	N
Citizenship.notebook	<a href="#">2255_30282_2.ook</a>	2008-10-06 12:08:33	Successful	N
Sare_Caring.notebook	<a href="#">2255_30282_3.ook</a>	2008-10-06 12:18:14	Successful	N
News_release_Eva.doc	<a href="#">2255_30282_4.doc</a>	2008-10-06 12:31:47	Successful	N
AISI.Report.4APAR_07_08.xlsx	<a href="#">2255_30282_5.lsx</a>	2008-10-17 12:51:55	Successful	N
APAR_media.links.doc	<a href="#">2255_30282_6.doc</a>	2008-10-29 16:17:20	Successful	N

Supporting Document:

Copyright: No  Yes