



Viking School Combined School AERR/Three Year Plan  
2019 - 2020



“Every Student, Every Day, A Success!”

Our “Everyday 4” Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
<b>Welcoming and Caring</b>	<p>School staff will leverage 21<sup>st</sup> Century Technologies to increase communication and engagement with all stakeholders</p> <p>Viking School will provide a safe, healthy, welcoming and caring environment.</p>	<p>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)</p> <p>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.</p> <p>Opportunities for accessing parent voice will be increased</p> <ul style="list-style-type: none"><li>Utilize school council meeting opportunities to promote discussion, debate and feedback</li><li>Utilization of online surveys to gather input from a larger parent audience (Google Forms, Facebook, etc.)</li></ul> <p>All teachers will maintain a classroom communication protocol for contact with parents</p> <ul style="list-style-type: none"><li>Communication methods will include Remind, Email, Agendas, Websites and other methods as determined by individual teachers</li></ul>	<p>Accountability Pillar Data from Surveys</p> <ul style="list-style-type: none"><li>Safe and Caring 90.9% (Very High)</li><li>Parental Involvement 75.7% (Intermediate)</li></ul> <p><small>Alberta Government</small></p> <table><tr><th>Measure Category</th><th>Measure</th><th>2018-2019</th><th>2019-2020</th><th>2020-2021</th><th>2021-2022</th><th>2022-2023</th><th>2023-2024</th><th>2024-2025</th><th>2025-2026</th><th>2026-2027</th><th>2027-2028</th><th>2028-2029</th><th>2029-2030</th><th>2030-2031</th><th>2031-2032</th><th>2032-2033</th><th>2033-2034</th><th>2034-2035</th><th>2035-2036</th><th>2036-2037</th><th>2037-2038</th><th>2038-2039</th><th>2039-2040</th><th>2040-2041</th><th>2041-2042</th><th>2042-2043</th><th>2043-2044</th><th>2044-2045</th><th>2045-2046</th><th>2046-2047</th><th>2047-2048</th><th>2048-2049</th><th>2049-2050</th><th>2050-2051</th><th>2051-2052</th><th>2052-2053</th><th>2053-2054</th><th>2054-2055</th><th>2055-2056</th><th>2056-2057</th><th>2057-2058</th><th>2058-2059</th><th>2059-2060</th><th>2060-2061</th><th>2061-2062</th><th>2062-2063</th><th>2063-2064</th><th>2064-2065</th><th>2065-2066</th><th>2066-2067</th><th>2067-2068</th><th>2068-2069</th><th>2069-2070</th><th>2070-2071</th><th>2071-2072</th><th>2072-2073</th><th>2073-2074</th><th>2074-2075</th><th>2075-2076</th><th>2076-2077</th><th>2077-2078</th><th>2078-2079</th><th>2079-2080</th><th>2080-2081</th><th>2081-2082</th><th>2082-2083</th><th>2083-2084</th><th>2084-2085</th><th>2085-2086</th><th>2086-2087</th><th>2087-2088</th><th>2088-2089</th><th>2089-2090</th><th>2090-2091</th><th>2091-2092</th><th>2092-2093</th><th>2093-2094</th><th>2094-2095</th><th>2095-2096</th><th>2096-2097</th><th>2097-2098</th><th>2098-2099</th><th>2099-2100</th><th>2100-2101</th><th>2101-2102</th><th>2102-2103</th><th>2103-2104</th><th>2104-2105</th><th>2105-2106</th><th>2106-2107</th><th>2107-2108</th><th>2108-2109</th><th>2109-2110</th><th>2110-2111</th><th>2111-2112</th><th>2112-2113</th><th>2113-2114</th><th>2114-2115</th><th>2115-2116</th><th>2116-2117</th><th>2117-2118</th><th>2118-2119</th><th>2119-2120</th><th>2120-2121</th><th>2121-2122</th><th>2122-2123</th><th>2123-2124</th><th>2124-2125</th><th>2125-2126</th><th>2126-2127</th><th>2127-2128</th><th>2128-2129</th><th>2129-2130</th><th>2130-2131</th><th>2131-2132</th><th>2132-2133</th><th>2133-2134</th><th>2134-2135</th><th>2135-2136</th><th>2136-2137</th><th>2137-2138</th><th>2138-2139</th><th>2139-2140</th><th>2140-2141</th><th>2141-2142</th><th>2142-2143</th><th>2143-2144</th><th>2144-2145</th><th>2145-2146</th><th>2146-2147</th><th>2147-2148</th><th>2148-2149</th><th>2149-2150</th><th>2150-2151</th><th>2151-2152</th><th>2152-2153</th><th>2153-2154</th><th>2154-2155</th><th>2155-2156</th><th>2156-2157</th><th>2157-2158</th><th>2158-2159</th><th>2159-2160</th><th>2160-2161</th><th>2161-2162</th><th>2162-2163</th><th>2163-2164</th><th>2164-2165</th><th>2165-2166</th><th>2166-2167</th><th>2167-2168</th><th>2168-2169</th><th>2169-2170</th><th>2170-2171</th><th>2171-2172</th><th