

Senator Buchanan Elementary School

Three Year Education Plan for 2009/10 to 2011/12

Year Two Update (2010-2011)

And

Annual Education Results Report for 2009-2010



HERO.

- Honesty
- Empathy
- Respect
- Own your actions



Three Year Education Plan for 2009/10 to 2011/12 Year Two Update (2010-2011) and Annual Education Results Report for 2009-2010

School: Senator Buchanan School

Address: 1101 7 Ave N Lethbridge, AB T1H 0X7

Administrator(s): Heather Colburn, Principal; Grieg Wheeler, Assistant Principal

2010-2011 School Profile

Enrolment		Staff FTE	
Kindergarten	39	Support	14.34
Grades 1-5	183	Teaching	13.1
Jumpstart Preschool	33	Jumpstart Preschool	3.27
	255		30.7
Total		Total	

SCHOOL PHILOSOPHY

At Senator Buchanan School, we have high expectations of children and meet our academic objectives through:

- ~ Teamwork - accepting and valuing all
- ~ Celebrating each individual
- ~ Differentiation to help each child discover their potential and feel successful
- ~ Fun and play
- ~ Ensuring a safe and caring community.



SCHOOL COMMUNITY PROFILE

Senator Buchanan School was built in 1954, named after the late Senator W. A. Buchanan. In 1973, an addition provided space for the library, music room, computer lab and two smaller instructional areas. The school serves all of northwest Lethbridge, including the Hardieville, Bridge Villa Trailer Court, Stafford Village, St. James Terrace, River Ridge View, and our newest subdivision, Legacy Ridge.

The school population in Preschool to Grade 5 is approximately 255 students. Jumpstart Preschool Education Program serves three and four year olds living on the north and south sides of the city and has truly become a pillar of our school. We have been

very pleased with families of preschoolers who are so impressed with the positive culture of our school that they are willing to drive their children from out of boundary to attend Senator Buchanan for Kindergarten and beyond.

PROGRAMS AND ORGANIZATION

The staff of Senator Buchanan School is committed to working with students and their parents to ensure that each child develops to his or her full potential. Senator Buchanan School provides all Programs of Study as required by Alberta Education for students from Kindergarten to Grade 5. Programs include Language Arts, Mathematics, Social Studies, Science, Physical Education, Art and Music. French is offered to Grades 4 and 5.

Jumpstart Preschool Program is an early education opportunity available to 20 children four mornings or four afternoons per week. We boast a wonderfully language-rich environment where three and four year old children are exposed to age-appropriate play activities designed to build their speech and language, social skills, and early literacy skills. Fine and gross motor skill development is encouraged by classroom, gym and playground activities. The added dimension of a preschool program with staff and children integrated into day to day activities is a benefit to all of us!

Kindergarten is a 475-hour program offered on Monday to Thursday. The two teachers work collaboratively to offer similar programs that are rich in pre-literacy skills, socialization opportunities for creative pursuits and physical pursuits. On special occasions such as field trips, sports day, and Christmas concerts, both morning and afternoon classes may be combined. The children and families enjoy meeting each other and this model provides a united atmosphere for these young students.

Early Literacy Program provides short term intensive intervention for selected children in Kindergarten, Grades One and Two for reading and writing. During the 2010-11 school year, we will fund one 24 hour per week assistant position to coordinate support services for Grades 1 and 2 children who would benefit from individual or small group intervention. A full time Kindergarten Assistant fills both the Early Literacy role as well as providing general assistance to our two classes.

This year marks the beginning of the introduction to the *Multiage Project* at Senator Buchanan. To that end, we have created 3 multiage 4/5 classes instead of two classes of grade 4's and 2 classes of grade 5's. The three teachers involved have undertaken intensive professional development in this area (through conferences, workshops, multiage school visits, and Masters' program research). The Multiage Project has been enriched through the contributions of three interns from the University of Lethbridge. While the numbers of students in these classes are high (27, 28, 28), the opportunities for diversity in the areas of differentiation and assessment are significant. The age spread in these classes ranges from 8 years to 11 years of age. These children act as role models and mentors for one another in community environments that more closely mimic the real world.

