



# Valhalla Community School

## 2025-2028

# Education Plan Leading into the Future



Three Year Education Plan  
2025 – 2028  
Terri Corbett, Board Chair  
Loriann Stienwand, Superintendent

## ACCOUNTABILITY STATEMENT

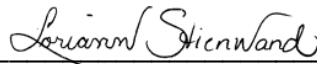
Under the direction of the Charter Board of Directors the Education Plan for Valhalla Community School (VCS) commencing September, 2025 was prepared under the direction of the Charter Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Charter Board approved the 2025-2028 Education Plan on May 26, 2025.



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Mrs. Terri Corbett  
Board Chair



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Mrs. Loriann Stienwand  
Superintendent

### **Board of Directors**

Terri Corbett, Chair  
Jerry Shepelwik, Vice Chair  
Penny Braseth, Secretary

Reanna Stockman, Treasurer  
Joe Lowen  
Dwayne Westad

\*Original Signed

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### MESSAGE FROM THE BOARD CHAIR

The mission of the Valhalla Community Public Charter School (VCS) is “To instill a readiness for leadership by equipping students with both knowledge and skills necessary for success in a rapidly changing economy in the communities they serve.”

Leadership is the ability to inspire, guide, and influence others toward the achievement of a common goal. Effective leaders demonstrate vision, integrity and foster trust in those they work together with. They make informed decisions, communicate clearly, and remain adaptable and positive in the face of challenges. True leadership is about serving others, and creating an environment where people can thrive.

The VCS Board of Directors believes that when students learn about leadership, they gain skills that prepare them for real-world challenges and experiences. Learning these skills develops confidence, responsibility, and effective communication. Through the students’ opportunities to practice leadership roles in school projects, or volunteer work, students learn to take initiative and understand the impact of their actions on a group. Most importantly, learning that leadership is about service.

In our efforts to lead by example, the Board of Directors has worked to develop a growth and learning plan to ensure we are always meeting or exceeding the standards for transparency and our fiduciary responsibility to both our stakeholders and Alberta Education. We are very thankful for our Superintendent and administration team who share the mission and vision of our school group with the best interest of our students being the key focus in every decision.

On behalf of the Charter Board, I would like to extend our thanks to our entire school community for choosing to be part of our school family. We look forward to the plans for growth of our program and expanding the opportunities for deeply meaningful projects for our students by providing support to the students, families, and staff in the pursuit of significant and impactful initiatives.

We are very grateful for you all.

Sincerely



Terri Corbett  
VSF Board Chair



## WHO WE ARE

### Our Foundational Statements

**Vision** - At Valhalla Community School (VCS), students will become well-educated and engaged citizens, with strong ethical, civic and democratic standards, who are committed to their families, school, community, province and country.

**Mission** - To instill a readiness for leadership by equipping rural students with both knowledge and skills necessary for success in a rapidly changing economy in the communities they serve.

**Values** - At VCS, it is our firm conviction that we must effectively develop in our students the competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. We further view rural education as possessing unique and beneficial characteristics with the potential to maximize student learning. We value:

- **Value 1** - VCS recognizes the central role of parent and guardian in the life of a child and therefore sees itself as a partner commissioned to foster academic success as part of the overall process of child development.
- **Value 2** - Because rural life is rooted in an entrepreneurial culture, bolstered by sharing and supportive relationships, rural students develop unique, personal ties to members of their family and community. As such, the connectedness of a community has a significant impact on the “parent-orientation” of a child and, by extension, contributes to their success in school.
- **Value 3** - VSC holds strongly to the belief that rural schools must provide students with the opportunity to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.
- **Value 4** - VCS believes the unique aspects of rural education that distinguish it from its urban cousin, call for a diligent focus on structured teaching practices that maximize opportunities for all students in the rural classroom.
- **Value 5** - VCS believes that the long-term goal of rural education is to develop the skills, knowledge and values that will enable students to become strong and contributing leaders of tomorrow.

- **Value 6** - VCS views self-confidence as a product of competence. With this in mind, it commits to student success in academics and leadership in an atmosphere of supportive encouragement.
- **Value 7** - VCS believes that mastery of outcomes through effective grouping of students leads to success for all.

## Our Charter

Valhalla Community School (VCS) is located in the hamlet of Valhalla Centre, located approximately 60 km northwest of Grande Prairie, Alberta. The first school opened in 1916. At that time parent volunteers built a log schoolhouse, and the Board required each parent to build school desks for their own children. The current school building was built in 1954 and is owned and operated by the Valhalla Heritage Society.



The Charter of VCS was started by a group of parents and local residents when adjustments were made to the local school boundaries in early 2008, and the school was slated to close at the end of June 2008. Parents and supporters formed a steering committee to explore and develop initiatives that would keep the school open and provide the kind of education they wanted for their children. They envisioned a school that would not only provide a strong academic foundation but also foster engaged, responsible citizens deeply connected to their families, their school, their community, and their country.

They began a series of meetings with stakeholders in the local education system, and the opportunity to start a charter school emerged. In the space of a few months, and with the help of Alberta Education the charter process was completed, and Valhalla Community School commenced classes on September 2nd, 2008.