>2172-2173</th><th>2173-2174</th><th>2174-2175</th><th>2175-2176</th><th>2176-2177</th><th>2177-2178</th><th>2178-2179</th><th>2179-2180</th><th>2180-2181</th><th>2181-2182</th><th>2182-2183</th><th>2183-2184</th><th>2184-2185</th><th>2185-2186</th><th>2186-2187</th><th>2187-2188</th><th>2188-2189</th><th>2189-2190</th><th>2190-2191</th><th>2191-2192</th><th>2192-2193</th><th>2193-2194</th><th>2194-2195</th><th>2195-2196</th><th>2196-2197</th><th>2197-2198</th><th>2198-2199</th><th>2199-2200</th><th>2200-2201</th><th>2201-2202</th><th>2202-2203</th><th>2203-2204</th><th>2204-2205</th><th>2205-2206</th><th>2206-2207</th><th>2207-2208</th><th>2208-2209</th><th>2209-2210</th><th>2210-2211</th><th>2211-2212</th><th>2212-2213</th><th>2213-2214</th><th>2214-2215</th><th>2215-2216</th><th>2216-2217</th><th>2217-2218</th><th>2218-2219</th><th>2219-2220</th><th>2220-2221</th><th>2221-2222</th><th>2222-2223</th><th>2223-2224</th><th>2224-2225</th><th>2225-2226</th><th>2226-2227</th><th>2227-2228</th><th>2228-2229</th><th>2229-2230</th><th>2230-2231</th><th>2231-2232</th><th>2232-2233</th><th>2233-2234</th><th>2234-2235</th><th>2235-2236</th><th>2236-2237</th><th>2237-2238</th><th>2238-2239</th><th>2239-2240</th><th>2240-2241</th><th>2241-2242</th><th>2242-2243</th><th>2243-2244</th><th>2244-2245</th><th>2245-2246</th><th>2246-2247</th><th>2247-2248</th><th>2248-2249</th><th>2249-2250</th><th>2250-2251</th><th>2251-2252</th><th>2252-2253</th><th>2253-2254</th><th>2254-2255</th><th>2255-2256</th><th>2256-2257</th><th>2257-2258</th><th>2258-2259</th><th>2259-2260</th><th>2260-2261</th><th>2261-2262</th><th>2262-2263</th><th>2263-2264</th><th>2264-2265</th><th>2265-2266</th><th>2266-2267</th><th>2267-2268</th><th>2268-2269</th><th>2269-2270</th><th>2270-2271</th><th>2271-2272</th><th>2272-2273</th><th>2273-2274</th><th>2274-2275</th><th>2275-2276</th><th>2276-2277</th><th>2277-2278</th><th>2278-2279</th><th>2279-2280</th><th>2280-2281</th><th>2281-2282</th><th>2282-2283</th><th>2283-2284</th><th>2284-2285</th><th>2285-2286</th><th>2286-2287</th><th>2287-2288</th><th>2288-2289</th><th>2289-2290</th><th>2290-2291</th><th>2291-2292</th><th>2292-2293</th><th>2293-2294</th><th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Measure Category	Measure	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040	2040-2041	2041-2042	2042-2043	2043-2044	2044-2045	2045-2046	2046-2047	2047-2048	2048-2049	2049-2050	2050-2051	2051-2052	2052-2053	2053-2054	2054-2055	2055-2056	2056-2057	2057-2058	2058-2059	2059-2060	2060-2061	2061-2062	2062-2063	2063-2064	2064-2065	2065-2066	2066-2067	2067-2068	2068-2069	2069-2070	2070-2071	2071-2072	2072-2073	2073-2074	2074-2075	2075-2076	2076-2077	2077-2078	2078-2079	2079-2080	2080-2081	2081-2082	2082-2083	2083-2084	2084-2085	2085-2086	2086-2087	2087-2088	2088-2089	2089-2090	2090-2091	2091-2092	2092-2093	2093-2094	2094-2095	2095-2096	2096-2097	2097-2098	2098-2099	2099-2100	2100-2101	2101-2102	2102-2103	2103-2104	2104-2105	2105-2106	2106-2107	2107-2108	2108-2109	2109-2110	2110-2111	2111-2112	2112-2113	2113-2114	2114-2115	2115-2116	2116-2117	2117-2118	2118-2119	2119-2120	2120-2121	2121-2122	2122-2123	2123-2124	2124-2125	2125-2126	2126-2127	2127-2128	2128-2129	2129-2130	2130-2131	2131-2132	2132-2133	2133-2134	2134-2135	2135-2136	2136-2137	2137-2138	2138-2139	2139-2140	2140-2141	2141-2142	2142-2143	2143-2144	2144-2145	2145-2146	2146-2147	2147-2148	2148-2149	2149-2150	2150-2151	2151-2152	2152-2153	2153-2154	2154-2155	2155-2156	2156-2157	2157-2158	2158-2159	2159-2160	2160-2161	2161-2162	2162-2163	2163-2164	2164-2165	2165-2166	2166-2167	2167-2168	2168-2169	2169-2170	2170-2171	2171-2172	2172-2173	2173-2174	2174-2175	2175-2176	2176-2177	2177-2178	2178-2179	2179-2180	2180-2181	2181-2182	2182-2183	2183-2184	2184-2185	2185-2186	2186-2187	2187-2188	2188-2189	2189-2190	2190-2191	2191-2192	2192-2193	2193-2194	2194-2195	2195-2196	2196-2197	2197-2198	2198-2199	2199-2200	2200-2201	2201-2202	2202-2203	2203-2204	2204-2205	2205-2206	2206-2207	2207-2208	2208-2209	2209-2210	2210-2211	2211-2212	2212-2213	2213-2214	2214-2215	2215-2216	2216-2217	2217-2218	2218-2219	2219-2220	2220-2221	2221-2222	2222-2223	2223-2224	2224-2225	