Two *Family Liaison Workers* give community support to families through education, intervention and interagency collaboration. One family worker works half time with our First Nations, Métis, and Inuit children and families. As an FNMI Liaison, she offers cultural programming and one on one support at the school, while connecting with parents outside of school. Our other support person, funded through a grant from the Alberta Mental Health Board, works 35 hours per week in the Making Connections program with Senator Buchanan families.

A speech pathologist and a speech language assistant provide *Speech Language Assistance*. Students from Kindergarten to Grade 3 receive these services through weekly visits by the Speech Language Pathologist and in the 14 hours of assistant time per week designated for us through the Student Health Initiative.

We also have the services of a school psychologist and elementary liaison counselor. For several individual students, we work closely with CARE and REACH with services for visually impaired, hearing impaired, occupational and physiotherapy and speech therapy.

Daily Physical Education continues to be an important component of school activity at Senator Buchanan. Every child receives one half hour each day of Physical Education. This has earned the school the HPE Canada's Diamond Award for 5 years in row. We feel very strongly that daily physical education helps our students to become stronger learners academically and socially.

Our *Lunch Program* has 4 dedicated supervisors for approximately 155 students who enjoy lunch together each day for a \$2.00 fee to the parents. The benefits of operating a school-based program include having lunch supervisors who are members of the school community and having the autonomy to serve students and parents appropriately.



Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

<p>LSD Outcome (Differentiated Instruction): The education system meets needs of all K-12 students.</p>	<p>AE Goal (Differentiated Instruction): <i>High Quality Learning Opportunities For All</i></p>
<p>Indicators (Differentiated Instruction): What are the current areas targeted for growth?</p> <ul style="list-style-type: none"> ➤ Balance the amount of whole group/ small group/ individual instruction and increase use of appropriate differentiated strategies ➤ Increase the achievement of all students in reading, writing and math ➤ Develop appropriate tools and strategies for effective differentiation of instruction 	
<p>Measures (Differentiated Instruction): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results)</p> <ul style="list-style-type: none"> ➤ PATs and assessment data (DRA and CTBS) will show increased achievement in comprehension, spelling and math ➤ Balance use of whole group/ small group/ individual instruction ➤ Increased use of appropriate differentiated instruction ➤ Effective class management ➤ Increase in student engagement in learning ➤ Lesson plans include plan for differentiation ➤ Teachers can explain how their instruction is responsive to student learning needs based on assessment data ➤ Staff surveys identifying needs for future professional development 	
<p>AISI Strategies (Differentiated Instruction): What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth?</p> <p>New Strategies:</p> <ul style="list-style-type: none"> ➤ Time for grade level teams and PLCs to develop and share differentiated lessons/activities together ➤ Staff develop a set of observable indicators of effective differentiation in the classroom (LA and Math) ➤ Use the observable indicators for classroom visits; provide feedback to staff ➤ Explore one DI strategy at each staff meeting ➤ Incorporate DI workshops into school based PD days ➤ Provide DI discussion opportunities through professional resources ➤ School newsletter entries to help parents understand DI ➤ Release time for IPP development/adapted curriculum plans/ESL planning ➤ Visit to Multiage School in Medicine Hat ➤ Multiple Intelligences for FNMI learners 	

<p>Carry-Forward Strategies:</p> <ul style="list-style-type: none"> ➤ Time for grade level teams to develop and share differentiated lessons/activities together 	
<p>Year One Activities (2009/2010): Nancy Brown residency, OT/PT/SLP presentation, developing common assessment language</p>	<p>Focus of Professional Learning: To gain a better understanding of differentiated instruction strategies</p>
<p>Year Two Activities (2010/2011): Common planning time provided for teachers every Friday morning from September to June. Review of multiple intelligences at October 21 PD and significance for differentiation. Differentiation tracking form weekly by each grade level team. Differentiation and Assessment Staff Learning Day at Park Meadows October 21. Understanding by Design sessions provided at school based AISI days and through SAPDC. Multiple Intelligences for FNMI learners with Sarah Heimbecker.</p>	<p>Focus of Professional Learning: Developing tools and strategies for effective Differentiation and Assessment</p>
<p>Year Three Activities (2011/2012): TBD</p>	<p>Focus of Professional Learning: TBD</p>



Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

LSD Outcome (Effective Assessment Practices): Students demonstrate high standards in learner outcomes.	AE Goal (Effective Assessment Practices): <i>Excellence in Student Learning Outcomes</i>
Indicators (Effective Assessment Practices): What are the current areas targeted for growth? <ul style="list-style-type: none"> ➤ Provide time for grade level teams to create assessments. ➤ Become more knowledgeable about available IT applications available for assessment. ➤ Increase the use of pre-assessments to diagnose students' level of ability and guide differentiation ➤ 	
Measures (Effective Assessment Practices): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results , and Educational Technology Survey Results) <ul style="list-style-type: none"> ➤ Increased use of pre-assessment ➤ PATs and assessment data (DRA and CTBS) will show increased achievement in reading, spelling and math ➤ Teachers can explain how their instruction is responsive to student learning needs based on assessment data ➤ 	
AISI Strategies (Effective Assessment Practices): What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth? <p>New Strategies:</p> <ul style="list-style-type: none"> ➤ Examine assessment data at grade level meetings and make improvement plans ➤ Involve Lead Teachers in AISI and Ed Tech ➤ Learn how to use math and reading assessment tools <p>Carry-Forward Strategies:</p> <ul style="list-style-type: none"> ➤ Release time for Brigance /DRA/CTBS ➤ Workshops ➤ Grade level and PLC meetings 	
Year One Activities (2009/2010): Patti Caven – Math Assessment – to share with Div. 1 until she gets comfortable to do this with Div 2, Nancy Brown Residency, sharing resources with other schools (library of websites)	Focus of Professional Learning: Assessment strategies
Year Two Activities (2010/2011): Differentiation and Assessment Staff Learning Day at Park Meadows October 21. Understanding by Design sessions provided at school based AISI days and through SAPDC. Peer assessments and student	Focus of Professional Learning: Developing tools and strategies for effective Differentiation and Assessment Skills and strategies to build proficiency in staff in the area of ESL programming

developed rubrics are part of this for multiage 4/5 classes.
UbD for Math dinner club (div1 and 2 teachers) through SAPDC.
Three times a year before report cards, teachers provided with one hour of 1:1 assessment time with each ESL student in their class
Three times a year before report cards teachers are provided with one hour of collaborative benchmark/planning time with Learning Support Teacher for each ESL student in their class.
Assessing FNMI learners with Sarah Heimbecker.

Year Three Activities (2011/2012):

Focus of Professional Learning



Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

<p>LSD Outcome (21st Century Classrooms): The education system at all levels demonstrates leadership and continuous improvement.</p>	<p>AE Goal (21st Century Classrooms): <i>Highly Responsive and Responsible Jurisdiction</i></p>
<p>Indicators (21st Century Classrooms): What are the current areas targeted for growth?</p> <ul style="list-style-type: none"> ➤ Train all staff in use of Smartboards ➤ Train all staff in use of software already available (Kidspiration, Tumblebooks, Reading and Writing A-Z, Inspiration, etc) ➤ Multimedia applications ➤ Train staff to troubleshoot common technology problems 	
<p>Measures (21st Century Classrooms): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results)</p> <ul style="list-style-type: none"> ➤ Staff survey 	
<p>AISI Strategies (21st Century Classrooms): What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth?</p> <p>New Strategies:</p> <ul style="list-style-type: none"> ➤ Tech Support will conduct troubleshooting workshops for staff to help them deal with limited tech support time <p>Carry-Forward Strategies:</p>	
<p>Year One Activities (2009/2010): Trouble shooting Workshops lead by Tech Support, Teacher to Teacher Smartboard workshops, Boardmaker and Text to Speech programs PD by Matt Danforth, PD on Impact of Technology on the learner/brain function – and how do we deal with this in the classroom</p>	<p>Focus of Professional Learning: Building Technology Capacity in staff</p>
<p>Year Two Activities (2010/2011): Technology Skill Development for Support Staff at AISI Staff Learning Day, October 21 at Park Meadows. AISI Lead teachers providing Digital Resources training to grade level teams on Friday mornings. Kellie Pierzchala providing Boardmaker training to support staff one Friday morning per month. Introduction to VoiceThread, RAZ, Photo Elements, flip cameras, Inspiration for webbing,</p>	<p>Focus of Professional Learning: Building Technology Capacity in staff</p>
<p>Year Three Activities (2011/2012)</p>	<p>Focus of Professional Learning:</p>