Over the years, the schools in Valhalla Centre have been strongly supported by the community; this has been the cornerstone of the Valhalla School Foundation and the Valhalla Community School, in partnership with the local Valhalla Heritage Society, which owns the school. We strive to ensure our decisions are made in the spirit of our Charter and in the best interests of student learning. We continue to emphasize leadership skills, attitudes and knowledge that can be applied to both rural and urban settings as a practical articulation of our core values.

Valhalla Community School is more than just a school; it is a true reflection of the people who built and sustained it, a symbol of pride and tradition and a symbol of the enduring spirit of the community. Today, Valhalla Community School stands as a beacon of what is possible when a community comes together with a shared purpose, ultimately VCS's vision and mission for their children.

## **AN INFORMED PLAN**

### **2023-2024 Annual Education Results Report**

#### **Strengths**

- From families, staff and the Board, there is an extraordinarily strong commitment to the students, the staff and the school as well as the history of VCS. There is a commitment for continuous improvement and collaborative problem solving in addressing challenges. The care and commitment to VCS of the full school community is a significant strength.
- VCS' community is actively involved with the students and our students are actively involved in the community. Multiple opportunities for volunteerism for students, staff and parents are provided. Bringing clarity to how it advances our Charter and the "why" behind community involvement is key.
- Our partnerships enhance our continuum of supports and services in providing targeted and specialized supports and services and key learning for our staff and students.
- Early learning in literacy and numeracy is a notable strength of Valhalla Community School. Early learning at Valhalla Community School is laying the groundwork for academic achievement, fostering essential life skills and civic engagement, and contributing to our students' overall well-being and future success.
- We are pleased with the relationships we have developed and initiatives we have with respect to the growth and achievement of VCS Indigenous students but will need to continue actioning and identifying meaningful measures for VCS Indigenous students. Continuing to strengthen relationships with Western Cree Tribal Council will enhance First Nations, Métis, and Inuit outcomes and will ensure all students, teachers and school leaders continue to learn about First Nations, Métis, and Inuit perspectives, treaties, agreements, and the history and legacy of residential schools.

#### **Areas for Improvement**

- While early learning results are strong, PAT results have shown a continuous decline. Continuing a relentless focus on results for continuous improvement and a culture that uses data to inform teaching practice, resource allocation, and responsive decisions for student learning is a priority.
- Staff and school leaders have identified the need to focus on developing meaningful metrics to effectively measure the success of initiatives aimed at supporting First Nations, Métis, and Inuit students. This will help ensure that our efforts are impactful, data-driven, and aligned with the goal of improving educational outcomes for all students. Staff have also identified the need to have continued professional learning and development to build their competencies in this area.
- Developing structures and system to support effective professional learning opportunities for all staff that align with the Professional Practice Standard and VCS' priorities in advancing student achievement requires a continued focus.
- Bringing clarity to key priorities was identified as an area of growth to focus our efforts together. Clearly defined priorities help all stakeholders focus their efforts on student learning. Aligning legislation, policy and local context to meet the unique needs of VCS and the students is essential. This alignment fosters a shared vision and collective responsibility. Educators, parents and the Board can then be more deeply engaged in working together and see how their efforts contribute to shared goals.
- Continued clarity is a priority. Continued focus on bringing clarity to our mission and vision and advancing our Charter Goals is a priority. Clarity in priorities also helps in making informed decisions about resource allocation, ensuring that time, funding, and personnel are directed toward strategies that will have the greatest impact.

## Emerging Growth Trends

- An emerging growth trend in education is the intentional inclusion of diverse voices in shaping school culture and learning environments. At VCS, we are committed to this forward-thinking approach by actively engaging staff, students, and parents in meaningful dialogue as well as enhancing transparency in communication. Prioritizing their input not only strengthens community trust but also drives innovation and continuous improvement in our educational practices.
- Student voice and agency is an emerging growth trend and aligns with our Charter's mission and vision. VCS is excited to continue to leverage this in increasing focus on empowering students to participate in decision-making about their learning and school environment.
- Board development and learning is a continued growth trend. The Board remains committed to continuous improvement and learning. The Board's commitment to self-reflection and evaluation will continue to be demonstrated through reviewing the Board's Self-Evaluation and seeking learning opportunities.

## Developing Needs

- One of the ongoing challenges we face in northern Alberta is the recruitment and retention of qualified teachers and leaders as well as specialized supports and services. The unique geographic and environmental factors of the region, combined with the competitive nature of the education workforce, make it difficult to attract and retain the skilled professionals we need to support our students. Despite these challenges, we remain committed to providing high-quality education by exploring innovative strategies, including professional development opportunities, partnership initiatives, and remote options to ensure our students have access to dedicated educators.
- Supporting the mental health and well-being of our students and staff is a continued trend that we are seeing. Recognizing and responding to the emotional and psychological needs of students and providing a welcoming, caring, respectful and safe learning environment is a priority.
- Enrollment at VCS has experienced a gradual decline in recent years. As the school approaches the Alberta Education funding threshold of fifty-five students, the uncertainty around final enrollment numbers—often not confirmed until September—can necessitate difficult decisions that may, in turn, impact future enrollment. Striking a balance between fiscal responsibility and maintaining a healthy, vibrant school environment continues to be an evolving and critical need.



