



School Name: Viking School

School Administrators:

→ **Principal: Adam Madsen**

➔ **Assistant Principal: Kelly Arial**

School Year: 2020-2021

Our Critical 2 Focus

Optimum Learning:

Optimum learning can only happen in an environment where the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. It begins with a positive productive school climate which provides intellectual and emotional safety, stimulating classrooms that are personalized and co-constructed by adults and students. Optimal learning happens when students have kind, caring, and respectful adult, adult-student, and peer relationships. This cultivates a sense of belonging and provides a foundation on which high academic success can be achieved. Optimal learning reflects a belief that all students can achieve at high levels.

Goals:

Viking School will provide a safe, healthy, welcoming and caring environment.

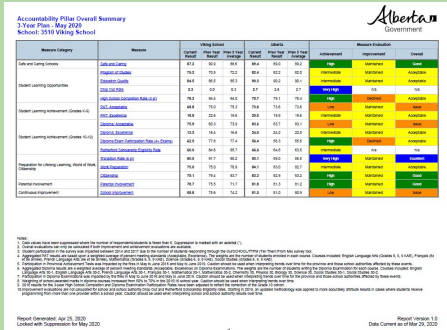
Strategies:

Parents and community members will continue to be informed of and invited to share in school special events (Terry Fox Run, Halloween Events, Remembrance Day Ceremony, Christmas Concert) using multiple methods (Newsletter, Website, Facebook, **YouTube videos**)

Continue to work toward full implementation of We C.A.R.E. Everywhere Behaviour Matrix:

- Continue system of positive behavior acknowledgement at the classroom and school level (I CARE Awards and

Data:



Accountability Pillar Data from Surveys

- Safe and Caring 87.2% (High)
- Citizenship 79.1% (High)

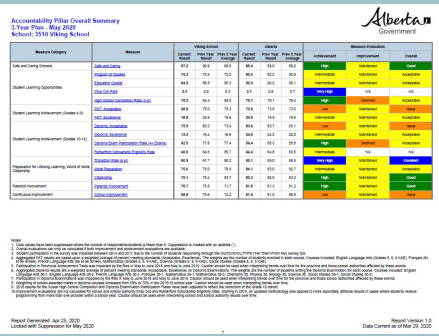
I C.A.R.E. Awards tracking Sheet
(number of students
acknowledged for positive
behaviours)

Evidence:

Goal of at least 4 events shared with parents/community as YouTube video compilations of the event (Awards Night, Christmas Concert, etc)

Goal of 10 monthly I C.A.R.E Awards presentations with accompanying photos sent to parents

Breakfast program items
available to **all students** on
a daily basis

		<p>Prize Draws for elementary students)</p> <ul style="list-style-type: none"> Share behaviour matrix information in multiple formats (post in classrooms, banner in foyer, information in handbook, newsletter and on website) <p>Continue to use school Facebook Group for sharing of news and information with parents, students, staff and community. Increase the sharing of event photos and celebrations.</p> <p>Continuation of improved breakfast program at the elementary and secondary levels</p>	<p>Tracking of average number of students accessing breakfast program</p> <p>Analysis of data linked to Viking School’s Behaviour Matrix:</p> <ul style="list-style-type: none"> Office referrals Suspensions 	
	<p>All students will have access to appropriate supports that will allow them to be included, engaged and experience personal success.</p>	<p>Use of assistive technology to support student learning:</p> <ul style="list-style-type: none"> 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 <p>Increased use of student owned devices for developing and displaying learning (access BRSD</p>	<p>Accountability Pillar Overall Summary 3 Year Plan: May 2020 School: 3510 Viking School</p>  <p>Accountability Pillar Data:</p> <ul style="list-style-type: none"> High School Completion Rate 78.2% (High) 	<p>Prototyping of new online literacy resources (Guided Readers)</p> <p>Regular use of online literacy apps and resources at the elementary level (Raz Kids, Reading A-Z, Guided Readers)</p> <p>Accountability Pillar Goals:</p> <ul style="list-style-type: none"> High School Completion rate of 95%

		<p>Educational Technology team for support)</p> <p>Continued implementation of High School Redesign initiatives including 30 minute “High School Redesign Block” for all students in Grade 7-12 each day with targeted teacher support</p> <p>Allocating K-6 Teacher staffing to reduce literacy and numeracy class sizes and eliminate multi-graded instruction in these areas</p> <p>Timetabling and scheduling at the high school level during global pandemic that ensures students have access to needed courses and maximizes student engagement</p> <p>Continue to provide referrals and facilitate access to Family School Liaison Worker, Career Counselling</p>	<ul style="list-style-type: none">● Drop Out Rate 2.3% (Very High)	<ul style="list-style-type: none">● Drop out rate of 0% <p>33% of students at the junior high level are accessing personally owned devices on-demand to enhance their learning</p> <p>75% of senior high students are accessing personally owned devices on-demand to enhance their learning</p> <p>All K-6 classes scheduled for single-graded Literacy and Numeracy instruction</p> <p>Senior High classes are timetable as 1.5 hour blocks twice per day</p> <p>Online appointment booking and Google Meets appointments facilitated in partnership with Career Counsellor and FSLW</p>
	Teachers and School Administrators will purposefully engage and receive feedback from parents, students and other stakeholders	<p>Opportunities for accessing parent voice will be increased:</p> <ul style="list-style-type: none">● Utilize school council meeting opportunities to promote discussion, debate and feedback	<i>Critical 2 Google Doc Response Data to be added on received</i>	<p>Goal of 2 parent surveys/feedback opportunities shared through Facebook/Google Forms</p> <p>Discussion and feedback items will be included at</p>