Healthy Living Goal

<p>School Outcome: Our school will promote a healthy lifestyle for staff and students.</p>	<p>Board Priority: Promote a healthy lifestyle for staff and students.</p>
<p>Indicators: What are the current areas targeted for growth?</p> <ul style="list-style-type: none"> ➤ Increase opportunities for students and families to participate in active living ➤ Increase staff participation in WHIP ➤ Increase understanding by students, staff and families of Alberta Guidelines for Nutrition in Schools, and School District Policy related to Nutrition 	
<p>Measures: What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results)</p> <ul style="list-style-type: none"> ➤ Number of students and families participating in biweekly Active Living evenings at school ➤ Number of staff participating in weekly fitness classes at school ➤ Average number of WHIP points earned by staff ➤ Buchanan earns the HPE Canada’s Diamond Award for the 4th year in a row ➤ The number of students and staff who include “choose most often” items for snack and lunches (survey) 	
<p>Strategies: What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth?</p> <p>New Strategies:</p> <ul style="list-style-type: none"> ➤ “Choose most often” choices available for recesses and special lunches, “choose most often” choices for staff at PD activities, pursuit of Active Living Grant ➤ Include “Healthy Lifestyles” section in each staff meeting and each monthly School Newsletter ➤ Introduce intramurals ➤ Grade 4 Dance Club <p>Carry-Forward Strategies:</p> <ul style="list-style-type: none"> ➤ Families participate in Terry Fox Run, staff fitness class each Wednesday after school ➤ Every class has scheduled Daily Physical Activity ➤ Running Club and Gr 4/5 basketball 	
<p>Year One Activities (2009/2010): fitness classes, biweekly Active Living evenings for families, WHIP, intramurals, Grade 4 Dance Club, nutrition presentation</p>	<p>Focus of Professional Learning: AB Guidelines for Nutrition in Schools, introduction to LSD 51 Nutrition Policy</p>

<p>Year Two Activities (2010/2011): Fundraising that complies with District nutrition policy. Special Lunch days comply with nutrition policy. Food minimized as classroom rewards. Monthly WHIP draw at staff meetings for WHIP participants. Health Hustle every Wednesday morning for the entire school. Community Nursing Project (student nurses every Thursday and Friday from Oct 14-Dec 3 to provide lessons and displays for promoting Healthy Eating Choices for all grades 1-5. Introduction of Healthy Soup Day for staff once a month. Ed Assistant being trained as facilitator for Ever Active Schools. Equipment purchased for Leadership students to promote increased physical activity for all grade levels at recess time.</p>	<p>Focus of Professional Learning: Full implementation of new LSD 51 nutrition policy Improvement of overall health of school community</p>
<p>Year Three Activities (2011/2012): recipe exchange TBD</p>	<p>Focus of Professional Learning: TBD</p>



School Goal (Special Needs)