## Stakeholder Engagement

At VCS stakeholder input is at the heart of shaping our local priorities. Through ongoing collaboration with parents, students, staff, and community members, we gather diverse perspectives to inform our goals, outcomes, measures and strategies. This inclusive approach ensures our Education Plan reflects the values, needs, and aspirations of our rural community. During the past school year VCS engaged stakeholders in a wide variety of consultative initiatives helping to inform the 2025 – 2028 Three Year Education Plan.

**Students:** Student engagement included “Speak Out” where students from grades 5 – 9 participated in a World Café giving voice to questions designed around VCS’ three key priorities. Students were also provided the Valhalla Community School survey, focused on the Charter and digging deeper into learnings from the “Speak Out” session. Students contributed further thoughts into the Alberta Education Assurance Measures Survey and the Valhalla Community School Survey.

**Staff:** Staff were brought together around Valhalla Community School’s three priorities to reflect on our data, and consider strengths, challenges and gaps. Design thinking was facilitated with the staff in generating solutions following review of our AERR and further staff engagement occurred again in February where they collaborated around progress to date of the three priorities and potential next steps. Staff also provided input through the Alberta Education Assurance Measures Survey and the Valhalla Community School Survey.

**School Council:** School Council has provided valuable information and feedback throughout the course of the year on a variety of matters. Formal structures were set up for analysis and sharing of data and evidence informing the AERR, review of stakeholder engagement themes and providing thoughts, feedback and input into the budget. The Charter Board also as per Section 12 of the School Councils Regulation provided the opportunity for School Council to provide advice and feedback on the development of the school’s Education Plan.

**Families and Community:** Family and Community Engagement evening was held in February. Through a World Café process families and community members developed innovative ideas and consideration around Valhalla Communities Schools Vision, Mission and Charter goals. Families and community members have further opportunities to share ideas through the website and “Share a Thought”. Family members also provided feedback through the Alberta Education Assurance Measure and the Valhalla Community School Survey.

Stakeholder voice was key in informing progress of priorities and required changes throughout the year as well as providing valuable thoughts and ideas in informing priorities and strategies for the 2025-2028 Education Plan.



## Alberta Education and Valhalla Community School

VCS reviewed and considered Alberta Education's Business Plan in the development of their Education Plan to ensure coherence between provincial and local priorities.

| Alberta Education Business Plan                                     |                                                                                         |                                                                                          |                                                   |                                                                                                                        |                                                                          |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Alberta's students are successful.                                  |                                                                                         | First Nations, Métis and Inuit students in Alberta are successful.                       |                                                   | Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy |                                                                          |
| Alberta's K-12 education system and workforce are well-managed      |                                                                                         |                                                                                          |                                                   |                                                                                                                        |                                                                          |
| Valhalla Community School Education Plan 2025 – 2028                |                                                                                         |                                                                                          |                                                   |                                                                                                                        |                                                                          |
| Priority 1:<br>Student Growth and Achievement                       |                                                                                         | Priority 2:<br>Excellence in Teaching and Leading: Skills Staff and Effective Governance |                                                   | Priority 3:<br>Charter Vision, Mission and Goals                                                                       |                                                                          |
| Goal:<br>First Nation, Métis, and Inuit student experience success. | Goal:<br>All students are successful in meeting the outcomes in the Program of Studies. | Goal:<br>Our school has excellent teachers, leaders and school authority leaders.        | Goal:<br>Our school is well-governed and managed. | Goal<br>Students are excellent communicators                                                                           | Goal:<br>Students are prepared for community involvement and leadership. |

## COMPONENTS OF OUR EDUCATION PLAN

The **CONTEXT** helps the reader to better understand why the goals and outcomes are currently in focus, and why improving upon them is important for Valhalla Community School in attending to the mission and deliver on the vision.

Our Education Plan contains **GOALS**. Goals are a desired outcome that Valhalla Community School aims to accomplish.

Our Education Plan provides **OUTCOMES**. Outcomes describe the desired future, based on priority areas that are realistic and measurable. They are actionable targets that must be attained to meet a specific goal.

**MEASURES** assess progress on achieving the outcomes and the effectiveness of the strategies.

**STRATEGIES** are sets of actions taken to achieve priorities and outcomes.

## PRIORITY 1: Student Growth and Achievement

### GOAL 1.1: First Nations, Métis, and Inuit students are successful.

#### OUTCOMES

- First Nations, Métis and Inuit students experience academic success.
- The systemic education gap for self-identified First Nation, Métis, and Inuit students is narrowed.
- Increased implementation of Truth and Reconciliation Commission recommendations.

