



Every Student, Every Day, A Success
School Based Improvement + Assurance Plan



School Name: Viking School
School Administrators:
 → **Principal: Candice McLeod**
 → **Assistant Principal: Tracy Doerksen**
School Year: 2022-2023

Our Critical 2 Focus	Goals:	Strategies:	Data:	Evidence:
<p>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.</p>	<p>Viking School will provide a safe, healthy, welcoming and caring environment.</p>	<p>1. Increase connections with parents/guardians and community stakeholders</p> <ul style="list-style-type: none"> Parents and community members will be invited into the school for an Open House, Awards Night, Drama Production, Christmas Concert, Halloween Parade, Terry Fox Run, Remembrance Day, We C.A.R.E. assemblies, Sporting Events) using multiple methods (Email, Newsletter, Website, Facebook, Instagram, Livestream) Establishing partnerships with FCSS, the Camrose Family Resource Centre, and the Viking RCMP 	<ul style="list-style-type: none"> Assurance Measures Data from Surveys <ul style="list-style-type: none"> Welcoming, Caring Respectful and Safe Learning Environments (Overall): 82.4% Viking School vs. 86.1% AB (Concern with percentage decline for students specifically) Citizenship (Overall): 77.3% Viking School vs. 82.3 % AB (Intermediate, Maintained) Safe and Caring (Supplemental) has been maintained How many families are being referred to FCSS/Camrose Family Resource Centre? Follow-up conversations with families and FCSS/Camrose 	<ul style="list-style-type: none"> Goal of at least 8 parent/community events Administration meets with FCSS and Camrose Family Resource Centre every 2 months to discuss families that have accessed their services Viking RCMP liaison officer visiting classrooms to talk about topics in collaboration with classroom teachers (Halloween Safety, Social Media Safety, etc.)

		<ul style="list-style-type: none"> Families referred to FCSS, Camrose Family Resource Centre <p>2. Improving school safety</p> <ul style="list-style-type: none"> Additional supervision outside of our south doors, at the front of the school, and at the high school entrance/exit and student parking lot areas in response to incidents between parents occurring before and after school and parent concerns about safety in the student parking lot Additional camera installed outside of our south entrance doors (Nov. 8, 2022) <p>3. Continue to work toward full implementation of We C.A.R.E. Everywhere Behaviour Matrix:</p> <ul style="list-style-type: none"> Continue system of positive behavior acknowledgement at the classroom and school level (celebration assemblies, classroom recognition) Establishment of a We C.A.R.E. committee where staff sign up for one of our four areas of focus (Cooperation, Accept 	<p>Family Resource Centre representatives</p> <ul style="list-style-type: none"> How many teachers are accessing our RCMP school liaison officer as a resource for their classes? What are the topics of focus? Number of phone calls/reports/complaints about altercations between parents occurring before and after school during student drop-off and pick up <p>Analysis of data linked to Viking School's Behaviour Matrix:</p> <ul style="list-style-type: none"> Office referrals Suspensions Phone calls home from teachers Data collected via Google Form by teachers and administrators as well as students Data collected through teacher feedback, anecdotal notes, conversations with students, level of participation by classes 	<ul style="list-style-type: none"> Reduction in the number of phone calls/reports/complaints about altercations between parents occurring before and after school during student drop-off and pick up <p>We C.A.R.E.: What is the data saying?</p> <ul style="list-style-type: none"> student behaviour student feedback about how things are going reduction in office referrals <p>Staff are actively involved in embedding and promoting our We C.A.R.E. culture</p>
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		<p>Responsibility, Respect, Engagement) and plan activities, events, and December, February, April, and June celebration assemblies</p> <ul style="list-style-type: none"> • Continue to share behaviour matrix information in multiple formats (post in classrooms, banner in foyer, information in handbook, newsletter and on website) • All staff will use the behaviour matrix expectations in conversations with students about behaviour choices <p>4. Continue to use school agendas, Facebook/Instagram pages for sharing news and information with parents, students, staff and community. Increase the sharing of event photos and celebrations.</p> <p>5. Bulletin board in the front foyer will celebrate student accomplishments (newspaper articles, pictures, etc.)</p>	<p>Increased number of followers on Facebook and Instagram pages, feedback received from parent council, families, and the community and increased numbers of families and community stakeholders attending our events</p> <p>How many student accomplishments are being posted? How many students are being celebrated by grade/category of recognition?</p>	<p>Sharing of events and accomplishments</p> <ul style="list-style-type: none"> • visible to all stakeholders • parents/guardians/families present at We C.A.R.E. assemblies, sporting events, and celebrations <p>Families are calling the school less and are contacting teachers less for clarification of dates/times for events and news and information is received and understood by parents, students, staff, and the community</p> <p>Bulletin board will be consistently updated to reflect achievements of our students and will represent students from all divisions</p>
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	<p>All students will have access to appropriate wraparound supports that will allow them to be included, engaged and experience personal success.</p>	<p>1. 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 • Specialized recreational equipment <p>2. Collaborative Response meetings</p>	<p>Alberta Education Assurance Measures Student Learning Engagement 67% vs. 85.1% provincially. Indicates an area of concern</p> <p>Data in collaborative response meeting documents indicates a variety of supports are being put in place for our students, including assistive technology</p>	<p>Regular use of online literacy apps and resources at the elementary level (Raz Kids, Reading A-Z, Guided Readers)</p> <p>ReadTheory for older grades</p> <p>Assistive technology is being used to benefit our students</p>

