"Every Student, Every Day, A Success!"

Our "Everyday 4" Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):
Welcoming and Caring	School staff will leverage 21st Century Technologies to increase communication and engagement with all stakeholders Viking School will provide a safe, healthy, welcoming and caring environment.	Parents and community members will continue to be informed of and invited to school special events (Terry Fox Run, Halloween Events, Remembrance Day Ceremony, Christmas Concert) using multiple methods (Newsletter, Website, Facebook) Continue to use school Facebook Group for sharing of news and information with parents, students, staff and community. Increase the sharing event photos and celebrations. Opportunities for accessing parent voice will be increased • Utilize school council meeting opportunities to promote discussion, debate and feedback • Utilization of online surveys to gather input from a larger parent audience (Google Forms, Facebook, etc.) All teachers will maintain a classroom communication protocol for contact with parents • Communication methods will include Remind, Email, Agendas, Websites and other methods as determined by individual teachers	Accountability Pillar Data from Surveys • Safe and Caring 90.9% (Very High) • Parental Involvement 75.7% (Intermediate) (see attachment) Analysis of data linked to Viking School's Behaviour Matrix: • Office referrals • Suspensions Minutes/Schedule of Principal's Advisory Council meetings • Identification of topics introduced by students Number of students acknowledged for positive behaviours Number of students accessing the breakfast program (weekly or monthly data snapshot collection)	Accountability Pillar Data from Surveys Goals • Safe and Caring 90% • Parental Involvement 80% Goal of 25% decrease in office referrals from 2018/2019 to 2019/2020 Goal of 10 Principals Advisory Council meetings per year Goal of 50% of discussion items at Principals Advisory Council introduced by students for 2019/2020 school year, students in variety of grades Goal of four assemblies to acknowledge and present certificates for positive behaviour	Professional Development funds allocated (min. $3000) to support teaching staff and support staff in attending sessions related to student supports including: • Autism Web-Streaming Session • De-Escalating Potentially Violent Situations Web-Streaming Session • Non-violent Crisis Intervention Training

| | | Continue to work toward full implementation of We C.A.R.E. Everywhere Behaviour Matrix
• Investigate, plan and implement a system of positive behavior acknowledgement at the classroom and school level (targeted to elementary students)
• Share behaviour matrix information in multiple formats (post in classrooms, banner in foyer, information in handbook, newsletter and on website)

Opportunities for accessing student voice will be expanded
• Continue to engage student leaders in Principals Advisory Council meetings with representation from each secondary class
• Investigate opportunities for accessing the voice of elementary students
• Promote student leadership through BRSD SAVY group and Viking School Student Council

Enhance staff capacity to create an inclusive environment focusing on student supports
• Targeted Professional Development opportunities in areas of needed capacity building

Implementation of improved breakfast program at the elementary and secondary levels | | | |

Success Stories:					

Literacy	All students will demonstrate proficiency in literacy on an ongoing basis and as evidenced by provincial exam results (Student Learning Assessments, Provincial Achievement tests, and Diploma exams)	Providing targeted literacy support to students: • Collaborative Response Model • High School Redesign support Allocating K-6 Teacher staffing to reduce literacy and numeracy class sizes and eliminate multi-graded instruction in these areas School staff will utilize data from BAS and DORA to analyze student progress and plan for appropriate supports and interventions Individual and Group annual results analysis and "next steps" planning at each level using Collaboration days and Collaborative Response Model Embedding Assessment for Learning practices in classroom structures	Accountability Pillar Provincial Achievement Test and Diploma Exam Data: • PAT Acceptable Standard 68.8% (slight decrease) • PAT Standard of Excellence 18.8% (slight decrease) • Diploma Exam Acceptable Standard 75.9% (significant increase) • Diploma Exam Standard of Excellence 13.3% (slight decrease) (see attachment)	Provincial Achievement Test and Diploma Exam Goals: • PAT Acceptable Standard 80% • PAT Standard of Excellence 25% • Diploma Exam Acceptable Standard 85% • Diploma Exam Standard of Excellence 20%	Purchase of resources to support literacy learning and instruction at the elementary and secondary level (~$2000) Teaching staff allocation to reduce literacy and numeracy class sizes at the K-6 level (centrally funded) Funds allocated for staff professional development ($3000)

Success Stories:

Numeracy	All students will demonstrate proficiency in numeracy on an ongoing basis and as evidenced by provincial exam results (Student Learning Assessments, Provincial Achievement tests, and Diploma exams)	Providing targeted numeracy support to students: • Collaborative Response Model • High School Redesign support Allocating K-6 Teacher staffing to reduce literacy and numeracy class sizes School staff will engage in professional learning opportunities related to enhancing numeracy practice • Numeracy Lead Teacher • Collaboration related to analyzing and using MIPI data to inform practice School staff will utilize data from MIPI to analyze student results and plan for appropriate supports and interventions Individual and Group annual results analysis and "next steps" planning at each level using Collaboration days and Collaborative Response Model Access School Numeracy Lead for classroom level support Embedding Assessment for Learning practices in classroom structures	Accountability Pillar Provincial Achievement Test and Diploma Exam Data: • PAT Acceptable Standard 68.8% (slight decrease) • PAT Standard of Excellence 18.8% (slight decrease) • Diploma Exam Acceptable Standard 75.9% (significant increase) • Diploma Exam Standard of Excellence 13.3% (slight decrease) (see attachment)	Provincial Achievement Test and Diploma Exam Goals: • PAT Acceptable Standard 75% • PAT Standard of Excellence 20% • Diploma Exam Acceptable Standard 85% • Diploma Exam Standard of Excellence 20%	Purchase of resources to support numeracy learning and instruction at the elementary and secondary level (~$4000) Teaching staff allocation to reduce literacy and numeracy class sizes at the K-6 level (centrally funded) Funds allocated for staff professional development ($3000)
Success Stories:					