| MEASURES                                                                                                                                                                                               | 2023-2024<br>Result                                          | 2025 – 2026<br>Target                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| % of students in grade 6 and 9 and achieving an acceptable standard on assessment                                                                                                                      | N/A                                                          | 80%                                                         |
| % of students in grade 6 and 9 and achieving an excellence standard on assessment                                                                                                                      | N/A                                                          | 20%                                                         |
| Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education. | N/A                                                          | 80%                                                         |
| % of students achieving grade level outcomes                                                                                                                                                           | 100%                                                         | 100%                                                        |
| Numeracy Screening – progress of students who are identified at risk (beginning and end of year)                                                                                                       | Beginning: N/A<br>End: N/A                                   | Months behind for at-risk students is lessened.             |
| Percentage of First Nation students who complete grade 9 and transition to a high school program for completion of grades 10-12.                                                                       | N/A                                                          | 100% of First Nation students enrolled in grade 9.          |
| Attendance rates of First Nation students                                                                                                                                                              | < 10%: 55%<br>11% - 25%: 11%<br>25% - 50%: 11%<br>> 50%: 22% | < 10%: 60%<br>11% - 25%: 20%<br>25% - 50%: 20%<br>> 50%: 0% |
| Number of cultural events within the school.                                                                                                                                                           | N/A                                                          | Two cultural events                                         |

#### STRATEGY

| New Strategies                                                | Description                                                                                                                                                                                                                                     |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explore Culturally Responsive Assessment (Student Portfolios) | There will be consideration of Student Portfolios that allow students to document their growth through personal reflections fostering a culturally responsive way of track and reporting progress. This may include photos, videos and/or audio |

|                                                                                |                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | recordings. This will support alignment with ACL. Early adopters may pilot these for future full scale implementation.                                                                                                                                                                                                                           |
| Create Culturally Safe Spaces and Opportunities to Foster Safety and Belonging | There will be attention put towards developing inclusive spaces, including those that recognize Indigenous students (i.e. signage in Indigenous languages, displays of art, land acknowledgements). Partnership with the public library will ensure books and materials support building a safe space in all areas of the school.                |
| Increase Indigenous Representation, Identity and Leadership                    | Create pathways for leadership development among Indigenous students. Invite in First Nation leaders as guest speakers or to foster cultural participation in cultural events such as language use drumming, dancing, etc.                                                                                                                       |
| Build Staff Capacity                                                           | Develop a Foundational Knowledge Guide. Foundational Knowledge Professional Development will be available for all VCS staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, etc. as made available through VCS Foundation Knowledge Guide. |
| <b>Existing Strategies</b>                                                     | <b>Description</b>                                                                                                                                                                                                                                                                                                                               |
| Enhance Respectful Partnerships and Foster Relationships                       | Our relationships with Western Cree First Nation are essential in supporting our First Nation students from Horse Lake. Continued involvement in interagency meetings (GPACOS) to build relationships and share resources for our First Nations students and families to access.                                                                 |

### GOAL 1.2: All students are successful.

#### OUTCOMES:

- All students are successful in meeting the outcomes in the Program of Studies.
- Students demonstrate positive mental health and well-being.
- Students have access to the Learning Supports needed for their success in learning.

| MEASURES                                                                                                                                                                                               | 2023-2024<br>Result | 2025 – 2026<br>Target |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|
| % of students in grade 6 and 9 achieving an acceptable standard on assessment                                                                                                                          | 39.6%               | 60%                   |
| % of students in grade 6 and 9 and achieving an excellence standard on assessment                                                                                                                      | 2.1%                | 5%                    |
| Academic Engagement<br>Percentage of teachers, parents, and students who agree that students are engaged in their learning at school                                                                   | 75.4%               | 80%                   |
| Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education. | 69.5%               | 75%                   |

|                                                                                                                                     |                                                                 |                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| Literacy Screening: Percentage of students at risk at the beginning and end of the year.                                            | Beginning: 0%<br>End: N/A                                       | Months behind for at-risk students is lessened.                 |
| Numeracy Screening: Percentage of students at risk at the beginning and end of the year.                                            | Beginning: 13%<br>End: N/A                                      | Months behind for at-risk students is lessened.                 |
| Percentage of grade 4 - 9 students who are satisfied with their improvement with academic success in the core subjects (VCS Survey) | 78%                                                             | 85%                                                             |
| Attendance: Percentage of students who are absent.                                                                                  | < 10%: 60%<br>10% - 25%: 30%<br>25% - 50%: 6%<br>> 50% - 3%: 4% | < 10%: 70%<br>10% - 25%: 30%<br>25% - 50%: 0%<br>> 50% - 3%: 0% |