		<p>3. Increased use of student owned devices for developing and displaying learning (access BRSD Educational Technology team for support)</p> <p>4. Continued implementation of High School Redesign initiatives including 30 minute “High School Redesign Block”</p> <ul style="list-style-type: none"> integrated HSR block in period 2 for all students in Grade 7-12 each day with targeted teacher support Grades 7-12 staff engaging in collaboration around HSR to plan for the following school year <p>5. Timetabling and scheduling at all grade levels ensures students have access to the courses they need, student engagement is maximized, and the learning</p>	<p>Teachers record number of students accessing personally-owned devices to enhance their learning</p> <p>Areas of focus recorded by teachers</p> <p>Conversations with students (feedback) about the level of support they are receiving as well as their ideas for HSR</p> <p>Office referral data</p>	<p>80% of students at the junior high level are accessing personally owned devices on-demand to enhance their learning. (this includes smartphones)</p> <p>80%of senior high students are accessing personally owned devices on-demand to enhance their learning</p> <p>Students are receiving the supports they need to achieve personal success. Students are engaged in their learning.</p> <p>Reduction in office referrals as relationships between students and staff are improved and enhanced</p>
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		<p>environment allows students to form meaningful relationships with their teachers, peers, and support staff</p> <p>6. Continue to provide referrals and facilitate access to Family School Liaison Worker, Career Counselling, FCSS, Camrose Family Support Centre, and MHCB</p> <p>7. ELL supports- tutors for ELL students, translation services, welcome tours and introductions for new families, community connections for youth groups</p>	<p>FSLW spreadsheet data, Career Counsellor data, MHCB data, number of families accessing FCSS and the Camrose Family Support Centre</p> <p>ELL spreadsheet data, ESL benchmarks, conversations with ELL families</p>	<p>Students and families are accessing supports and have developed strategies to increase personal success</p> <p>ELL students and families are engaged in school activities and understand expectations and procedures</p>
	<p>Teachers and School Administrators will purposefully engage and receive feedback from parents, students and other stakeholders</p>	<p>1. 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 Utilization of online surveys to gather input from a larger parent audience (Google Forms, Facebook, etc.) 	<p>Assurance Measures Data from Surveys</p> <ul style="list-style-type: none"> Parental Involvement 62.2% (Very Low, Concern) Education Quality 73.6% (Very Low, Concern) 	<p>School policies and procedures are shared with school council on a monthly basis and feedback is collected from parents/guardians</p> <p>Discussion and feedback items will be included at every School Council Meeting</p>