2225-2226	2226-2227	2227-2228	2228-2229	2229-2230	2230-2231	2231-2232	2232-2233	2233-2234	2234-2235	2235-2236	2236-2237	2237-2238	2238-2239	2239-2240	2240-2241	2241-2242	2242-2243	2243-2244	2244-2245	2245-2246	2246-2247	2247-2248	2248-2249	2249-2250	2250-2251	2251-2252	2252-2253	2253-2254	2254-2255	2255-2256	2256-2257	2257-2258	2258-2259	2259-2260	2260-2261	2261-2262	2262-2263	2263-2264	2264-2265	2265-2266	2266-2267	2267-2268	2268-2269	2269-2270	2270-2271	2271-2272	2272-2273	2273-2274	2274-2275	2275-2276	2276-2277	2277-2278	2278-2279	2279-2280	2280-2281	2281-2282	2282-2283	2283-2284	2284-2285	2285-2286	2286-2287	2287-2288	2288-2289	2289-2290	2290-2291	2291-2292	2292-2293	2293-2294	2294-2295	2295-2296	2296-2297	2297-2298	2298-2299	2299-2300	2300-2301	2301-2302	2302-2303	2303-2304	2304-2305	2305-2306	2306-2307	2307-2308	2308-2309	2309-2310	2310-2311	2311-2312	2312-2313	2313-2314	2314-2315	2315-2316	2316-2317	2317-2318	2318-2319	2319-2320	2320-2321	2321-2322	2322-2323	2323-2324	2324-2325	2325-2326	2326-2327	2327-2328	2328-2329	2329-2330	2330-2331	2331-2332	2332-2333	2333-2334	2334-2335	2335-2336	2336-2337	2337-2338	2338-2339	2339-2340	2340-2341	2341-2342	2342-2343	2343-2344	2344-2345	2345-2346	2346-2347	2347-2348	2348-2349	2349-2350	2350-2351	2351-2352	2352-2353	2353-2354	2354-2355	2355-2356	2356-2357	2357-2358	2358-2359	2359-2360	2360-2361	2361-2362	2362-2363	2363-2364	2364-2365	2365-2366	2366-2367	2367-2368	2368-2369	2369-2370	2370-2371	2371-2372	2372-2373	2373-2374	2374-2375	2375-2376	2376-2377	2377-2378	2378-2379	2379-2380	2380-2381	2381-2382	2382-2383	2383-2384	2384-2385	2385-2386	2386-2387	2387-2388	2388-2389	2389-2390	2390-2391	2391-2392	2392-2393	2393-2394	2394-2395	2395-2396	2396-2397	2397-2398	2398-2399	2399-2400	2400-2401	2401-2402	2402-2403	2403-2404	2404-2405	2405-2406	2406-2407	2407-2408	2408-2409	2409-2410	2410-2411	2411-2412	2412-2413	2413-2414	2414-2415	2415-2416	2416-2417	2417-2418	2418-2419	2419-2420	2420-2421	2421-2422	2422-2423	2423-2424	2424-2425	2425-2426	2426-2427	2427-2428	2428-2429	2429-2430	2430-2431	2431-2432	2432-2433	2433-2434	2434-2435	2435-2436	2436-2437	2437-2438	2438-2439	2439-2440	2440-2441	2441-2442	2442-2443	2443-2444	2444-2445	2445-2446	2446-2447	2447-2448	2448-2449	2449-2450	2450-2451	2451-2452	2452-2453	2453-2454	2454-2455	2455-2456	2456-2457	2457-2458	2458-2459	2459-2460	2460-2461	2461-2462	2462-2463	2463-2464	2464-2465	2465-2466	2466-2467	2467-2468	2468-2469	2469-2470	2470-2471	2471-2472	2472-2473	2473-2474	2474-2475	2475-2476	2476-2477	2477-2478	2478-2479	2479-2480	2480-2481	2481-2482	2482-2483	2483-2484	2484-2485	2485-2486	2486-2487	2487-2488	2488-2489	2489-2490	2490-2491	2491-2492	2492-2493	2493-2494	2494-2495	2495-2496	2496-2497	2497-2498	2498-2499	2499-2500	2500-2501	2501-2502	2502-2503	2503-2504	2504-2505	2505-2506	2506-2507	2507-2508	2508-2509	2509-2510	2510-2511	2511-2512	2512-2513	2513-2514	2514-2515	2515-2516	251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		<p>Continue to work toward full implementation of We C.A.R.E. Everywhere Behaviour Matrix</p> <ul style="list-style-type: none"><li>• Investigate, plan and implement a system of positive behavior acknowledgement at the classroom and school level (targeted to elementary students)</li><li>• Share behaviour matrix information in multiple formats (post in classrooms, banner in foyer, information in handbook, newsletter and on website)</li></ul> <p>Opportunities for accessing student voice will be expanded</p> <ul style="list-style-type: none"><li>• Continue to engage student leaders in Principals Advisory Council meetings with representation from each secondary class</li><li>• Investigate opportunities for accessing the voice of elementary students</li><li>• Promote student leadership through BRSD SAVY group and Viking School Student Council</li></ul> <p>Enhance staff capacity to create an inclusive environment focusing on student supports</p> <ul style="list-style-type: none"><li>• Targeted Professional Development opportunities in areas of needed capacity building</li></ul> <p>Implementation of improved breakfast program at the elementary and secondary levels</p>			
<p>Success Stories:</p>					