| <b>STRATEGIES</b>                                                             |                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>New Strategies</b>                                                         | <b>Description</b>                                                                                                                                                                                                                                                                                                                                          |
| Curriculum Implementation Social Studies K - 6                                | VCS teachers will implement the Social Studies curriculum. Professional learning sessions will be planned throughout the year for teachers to further unpack and successfully pilot the curriculum. VCS will partner with NRLC for curriculum implementation.                                                                                               |
| Develop Structures for Timely and Early Intervention in Literacy and Numeracy | Our focus is on enhancing the capacity of classroom teachers to deliver these interventions in a timely fashion through strategic timetabling, responsive EA allocation, structures, and systems to support screening assessments (Alberta Education and Kindergarten SLP) and timely interventions.                                                        |
| Enhance Universal Mental Health Supports and Services                         | Partner with Recovery Alberta and FCSS to strengthen universal supports and build capacity of classroom teachers. Consider universal programs (i.e. Zones of Regulation, Mind UP) to support a shared language and evidence-based supports. Consider alignment of stakeholder engagement themes on environmental supports and the civic engagement project. |
| Enhance a Visible Continuum of Supports and Services                          | Students are more likely to use supports and services they help to create. Enhance current supports based on evidence-based practices and stakeholder voice and a focus on engaging student voice. Make current supports and services (achievement and well-being) visible.                                                                                 |
| Develop and Implement Attendance Improvement Plan                             | Development of an attendance improve plan will include assessment for monitoring and early identification and strategies for promoting positive school attendance and interventions for those that require further support.                                                                                                                                 |
| <b>Existing Strategies</b>                                                    | <b>Description</b>                                                                                                                                                                                                                                                                                                                                          |
| Build Student Capacity as Assessment Capable Learners                         | Continued focus on clear learning outcomes, strong formative assessment and teaching perseverance and goal setting for next steps. Student growth and learning will be documented in Student Portfolios to be shared in Student Led.                                                                                                                        |
| Jump Math                                                                     | Continued implementation of Jump Math for personalized learning taking into account the student's readiness to move forward.                                                                                                                                                                                                                                |
| Reading Mastery                                                               | Continued Reading Mastery as personalized learning through frequent monitoring and mastery of concept prior to moving on.                                                                                                                                                                                                                                   |

## Priority 2: Excellent Teachers and Leaders

### GOAL 2.1: Improve quality teaching, leading and learning.

#### OUTCOMES:

- Staff develop and demonstrate a professional body of knowledge.
- Staff create inclusive learning environments where high quality teaching, learning, and leading occurs.
- Students and staff are provided high quality welcoming, caring, respectful and safe learning environment.
- Staff will demonstrate increased mental health and well-being.

| MEASURES                                                                                                                                                                                         | 2022-2023<br>Result | 2025 – 2026<br>Target |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|
| Education Quality: (AB Ed) Percentage of teachers, parents, and students satisfied with the overall quality of basic education                                                                   | 79.2%               | 85%                   |
| School Improvement: (AB Ed and VCS) Percent of teachers, parents and students indicating that their school has improved or stayed the same the last three years                                  | 70.7%               | 75%                   |
| Welcoming, Caring, Respectful and Safe: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.                    | 75.5%               | 80%                   |
| VCS Survey: Percentage of students who are satisfied they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school | 79%                 | 85%                   |
| Guarding Minds Psychosocial Survey: Workplace Well-being                                                                                                                                         | N/A                 | Baseline data         |

#### STRATEGY

| New Strategies                                                | Description                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop Collaborative Staff Learning Structures               | Designate early dismissal (1 <sup>st</sup> Monday of each month) for staff professional learning based on staff need.                                                                                                                                                                                                                                                               |
| Identify and Address Psychological Health and Safety of Staff | Division and school leaders will demonstrate a commitment to staff health and wellness by incorporating The 13 Factors for Psychological Health and Safety in the Workplace as part of leadership decisions. Professional development sessions for the Principal on staff health and well-being will be provided. Partners will facilitate interactive sessions with staff members. |

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop Structures for Enhanced Teacher Supervision, Growth and Evaluation | The supervision process will include classroom visitations, classroom walk-throughs, and ongoing dialogue and regular meetings. Principal should have a good understanding of each teacher's contributions to the school with respect to VCS' three priorities.                                                                                                                                                                                                                                                                                                                              |
| <b>Existing Strategies</b>                                                 | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Build Staff Capacity in Assessment Capable Learners                        | VCS teachers and leaders improve their professional practice through collaborative engagement in processes focused on ACL. VCS teachers collaborate and use a wide range of data arising from practice to inform cycles of evidence based continuous learning.                                                                                                                                                                                                                                                                                                                               |
| Provide structures for focused and Iterative Staff Growth Plans            | Principal/Superintendent shall ensure all teachers/leaders develop an annual growth plan consistent with the requirements Alberta Education's Teacher Growth, Supervision and Evaluation. The Teacher Quality Standard (TQS)/Leadership Quality Standard (LQS) will be used to guide Professional Growth Plans. Staff will be encouraged to develop Professional Growth Plans (PGP's) that also align with the Valhalla Community School Education Plan.<br><br>All non certificated staff develop work-related growth plans in alignment with the Valhalla Community School Education Plan. |

## GOAL 2.2: Our school authority is well governed and managed.

### OUTCOMES

- The Board's governance practices positively impact the organization and student learning.
- Processes, strategies, and local measures/data demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12 and Section 33 of the Education Act.