<p>School Outcome: Staff are prepared to provide necessary supports and services to ALL children in an inclusive system</p>	<p>AE Goal: <i>Highly Responsive and Responsible Jurisdiction</i></p>
<p>Indicators: What are the current areas targeted for growth?</p> <ul style="list-style-type: none"> ➤ Provide professional development in topics involving students identified with special needs 	
<p>Measures: What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results)</p> <ul style="list-style-type: none"> ➤ Staff feel better prepared to provide ALL students with the support they need to be successful at school (staff survey) 	
<p>Strategies: What activities will you engage in to achieve the outcome set for your school? What Professional Learning will support your growth?</p> <p>New Strategies:</p> <ul style="list-style-type: none"> ➤ Professional development to be provided in topics involving severe behaviors at all PD days and all staff meetings ➤ SLP provide in class visits and strategies ➤ Involve lunch program staff in behavior workshops ➤ Handwriting Without Tears <p>Carry-Forward Strategies:</p> <ul style="list-style-type: none"> ➤ Early Literacy pull out program ➤ Making Connections ➤ HERO program (character education) ➤ SOAR (FNMI education)– Students of FNMI Relationships provides cultural awareness and education for all students in the school ➤ FNMI Liaison continues to work with FNMI children and families to meet needs in the school and community, to improve attendance, to bridge home and school 	
<p>Year One Activities (2009/2010): Seizure Disorders (Health Nurse) – August 27 ODD and RAD presentation (Judy Heseltine) – Sept 18 ESL presentation (Nancy Brown) – Sept 18 ESL Residency (Nancy Brown) – November And as needs arise</p>	<p>Focus of Professional Learning: Workshops in areas of special needs</p>

<p>Year Two Activities (2010/2011): Functional Behavior Assessments and Behavior Plans for all staff working with students with severe codes. Professional Book Club reading Eric Jensen's <i>Teaching with Poverty in Mind</i> (Oct-Dec). Learning Support collaborative planning and programming every Friday morning during AISI planning time Teachers are provided with Learning Support Teacher collaborative IPP writing 3 times per year before report cards for students with special needs.</p>	<p>Focus of Professional Learning: Behavior Plans, at risk populations, learning disabilities</p>
<p>Year Three Activities (2011/2012): TBD</p>	<p>Focus of Professional Learning: TBD</p>





2009- 2012 SCHOOL EDUCATION PLAN
and 2009/2010 RESULTS REPORT

Instructional Time in Minutes (Please identify the start and end times of instructional periods only). **Monday to Thursday**

	ECS			Grade One to Grade 12		
	Start Time	End Time	Total Minutes	Start Time	End Time	Total Minutes
Block One	8:25	9:10	45	8:25	9:10	45
Block Two	9:10	9:40	30	9:10	9:40	30
Block Three	9:40	10:25	45	9:40	10:10	30
Block Four	10:25	11:00	35	10:25	11:00	35
Block Five	11:00	11:30	30	11:00	11:30	30
Block Six	11:30	11:45	15	11:30	12:00	30
Block Seven	12:15	1:00	45	12:57	1:40	43
Block Eight	1:00	1:40	40	1:40	2:10	30
Block Nine	1:40	2:20	40	2:20	2:55	35
Block 10	2:20	2:55	35	2:55	3:30	35
Block 11	2:55	3:35	40			
TOTAL	200 AM/ 200 PM			343		

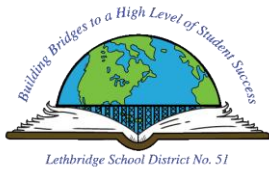


2009- 2012 SCHOOL EDUCATION PLAN
and 2009/2010 RESULTS REPORT

Building bridges to a high
level of student success

Instructional Time in Minutes (Please identify the start and end times of instructional periods only). **Fridays**

	ECS			Grade One to Grade 12		
	Start Time	End Time	Total Minutes	Start Time	End Time	Total Minutes
Block One				8:25	9:10	45
Block Two				9:10	9:40	30
Block Three				9:40	10:10	30
Block Four				10:25	11:00	35
Block Five				11:00	11:30	30
Block Six				11:30	12:00	30
Block Seven						
Block Eight						
TOTAL MINUTES				200		



2009- 2012 SCHOOL EDUCATION PLAN
and 2009/20101RESULTS REPORT

Building bridges to a high
level of student success

Report Card Dates: November 19, March 15, June 28

School Council Dates: Sept 21, Oct 19, Nov 16, Jan 18, Feb 15, Mar 15, Apr 19, May 17

Christmas Concert Dates: December 15 (Christmas at the Fort), December 16 (Jumpstart Concert)

149.5	X	343	=	51278.5
# of Full instructional Days Monday - Thursday		# of minutes per day		Subtotal # minutes
31	X	200	=	6200
# of instructional Days Friday		# of minutes per day		Subtotal # minutes
TOTAL instructional Days * 181			=	TOTAL # minutes *** 57478.5