<p>Numeracy</p>	<p>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)</p>	<p>Providing targeted numeracy support to students:</p> <ul style="list-style-type: none"> <li>• Collaborative Response Model</li> <li>• High School Redesign support</li> </ul> <p>Allocating K-6 Teacher staffing to reduce literacy and numeracy class sizes</p> <p>School staff will engage in professional learning opportunities related to enhancing numeracy practice</p> <ul style="list-style-type: none"> <li>• Numeracy Lead Teacher</li> <li>• Collaboration related to analyzing and using MIPI data to inform practice</li> </ul> <p>School staff will utilize data from MIPI data to analyze student results and plan for appropriate supports and interventions</p> <p>Individual and Group annual results analysis and “next steps” planning at each level using Collaboration days and Collaborative Response Model</p> <p>Access School Numeracy Lead for classroom level support</p> <p>Embedding Assessment for Learning practices in classroom structures</p>	<p>Accountability Pillar Provincial Achievement Test and Diploma Exam Data:</p> <ul style="list-style-type: none"> <li>• PAT Acceptable Standard 68.8% (slight decrease)</li> <li>• PAT Standard of Excellence 18.8% (slight decrease)</li> <li>• Diploma Exam Acceptable Standard 75.9% (significant increase)</li> <li>• Diploma Exam Standard of Excellence 13.3% (slight decrease)</li> </ul> <div data-bbox="1476 540 1933 887"> </div> <p>(see attachment)</p>	<p>Provincial Achievement Test and Diploma Exam Goals:</p> <ul style="list-style-type: none"> <li>• PAT Acceptable Standard 75%</li> <li>• PAT Standard of Excellence 20%</li> <li>• Diploma Exam Acceptable Standard 85%</li> <li>• Diploma Exam Standard of Excellence 20%</li> </ul>	<p>Purchase of resources to support numeracy learning and instruction at the elementary and secondary level (~\$4000)</p> <p>Teaching staff allocation to reduce literacy and numeracy class sizes at the K-6 level (centrally funded)</p> <p>Funds allocated for staff professional development (\$3000)</p>
<p>Success Stories:</p>					