| MEASURES                                                                                                                         | 2023-2024<br>Result | 2025-2026<br>Target     |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|
| Education Quality: (AB Ed) Teacher and parent satisfaction with parental involvement in decisions about their child's education. | 75.4%               | 80%                     |
| Board Evaluation                                                                                                                 | N/A                 | Baseline Data Collected |

| <b>STRATEGIES</b>                                     |                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>New Strategies</b>                                 | <b>Description</b>                                                                                                                                                                                                                                                                                                           |
| Provide Focused Board Professional Learning           | Committee of the Whole's will be scheduled in the Board Work Plan to facilitate and support Board Learning and review of the Board's Evaluation.                                                                                                                                                                             |
| Clarify Vision, Mission and Priorities                | The Board ensures shared clarity and communication of the Charter. Directors ensure that decision making is aligned with advancing the goals, objectives and priorities. Directors consider and utilize administrative reports and budgets, as provided by the Superintendent, to govern the improvement of VCS' priorities. |
| Advance Advocacy and Community Support                | The Board meets with at least local MLA at least once/ year. The Board identified community members to support the Charter projects.                                                                                                                                                                                         |
| <b>Existing Strategies</b>                            | <b>Description</b>                                                                                                                                                                                                                                                                                                           |
| Continue to Enhance Stakeholder Engagement            | Share and refine engagement plan that highlights a cycle of continuous engagement to inform ongoing planning and priority setting. Develop mechanisms for stakeholder engagement and feedback.                                                                                                                               |
| Ensure Open and Focused Communication                 | Agenda and minutes are posted. Communication Committee to advance the visibility of the vision, mission and goals of VCS.                                                                                                                                                                                                    |
| Make Visible the Accountability and Assurance Process | Provide an outline of the features of VCS' accountability and assurance framework providing assurance to the VCS communities and demonstrating continuous improvement.                                                                                                                                                       |



### Priority 3: Charter Goals

#### GOAL 3.1: To produce students who are excellent communicators.

##### Outcomes:

- Students will communicate with intelligence, using grammatically correct language in both spoken and written word, by mastering the basic skills of reading, writing and arithmetic.
- Students will communicate with confidence on a broad range of subjects by developing a firm understanding of history, science and fine arts.
- Students will express themselves in an articulate manner while public speaking.

| MEASURES                                                                                                              | 2023-2024<br>Result                               | 2025 – 2026<br>Target                           |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------|
| VCS Survey: Percentage of satisfied or very satisfied on question regarding students who are excellent communicators. | Students :72.5%<br>Teachers: 88%<br>Parents: 100% | Students: 80%<br>Teachers: 90%<br>Parents: 100% |
| Language Arts PAT: Level of Acceptable                                                                                | N/A (Gr. 6)<br>37.5% (Gr. 9)                      | 50%                                             |
| Student Portfolio                                                                                                     | N/A                                               | Portfolio demonstrate growth over time.         |

##### STRATEGIES

| New Strategies                                                | Description                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Host a Speech Competition                                     | Utilize civic learning engagement projects to develop speeches and enter interclub competitions.                                                                                                                                                                                |
| Identify and Provide Diverse Opportunities for Communication. | Provide opportunities to collaborate with the Communications Committee and partners (i.e. NW Polytech). Engage students in communicating in newsletters, social media, visibility of priorities in the school, etc. to support advancing the Charter.                           |
| Enhance Public Speaking Opportunities                         | Consider student participation in assemblies, student led announcements, MCs at concerts, etc.                                                                                                                                                                                  |
| Existing Strategies                                           | Description                                                                                                                                                                                                                                                                     |
| Student Led Speeches                                          | All students prepare for and recite a speech each year to the community on their topic of choice. Students practice with each other and provide feedback. Students recite the speech in front of their class and three students from each grade present in front of the school. |

#### Goal 3.2: To prepare students for community involvement and leadership.

##### Outcome

- Students will recognize the importance of community involvement by directly experiencing the efforts of community and municipal groups.

| MEASURES                                                                                                                    | 2023-2024<br>Result | 2025 – 2026<br>Target |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------|
| VCS Survey: Percentage of satisfied or very satisfied on question regarding students' community involvement and leadership. | 70%                 | 80%                   |

|                                                                                                                                       |       |      |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|------|
| Active Citizenship: Percentage of teachers, parents, and students who agree that students model characteristics of active citizenship | 69.2% | 75%  |
| Percentage of students who participated in two or more community or student groups or events.                                         | 95%   | 100% |
| Percentage of students who attended at least one School Council or Board Meeting.                                                     | 15%   | 50%  |

| <b>STRATEGIES</b>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>New Strategies</b>                                                                                                                         | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Develop a Charter Course on Student Led Community Research where Students are Empowered to Become Drivers of Civic Change in their Community. | <p>Students:</p> <ul style="list-style-type: none"> <li>reflect on their identity and values to identify a topic and an issue that matters to them.</li> <li>research the issue and propose a direction for action.</li> <li>plan and act on that issue, using skills and knowledge they have gained throughout the year.</li> <li>report on findings</li> </ul> <p>Projects may incorporate recommendations from engagement sessions and be supported by community engagement.</p> |
| Initiate an Education Research Partnership                                                                                                    | Search and develop a research partner to advance learning around our Charter: In what ways does learning with and from Student-led Civic Projects and Service Learning enhance the vision and mission of VCS.                                                                                                                                                                                                                                                                       |
| Implement Formal Service-Learning Grades Programming Grades 3 - 6                                                                             | Utilize <a href="#">Service Learning "101": A Guide for Leaders   Learning to Give</a> to cultivate a caring community and prepare young people for responsible civic engagement and build a more generous, connected civil society.                                                                                                                                                                                                                                                |
| Students Attend Board and School Council Meetings                                                                                             | Students in grades 3 - 9 will participate in community initiatives by attending meetings and participating in relevant discussion. (i.e. Board Meetings, Committee Meetings. School Council, etc.)                                                                                                                                                                                                                                                                                  |
| <b>Existing Strategies</b>                                                                                                                    | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Promote Volunteerism                                                                                                                          | A key part of the vision of the Valhalla Community School is that students become engaged citizens who are committed to their community. This comes from the deep roots of strong volunteerism and community spirit in the community and area.                                                                                                                                                                                                                                      |
| Implement Farm to Table through partnership with Beaverlodge Agriculture Research Station                                                     | <p>Students seed, weed, water and harvest a garden (carrots, potatoes, etc.) to support farm to table.</p> <p>Collaborative research supported by scientists and soil technicians from Beaverlodge Agricultural Research Station, with a focus on crop carbon capture and comparisons between organic and non-organic fertilizers.</p>                                                                                                                                              |
| Identify rural opportunity in learning.                                                                                                       | Identify opportunities within current Grades 1-6 curricula with a focus on sustainability of the local, rural community (e.g., studying the raising and releasing of fish fry, hatching chickens, and ducks, supporting science and math outcomes).                                                                                                                                                                                                                                 |