145	X	200	=	29000
# of Full instructional Days Kindergarten		# of minutes per day		TOTAL # minutes**

147	X	165	=	24255
# of Full instructional Days Jumpstart		# of minutes per day		TOTAL # minutes

* Minimum 178 days

**Minimum 28, 500 minutes Kindergarten

***Minimum 57,000 minutes Grade 1-9



2009- 2012 SCHOOL EDUCATION PLAN and 2009/2010 RESULTS REPORT

Building bridges to a high
level of student success

Student Achievement Indicator: Provincial Achievement Test Results

Highlights of PAT Results

Senator Buchanan observed 32 students enrolled in third grade. Of that group, 5 students were Excused, through a formal process, from the Provincial Achievement Tests. This translates into 15.6% of children excused. Every other child participated in the tests. Achievement percentages noted in this plan are those taken from, “Standards Achieved by Students Writing the Test”; a measure we feel more accurately reflects the achievement of our grade 3 children.

Test Administration

- Ensure a clear process and timeline is in place for psycho-educational assessments for students with learning difficulties.
- Closely match support staff to students qualifying for *special accommodations*, to form comfortable relationships and cooperative groupings.
- Participate in a *practice test* to allow students to experience, in advance, the test environment and to allow staff to evaluate the *special accommodation* groupings.
- Collaborate with first and second grade teachers and staff to develop an action plan to support third grade achievement.

English Language Arts

We observe that 85.2% of Buchanan Students met the Acceptable Standard as compared to 89.5% of the Province. Meeting the Standard of Excellence, we observed 7.4% of Buchanan Students and 21.4% of the Province. An item analysis of the PAT shows that Buchanan students scored at least 5% above the provincial average in 6 of the 40 questions and at least 5% below provincial average in 21 of the 40 questions. Strengths were noted in *Understanding Main Ideas/Details*, *Organization of Ideas and Relationships Between Form and Content* and *Synthesizing Ideas*. An area for growth remains *Associating Meaning*. We need to be able to help students to associate meaning of words, expressions and literary devices from prior knowledge and contextual clues.

I. Target areas for improvement and learner outcomes to be addressed:

- Greater exposure to rich vocabulary
- Focus upon students checking their work for accuracy
- Create literature rich environments within our classrooms
- Relating what is known to new information

II. Strategies to be employed

- Use atlases, dictionaries, encyclopedias, web sites and digital resources to find information and to instantly show examples and bring life to new words and concepts.
- Use highlighters to identify main ideas, beginning, middle and end, content and detail as well as punctuation within writing.
- Students will go back and check for accuracy.
- Create and have students learn to use word walls and “juicy words” lists posted within the classroom throughout the school year and during the PATs.
- Practice editing
- Second grade students will focus upon capitalization, word spacing, vocabulary development and end punctuation.

III. Measures for success

- We will observe fewer students failing to meet the Acceptable Standard
- Buchanan students will achieve the Acceptable Standard observed in the province.

Mathematics

We observe that 77.8% of Buchanan Students met the Acceptable Standard as compared to 86.7% of the Province. Meeting the Standard of Excellence, we observed 25.9% of Buchanan Students and 29.3% of the Province. An item analysis of the PAT shows that Buchanan Students scored at least 5% above the provincial average in 4 of the 40 questions and at least 5% below provincial average in 20 of the 40 questions.

I. Target areas for improvement and learner outcomes to be addressed:

- Multi step processes
- Measuring elapsed time
- Recognizing a rule to address a pattern and making a prediction based upon that rule
- Relating tallies to a given chart. Data management is throughout the test.

II. Strategies to be employed:

- Look for “confidence builders”
- Daily small group reading
- Spiral over the learner outcomes (patterns, data management, time)
- Rereading problems aloud during class and exams
- Second grade students will focus on improving addition and subtraction from memory, understand even and odd numbers and shape and space measurement.
- Send basic skills homework on a weekly basis; add, subtract and multiply.

III. Measures for success:

- We will observe fewer students failing to meet the Acceptable Standard
- Buchanan students will achieve the Acceptable Standard observed in the province.

See Multiyear Reports on following page