Teaching and Learning  
(21<sup>st</sup> 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)

Alberta  
EDUCATION

Accountability Pillar Overall Summary  
Annual Education Results Report - Oct 2019  
School: 2019 Wing School

Measure Category	Measure	Wing School			Alberta			Wing School			Alberta			Wing School			Alberta		
		Target	Actual	Gap	Target	Actual	Gap	Target	Actual	Gap	Target	Actual	Gap	Target	Actual	Gap	Target	Actual	Gap
Safe and Caring Schools	Safe and Caring	94.9	97.1	2.2	94.9	97.1	2.2	94.9	97.1	2.2	94.9	97.1	2.2	94.9	97.1	2.2	94.9	97.1	2.2
	Incidents/Student	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student Learning Opportunities	Student Goals	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
	Drop Out Rate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Student Learning Achievement (Grades 6-12)	High Achievement	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
	Low Achievement	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
Student Learning Achievement (Grades 6-12)	Student Achievement	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
	Learning Opportunity	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
Student Learning Achievement (Grades 6-12)	Student Achievement (Grades 6-12)	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
	Student Achievement (Grades 6-12)	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
Participation in Learning Activities (Grades 6-12)	Participation in Learning Activities	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
	Participation in Learning Activities	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
Parental Involvement	Parental Involvement	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0
	Parental Involvement	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0	94.9	94.9	0.0

Report Generated: Sep 23, 2019  
Location: Wing School  
Data Current as of: Aug 23, 2019

(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:					



**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2019**  
**School: 3510 Viking School**



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	<a href="#">Safe and Caring</a>	90.9	87.6	88.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	70.5	76.6	73.4	82.2	81.8	81.9	Low	Maintained	Issue
	<a href="#">Education Quality</a>	86.5	86.0	85.5	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	<a href="#">Drop Out Rate</a>	0.0	1.0	1.0	2.6	2.3	2.9	Very High	Improved	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	94.4	93.8	93.2	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	68.8	75.0	75.3	73.8	73.6	73.6	Low	Maintained	Issue
	<a href="#">PAT: Excellence</a>	18.8	22.6	19.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	75.9	60.3	73.9	83.6	83.7	83.1	Low	Maintained	Issue
	<a href="#">Diploma: Excellence</a>	13.3	16.4	16.6	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	77.8	81.3	74.7	56.3	55.7	55.1	Very High	Maintained	Excellent
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	84.6	86.2	79.7	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	91.7	90.8	79.6	59.0	58.7	58.7	Very High	Improved	Excellent
	<a href="#">Work Preparation</a>	75.0	75.0	76.6	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	79.4	86.4	85.0	82.9	83.0	83.5	High	Declined	Acceptable
Parental Involvement	<a href="#">Parental Involvement</a>	75.5	65.1	72.1	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	<a href="#">School Improvement</a>	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/TFM (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<sup>1</sup> who have completed high school by the end of their third year, adjusted for attrition<sup>2</sup>.

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 (including post-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.