Teaching and Learning (21st Century)	All students will have access to appropriate supports that will allow them to be included, engaged and experience personal success. School staff will engage in collaboration and professional development activities that foster professional growth and school improvement.	Use of assistive technology to support student learning • Read and Write for Google • Reading A-Z and Raz Kids • Audio exams for Gr 7-12 students • Social Express • FM system • Specialized recreational equipment Planning and implementing interventions and supports for individual students • Use of Individual Program Plans • Adapting and modifying of programming • Encourage and foster social interaction opportunities for students with special needs • Collaborative Response time embedded in school Collaboration Days • Use of mentorship opportunities for junior high students to interact with elementary students Continuing the use of Google Classroom, Google Docs and Google Drive for staff information and collaboration (ex. technology bookings, staff meeting documents, attendance tracking) Increased use of student owned devices for developing and displaying learning (access BRSD Educational Technology team for support) Continued implementation of High School Redesign initiatives including 30 minute "High School Redesign Block" for all students in Grade 7-12 each day School staff will collaborate on an ongoing basis during professional development and collaboration days (and at weekly/monthly meetings) related to the following topics • High School Redesign • Collaborative Response Model	Accountability Pillar Data: • High School Completion Rate 94.4% (Maintained) • Drop Out Rate 0.0% (slight decrease) (see attachment) Quantity of teachers and students using Google Classroom, etc. Percentage of students utilizing personal devices regularly in class as compared to current data from survey completed Oct 2018: Grade 7: 4% Grade 8: 8% Grade 9: 45% Grade 10: 94% Grade 11: 68% Grade 12 : 46%	Accountability Pillar Goals: • High School Completion Rate 95% • Drop Out Rate 0% 100% of Gr. 7 -12 students are utilizing Google Classroom 90% of Gr. 7-12 teachers are utilizing Google Classroom 33% of students at the junior high level are accessing personally owned devices on-demand to enhance their learning 75% of senior high students are accessing personally owned devices on-demand to enhance their learning	Funds allocated for staff professional development ($3000) Funds allocated for furniture purchases to improve classroom environments for collaboration and learning (~$3000) Inclusive education supportive technology and equipment purchases ($1000) Small equipment repair and purchases (~$3000)

		Staff will continue to meet regularly and network to support individual students through weekly secondary staff meetings and monthly elementary staff meetings			
Success Stories:					

Alberta Government

Measure Category	Measure	Viking School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.9	87.6	88.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	70.5	76.6	73.4	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	86.5	86.0	85.5	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.0	1.0	1.0	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	94.4	93.8	93.2	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	68.8	75.0	75.3	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	18.8	22.6	19.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.9	60.3	73.9	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	13.3	16.4	16.6	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	77.8	81.3	74.7	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	84.6	86.2	79.7	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	91.7	90.8	79.6	59.0	58.7	58.7	Very High	Improved	Excellent
	Work Preparation	75.0	75.0	76.6	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	79.4	86.4	85.0	82.9	83.0	83.5	High	Declined	Acceptable
Parental Involvement	Parental Involvement	75.5	65.1	72.1	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	75.6	67.2	72.3	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Accountability Pillar Definitions for Measures (From: Accountability Pillar Results for Annual Education Results Report (AERR) (October 2017 by Alberta Education)

A brief definition of each of the Accountability Pillar measures is provided below.

The **First Nations, Métis and Inuit** results reported for the Accountability Pillar only include students that selfidentified as First Nations, Métis or Inuit on student registration forms. School authorities are required to report on Accountability Pillar results for First Nations, Metis, and Inuit students in their 3-year education plans and annual education results reports for the purpose of monitoring and improving education outcomes. Please ensure context and appropriate analysis are provided whenever results for self-identified First Nations, Metis and Inuit students are shared publicly.

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort[1] who have completed high school by the end of their third year, adjusted for attrition[2].
High school completion is defined as: receiving an Alberta high school diploma, certificate of high school achievement (completion of Knowledge and Employability courses and the certificate requirements) or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.
- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.
- Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.
- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who are not registered on September 30th of the school year, students with moderate/severe cognitive or severe multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students registered in schools not affiliated with Alberta (e.g. Lloydminster), students registered in schools under provincial or federal authorities.
- A student who was in Alberta's education system is considered to have dropped out if:
- There is no evidence of their participation in the education system the following school year (includingpost-secondary and apprenticeship programs)
- They did not complete high school (see high school completion measure for details).

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12. Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; students registered in schools under provincial and federal authorities; students 20 years of age or older on September 1 of the school year; students identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; students identified in the grade 12 school year as exchange or visiting students; and students in Lloydminster school authorities.

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.

PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.

Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey.

The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.

The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.

The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

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Grade 10 Cohort: Students are included in the grade 10 cohort the first school year in which they have a grade 10 registration at a public, separate, francophone, charter or private school. The following categories of students are excluded from the grade 10 cohort:

a. students who have a concurrent grade 9 registration in the same school year;
b. students who register after September 30th of the school year;
c. adult students (older than 18 when they start grade 10);
d. students who are registered in schools under provincial and federal authorities, and Lloydminster school authorities or other out-of-province schools;
e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
f. students attending Hutterite Colony schools; and
g. visiting or exchange students

Attrition: The loss of students due to out-migration and mortality, referred to as attrition is estimated from department and Statistics Canada data.