		<p>2. All teachers will maintain a classroom communication protocol for contact with parents</p> <ul style="list-style-type: none"> • Communication methods will include Remind, Email, Agendas, google classroom and other methods as determined by individual teachers <p>3. Opportunities for accessing student voice will be expanded</p> <ul style="list-style-type: none"> • opportunities for accessing the voice of elementary students (meeting with student council members) • Promote student leadership and mentorship through Viking School Student Council (weekly meetings) and community involvement opportunities • Continue to engage student leaders in SAVY • Surveys (Google Forms/paper) for student feedback 	<p>Data from student surveys (Google Forms) and from student conversations</p> <p>Meeting minutes and conversations from student council meetings</p> <p>Conversations with our SAVY leaders (feedback gathered and taken into consideration moving forward)</p>	<p>Feedback from students will be considered in school planning processes and in the development of initiatives</p>
<p>High Quality Teaching: 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.</p>	<p>School staff will engage in collaboration and professional development activities to foster ongoing student support and school improvement.</p>	<p>1. School staff will collaborate on an ongoing basis during professional development and collaboration days (and at weekly Secondary /monthly Elementary meetings/monthly support staff meetings) related to the following topics:</p>	<p>Assurance Measures Data from Surveys</p> <ul style="list-style-type: none"> • Student Growth and Achievement, Student Learning Engagement for Viking School 67% overall compared to 85.1% provincial average • Education Quality 85.7% (Intermediate) 	<p>Minimum of 1 hour of Collaborative Response Model team time during each Collaboration Day Opportunity</p> <p>30 minutes of Collaborative Response team time on Staff Meeting/Early Dismissal days</p> <p>Secondary Meetings held weekly</p>

		<ul style="list-style-type: none"> ● High School Redesign ● Collaborative Response ● Teacher-Chosen Topics based on Professional Growth Plans ● Literacy ● Numeracy <p>2. School staff will utilize data from diagnostic assessments (BAS, MIPI, HLAT, etc.) to analyze student progress and plan for appropriate supports and interventions</p> <p>3. Planning and implementing interventions and supports for individual students</p> <ul style="list-style-type: none"> ● Use of Student Support Plans (SSPs) ● Use of Student Behaviour Plans (SBPs) ● Building the capacity of teachers to create SSPs (one hour after school per semester to collaboratively develop SSPs) ● Adapting and modifying of programming ● Collaborative Response time on staff meeting days from 1:45-2:15pm (including support staff) ● Collaborative Response time embedded in school Collaboration Days 	<ul style="list-style-type: none"> ● School Improvement 64.5% (Low) <p>MIPI data HLAT data BAS data from elementary teachers Mock PDEs and PATs Data collected in school CR data spreadsheet</p> <p>SSPs for all students that require one SBPs for students with behaviour challenges</p>	<p>Elementary Meetings held monthly Support Staff Meetings held monthly Scheduling and review of High School Redesign ongoing</p> <p>Implementation of diagnostic testing as per Battle River School Division schedule Time allotted for December Collaboration Day for analysis of data and planning for next steps based on all data collected</p> <p>Creation of outcome based Student Support plans and Behaviour Support plans for all students requiring them</p>
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		<ul style="list-style-type: none"> Ongoing promotion and use of universal supports to enhance student learning (ex. audio version of exams, etc.) 		
	<p>Teachers and School Administrators will engage in a process of instructional leadership through feedback, discussion and implementation aimed at continuous professional growth.</p>	<ol style="list-style-type: none"> Completing and tracking of classroom walkthroughs as part of regular supervision Completion, discussion and implementation of individual staff Professional Growth Plans specifically linked to Teacher Quality Standards / Leadership Quality Standard Implementation of evaluation protocol for new teachers 	<p>Assurance Measures Data from Surveys</p> <ul style="list-style-type: none"> Education Quality 85.7% (Intermediate) School Improvement 64.5% (Low) <p>Google Form for Classroom Supervision and Evaluation Google Folders with written feedback for each teacher Conversation highlights from teachers in feedback conversations</p> <p>Meetings with teachers in October and again in May for Professional Growth Plan discussion and review</p> <p>Evaluation letter, pre and post evaluation meetings, google document with feedback and teacher response to feedback, assessment and lesson plan exemplars</p>	<p>Classroom supervision visits and personalized feedback given at least three times a month per teacher</p> <p>Informal (no written feedback) classroom walkthroughs completed at least once per week for each teacher</p> <p>Growth plans to be completed and review in October and revisited in spring</p> <p>New teachers to receive two formal evaluation reports during probationary contract Teachers requesting an evaluation to receive two formal evaluation reports during their continuing or temporary contract</p> <p>Teachers with interim teaching certification to receive two formal</p>