- 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

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 Viking School Student Council and community involvement opportunities

[illegible]

Accountability Pillar Data from Surveys

- Parental Involvement 78.7% (High)
- Education Quality 84.5% (Intermediate)
- Program of Studies 75.2 (Intermediate)

every School Council Meeting

Goal of 10 Principal's Advisory Council meetings per year (*revise to utilizing student focus groups for input through virtual meetings*)

Creation of Elementary student focus groups to provide feedback and discussion on school initiatives and priorities

High Quality Teaching requires teachers who are: life long learners, current in their knowledge, able to analyze and use resources that are relevant, willing and able to use a variety of instructional strategies to reach learner diversity, excellent communicators, put students first, understand the need for and the characteristics of optimum learning environments and able to connect with students within and outside of the learning process.

School staff will engage in collaboration and professional development activities to foster ongoing student support and school improvement.

School staff will collaborate on an ongoing basis during professional development and collaboration days (and at weekly Secondary /monthly Elementary meetings) related to the following topics

- High School Redesign
- Collaborative Response Model
- Positive Behaviour Support

School staff will utilize data from diagnostic assessments (BAS, MIPI, etc.) to analyze student progress and plan for appropriate supports and interventions

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
- Ongoing promotion and use of universal supports to enhance student learning (ex. audio version of exams, etc.)

[illegible]

Accountability Pillar Provincial Achievement Test and Diploma Exam Data:

- PAT Acceptable Standard 68.8% (Low)
- PAT Standard of Excellence 18.8% (Intermediate)
- Diploma Exam Acceptable Standard 75.9% (Low)
- Diploma Exam Standard of Excellence 13.3% (Intermediate)

Accountability Pillar Data from Surveys

- Education Quality 84.5% (Intermediate)
- School Improvement 68.8% (Low)

Minimum of 1.5 hours of Collaborative Response Model team time during each Collaboration Day Opportunity

Secondary Meetings held weekly

Elementary Meetings held monthly

Scheduling and review of High School Redesign quarterly

Implementation of
diagnostic testing as per
Battle River School Division
schedule

Creation of Individual Program Plans for all students requiring them

Utilization of technology tools to enhance instructional practice, enrich learning and increase programming opportunities

Embedding the use 21st Learning tools to enhance instruction and learning, including use of Gmail and Google Classroom

Increasing student choice at the High School level through partnerships with Battle River Online and Golden Hills Learning Academy

- Diploma Exam Standard of Excellence 13.3% (Intermediate)

Accountability Plan Summary
3 Year from May 2020
Term: 2010-2019 Summary

Program / Strategy		Results			Outputs			Measures / Indicators	
Date of last update	Link to Strategy	Indicator	Target	Actual	Target	Actual	Target	Actual	
Date of last update: 2019-05-20	Public Education	Public Education	100%	100%	100%	100%	100%	100%	
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Accountability Pillar Data from Surveys

- Education Quality 84.5% (Intermediate)
- Program of Studies 75.2 (Intermediate)
- School Improvement 68.8% (Low)

All classes/students will be access and utilize Google Classroom, Gmail and GSuite Apps

Use of Google Meet and Google Classroom by all teachers to deliver at-home learning materials as needed during the school year

Students will access and complete BROL and Golden Hills Learning Academy courses with a minimum 90% course completion rate

Budget Connections (Amount & Description): \$4650 for the purchase of resources to support numeracy and literacy instruction Teaching staff allocation utilized to reduce literacy and numeracy class sizes at the K-6 level: single-graded instruction for literacy and numeracy at each grade ((centrally funded) \$500 for resources to support Inclusive education \$1100 for staff professional development \$7500 for small equipment repair and purchases including technology, furniture, and equipment				
Local and Societal Context Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.		(Record student, parent and community engagement opportunities in your school improvement process) Discussion and feedback on School Improvement and Assurance Plan at upcoming School Council Meeting Parent survey via Google Forms for input on our Optimum Learning and High Quality Teaching focus areas and priorities (upcoming) Gathering of feedback from Principal’s Advisory Council students on School Improvement and Assurance Plan (**postponed due to current Covid 19 Pandemic) Student survey or focus groups to discuss School Improvement and Assurance Plan and receive input and feedback (to be developed)		
Success Stories				

Accountability Pillar Overall Summary
3-Year Plan - May 2020
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	Safe and Caring	87.2	90.9	88.6	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	75.2	70.5	72.2	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	84.5	86.5	85.3	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	2.3	0.0	0.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	78.2	94.4	94.0	79.7	79.1	78.4	High	Declined	Acceptable
	PAT: Acceptable	68.8	75.0	75.3	73.8	73.6	73.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Excellence	18.8	22.6	19.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	75.9	60.3	73.9	83.6	83.7	83.1	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	13.3	16.4	16.6	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	62.5	77.8	77.4	56.4	56.3	55.6	High	Declined	Acceptable
	Rutherford Scholarship Eligibility Rate	60.0	84.6	85.7	66.6	64.8	63.5	Intermediate	n/a	n/a
	Transition Rate (6 yr)	80.9	91.7	85.2	60.1	59.0	58.5	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	75.0	75.0	78.9	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	79.1	79.4	83.7	83.3	82.9	83.2	High	Maintained	Good
	Parental Involvement	78.7	75.5	71.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	68.8	75.6	74.2	81.5	81.0	80.9	Low	Maintained	Issue

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. 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.
4. 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).
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.