## IMPLEMENTATION PLAN

Successful implementation requires active attention to all three drivers over time; competency drivers, organizational drivers and leadership drivers.

**Competency Drivers:** Mechanisms to develop, improve and sustain educator and administrator ability to implement an evidence-based program or practice as intended to benefit students.

**Selection:** Team members with necessary qualifications, values and attitudes.

- Budget prioritizes teacher FTE to be priority.
- Promote distributive leadership by Identify a lead for each strategy.
- Recruitment of staff/contractor to develop civic leadership course.
- Specialized staff to support mental health (FCSS and Recovery Alberta) and students requiring individualized supports (SLP, DHH)
- Prioritize EA deployment to support VCS priorities.



**Training:** Providing initial and ongoing instruction.

- Develop a professional learning/training calendar aligned to the implementation phases.
- Include initial orientation and role-specific PD.
- Develop a FNMI Foundational Learning Document
- Training for Alberta Education assessments for grades K – 4
- Professional Learning on Assessment Capable Learners and Student Portfolio professional learning.
- Training on 13 Psychosocial Factors of Workplace Well-being for Leadership
- Have one teacher and support staff attend the Civic Learning Institute Course on Student-led Civics Projects: Using Project-based Learning to Develop Civic Knowledge, Skills, and Dispositions

**Coaching:** Offering regular job-embedded feedback.

- Create a coaching schedule with regular feedback loops.
  - Coaching for Principal with Superintendent.
  - Coaching by Recovery Alberta on universal mental health supports
  - Coaching provided by Alberta Professional Learning Consortium.
- Staff Collaboration Time
  - Support provided by Alberta Professional Learning Consortium.
- Specialized supports
  - Coaching provided by SLP and DHH

**Performance Assessment: Measuring fidelity and outcomes.**

- Supervision of staff focused on the priorities by the Principal and Superintendent.
- Priority Alignment Meetings will be scheduled once/month with the Principal.
- Priority Alignment Meetings will be scheduled once/month by the Principal with the staff.

**Organization Drivers:** Mechanisms to create and sustain organizational and system environments that support and ensure successful implementation. These include the following three drivers.

**Decision Support Data Systems: Collecting and using data.**

- Establish clear protocols/calendars for data entry, analysis, and reporting.
  - Student attendance
  - Staff absence
  - AB Ed. Screening assessments
  - Student portfolios
  - Marks/report cards
- Review data at regular intervals with staff and leadership teams.
  - Early dismissal staff collaboration time
  - Staff uses data during collaborative sessions to inform the development and delivery of the priorities and identifies what they should see by the next 30 days.
- Track implementation of strategies and priorities (i.e. cultural events, etc.)

**Facilitative Administration: Leadership aligns policies, removes barriers and supports front line implementation.**

- Continual communication in developing a shared understanding of vision, mission, and values exists among stakeholders.
- Designation of increased professional learning days and in school collaborative structures.
- Strategic timetabling, scheduling and EA deployment
  - Adjust timetables to allow time for portfolio development, reflection, and sharing.
  - Adjust timetable for student led community-based research
  - Adjust timetable for combined classes for non-cores
  - EA deployment for priorities
- Communication protocols
- Adjust resource allocation to support implementation (material and human)
- Celebrate quick wins and improvements to build momentum.

**Systems Intervention: Engaging external stakeholders to secure support or resources.**

- Engage with community partners to advocate for supportive policies and support.
  - Partner with NRLC for curriculum implementation and professional learning.
  - Partner with FCSS and Recovery Alberta to support Mental Health and Well-being.
  - Partner with Western Cree and GPACOS to support First Nation students. Consider opportunities for meaningful engagement with representatives from the Horse Lake community to enhance learning outcomes for VCS students from Horse Lake.
  - Partner with Beaverlodge Research Station and post-secondary research to advance VCS' Charter.
  - SLP and DHH Contractor for specialized supports.
  - Partner with a post-secondary institution for research on the Charter.

- Establish feedback loops between VCS school and the Superintendent

**Leadership Drivers:** Resolve adaptive issues and technical challenges that arise while initiating changes in the ways of work and managing change in organizations and systems.