				evaluation reports during continuing, temporary, or probationary contract upon notification from HR that they will be eligible for their permanent certification
	Utilization of technology tools to enhance instructional practice, enrich learning and increase programming opportunities	<ol style="list-style-type: none"> 1. Embedding the use of 21st Century Learning tools to enhance instruction and learning, including use of Gmail and Google Classroom 2. Increasing student choice at the High School level through partnerships with B.R.A.C.E and Golden Hills Learning Academy 	<p>Assurance Measures Data from Surveys</p> <ul style="list-style-type: none"> ● Education Quality 85.7% (Intermediate) ● Program of Studies 72% (Issue) ● School Improvement 60.8% (Very Low) (Concern) 	<p>All classes/students will be access and utilize Google Classroom, Gmail and GSuite Apps</p> <p>Use of Google Meet and Google Classroom by all teachers</p> <p>Students will access and complete BRACE and Golden Hills Learning Academy courses with a minimum 90% course completion rate</p> <p>Technology used to enrich learning and assessment will be encouraged by administration and used by all staff</p> <ul style="list-style-type: none"> ● approved apps ● formative assessment tools ● audio-visual materials and sites

Budget Connections (Amount & Description):

2021-2022 -\$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) with the exception of Grades 5-6

\$500 for resources to support Inclusive education

\$1100 for staff professional development

\$7500 for small equipment repair and purchases including technology, furniture, and equipment

2022-2023- No budget updates currently	
<p>Local and Societal Context</p> <p>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.</p>	<p>(Record student, parent and community engagement opportunities in your school improvement process)</p> <p>Discussion and feedback on School Improvement and Assurance Plan at School Council Meeting (Jan. 18, 2022)</p> <p>Parent survey via Google Forms for input on our Optimum Learning and High Quality Teaching focus areas and priorities (Spring)</p> <p>Gathering of feedback from student council, SAVY representatives, and student body</p> <p>School Improvement and Assurance Plan developed in collaboration with all staff (feedback incorporated, assurance measures data analyzed as a staff)</p>
<p>Success Stories</p>	<p>Open House with student council involvement and input, Awards Night (attendance was high, positive feedback received), Student Council (planning of school events, activities, and spirit days), Christmas concerts, We C.A.R.E. assembly #1 (Cooperating with Others) in December, We C.A.R.E. committees</p>

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 3510 Viking School



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	67.0	81.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	75.4	83.3	79.3	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	95.5	100.0	90.9	83.2	83.4	81.1	Very High	Maintained	Excellent
	4-year High School Completion	86.1	100.0	98.1	87.1	86.2	85.6	Intermediate	Declined	Issue
	PAT: Acceptable	n/a	n/a	68.8	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.8	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	75.9	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	13.3	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	73.6	86.2	85.5	89.0	89.6	90.3	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.4	86.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.6	72.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	62.2	65.3	77.1	78.8	79.5	81.5	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- 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).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
- 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.



Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 3510 Viking School



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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	70.2	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.6	2.0	1.4	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	83.3	88.9	83.6	83.7	84.9	85.1	Intermediate	Maintained	Acceptable
Lifelong Learning	53.4	68.9	65.3	81.8	82.1	72.0	Very Low	Declined	Concern
Program of Studies	72.0	73.3	72.9	82.8	81.9	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	75.1	75.0	74.6	81.8	82.7	84.8	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	95.5	89.2	71.3	70.2	68.0	66.4	Very High	Improved Significantly	Excellent
Safe and Caring	85.0	89.2	89.0	88.8	90.0	89.2	High	Maintained	Good
Satisfaction with Program Access	71.2	72.7	69.5	72.6	71.8	74.1	Low	Maintained	Issue
School Improvement	69.8	64.5	72.2	74.2	81.4	81.3	Very Low	Declined	Concern
Transition Rate (6 yr)	82.5	70.8	79.9	60.3	60.0	59.8	Very High	Maintained	Excellent
Work Preparation	59.7	80.0	75.0	84.8	85.7	83.5	Very Low	Declined	Concern