**Adaptive Leadership: Manages change by addressing beliefs, value and culture.**

- Seek and engage feedback from students, staff and families and use feedback for responsive interventions.
- Engage staff in problem solving.
- Support distributive leadership.
- Valuing multiple, varied ways of thinking and efforts to capitalize on these to enhance group problem-solving and creativity.
- Developing psychological safety for all staff
- Mutual respect is demonstrated when behaviour observed throughout the organization is characterized by honesty, tactfulness, and valuing of each other's contribution.
- Trust represents the judgment that others in the setting are capable and committed and that one can risk being vulnerable in the presence of peers.

**Technical Leadership: Solve problems with known solutions.**

- Set clear expectations and timelines.
- Provide consistent communication.
- Monitor implementation fidelity and address barriers promptly
- Development of structures and systems for organization, consistency and timely communication.
- Build a visible "continuum of support" using posters, presentations, social media, etc.

## FINANCIAL STATEMENTS

### Revenues

|                     |             |
|---------------------|-------------|
| Alberta Education   | \$1,251,594 |
| Federal Government  | 45,000      |
| Property Taxes      | -           |
| Fees                | 5,500       |
| Donations and Other | 30,000      |

**Total Revenue** **\$1,332,094**

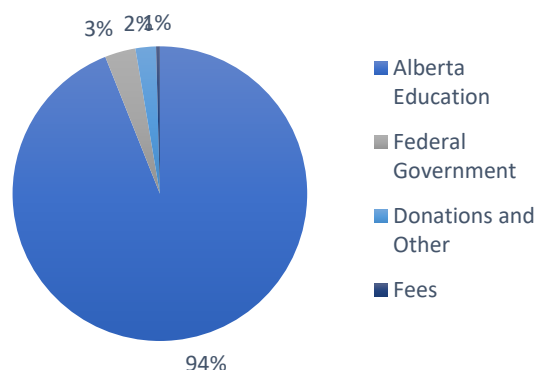
### Expenses

|                             |           |
|-----------------------------|-----------|
| Instruction – ECS           | -         |
| Instruction – Grade 1 to 12 | \$734,373 |
| Operations and Maintenance  | 265,343   |
| Transportation              | 292,554   |
| System Administration       | 176,500   |

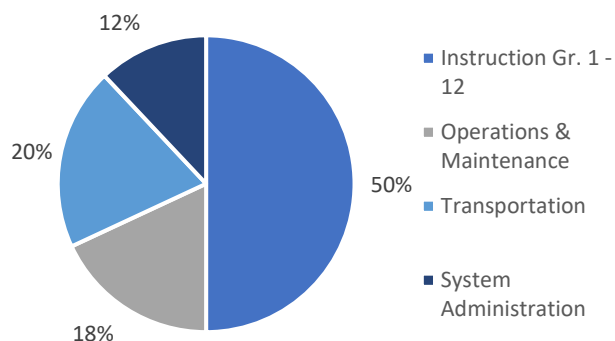
**Total Expenses** **\$1,468,770**

**Operating Deficit:** **(\$136,606)**

**Revenues**



**Expenses**



Valhalla Community School's 2025-2026 Budget is guided by its Three-Year Education Plan. Budget 2026 continues to place an emphasis on low class sizes to optimize the quality of student learning and advancing our Charter Goals. These monies will provide the necessary resources and supports to ensure a quality education for all students.

VCS's proposed operating budget for the 2025-2026 fiscal year totals \$1.46 million. VCS's projected overall deficit position for the upcoming school year equates to \$136,606. The estimated operating surplus from 2024-2025 will offset a portion of the projected deficit. The remaining deficit will be covered through prior years surplus funds and reduced operating expenditures in 2025-2026.

It is projected that enrolment will increase to above 55 provincially funded students by September 30, 2025. Various external and internal factors have been considered, such as grid increments and benefit increases, insurance premium increases, and a rise in other costs due to inflationary pressures, etc. VCS will monitor its fiscal spending throughout the year to ensure it is achieving its goals and objectives in the short and long term. A 2025-2026 Detailed Budget Report can be found at <https://valhallacommunityschool.ca/budget/>

## **CAPITAL PLAN**

Each year, VCS receives funding from the Alberta Government to lease its facility from the Valhalla Heritage Society. Alberta Education uses the enrolment to calculate the area, capacity, utilization formula on which the lease funding is based. Additionally, lease rates from many areas of Alberta are used to determine a “rural” per square meter rate on which the VCS funding is based. The total amount of the lease funding is released to the Valhalla Heritage Society which is responsible for the maintenance and utilities. The school, in turn, provides the high-speed internet, the janitorial services, and some of the snow removal close to the building. Each party is responsible for their own insurance costs as well as telecommunications.



### **Learn More**

Valhalla Community School is committed to working collaboratively with its stakeholders in the planning and delivery of educational services. In addition to copies and/or highlights of its Annual Education Results Report, Three-Year Plan, Capital Plan, Budget, and Audited Financial Statement being shared with school councils, staff, and educational partners, these documents are accessible through our website at <https://valhallacommunityschool.ca/> and by hard copy at our school at 9702-100 Ave. Valhalla Centre, AB