



Valhalla Community School 2025-2028

Year 2 Education Plan Leading into the Future



Three Year Education Plan
2025 – 2028 (Year 2)
Terri Corbett, Board Chair
Loriann Stienwand, Superintendent

ACCOUNTABILITY STATEMENT

Under the direction of the School Board / Board of Directors, the Education Plan for Valhalla Community School commencing September, 2026 was prepared under the direction of the Board/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 School Board or 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 reviewed and approved the 2025/2028 Education Plan on May 26, 2026.

Original Signed

Mrs. Terri Corbett
Board Chair

Board of Directors

Terri Corbett, Chair
Jerry Shepelwik, Vice Chair
Penny Braseth

Original Signed

Mrs. Loriann Stienwand
Superintendent

Reanna Stockman, Secretary
Joe Lowen, Treasurer
Dwayne Westad

*Original Signed

MESSAGE FROM THE BOARD CHAIR

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

At VCS, we believe leadership is more than a title or position — it is the ability to inspire, guide, and positively influence others toward meaningful goals. Effective leaders demonstrate integrity, resilience, adaptability, and compassion while fostering trust and collaboration within their communities. Leadership is ultimately rooted in service, and we are proud to cultivate these values in our students each day.

The VCS Board of Directors believes that when students are given opportunities to develop leadership skills, they gain the confidence, responsibility, communication abilities, and critical thinking needed to navigate real-world challenges. Through meaningful learning experiences, volunteer opportunities, collaborative projects, and community engagement, students learn to take initiative, solve problems, and understand the impact their contributions can have on others.

This year, we are especially excited to support the continued development of our new Student Led Community Based Research program. This innovative initiative reflects the heart of our school’s mission by empowering students to explore authentic community issues, engage in hands-on research, and develop practical solutions that create meaningful local impact. By connecting classroom learning with real-world experiences, students deepen both their academic understanding and their sense of responsibility as emerging leaders within their communities.

As a Board, we remain committed to leading by example through ongoing growth, learning, and accountability. We continue to strengthen our governance practices to ensure we meet and exceed standards for transparency and fiduciary responsibility to both our stakeholders and Alberta Education. We are deeply grateful for our Superintendent, administration team, and staff who consistently demonstrate dedication to our mission and vision while keeping the success and well-being of students at the center of every decision.

On behalf of the Charter Board, I would like to extend our sincere thanks to our students, families, staff, and community partners for choosing to be part of the VCS family. Your support, commitment, and shared belief in the value of leadership-centered education make our school community strong. We are thankful for another year of growth, innovation, and meaningful opportunities that inspire our students to lead with purpose and serve with integrity.

We are truly grateful for each and every one of you.

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 ethnical, 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

2024-2025 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. Stakeholder voice and engagement has resulted in a Education Plan reflective of the values and priorities of the full school community.
- VCS fosters a strong, reciprocal relationship with the community—community members are actively engaged in supporting students, and students are meaningfully involved beyond the school. There are numerous opportunities for volunteerism for students, staff, and families. Our Student-Led Community-Based Research Partnerships have further strengthened these connections, advancing our Charter and deepening authentic community engagement.
- Our partnerships and access to specialized services have continued to enhance our continuum of supports and services in providing universal, targeted and specialized supports and services and key learning for our staff and students.
- Early learning in literacy and numeracy continues to be a notable strength of Valhalla Community School. Early learning at Valhalla Community School in 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 action taken towards reconciliation. We have continued to strengthen relationships with Indigenous families as well as the Montney Riverstone Tribal Council, resulting in increased opportunities to honour and integrate cultural art, practices, and traditions into our school community, fostering a deeper sense of belonging, respect, and shared learning.
- There has been increased clarity of our key priorities fostering a shared vision and collective responsibility. Educators, parents and the Board are more deeply engaged in working together and see how their efforts contribute to shared goals.



Areas for Improvement

- While early learning results are strong, PAT results are still an area of growth. Continuing a relentless focus on capacity building of staff, particularly around new curriculum implementation and key evidence-based practices will continue.
- Developing structures and system to support effective professional learning opportunities for all staff around students who require targeted supports is a continued area of need. Focused leadership in inclusive learning to meet the complexity of needs is a required area of growth.

- Continued focus on advancing our Charter Goals is a priority, particularly moving into grades 4 – 6 will ensure VCS is advancing the Charter and preparing students for success as they move into the Student Led Community Based Research projects.
- Continued focus on the recruitment and retention of qualified teachers and leaders is key. 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 and partnership initiatives to ensure our students have access to dedicated educators.
- Communication has improved but is identified as a continued area of focus to ensure transparency between leadership and staff.

Emerging Growth Trends

- A continued trend in education is the intentional inclusion of diverse voices in shaping school culture and learning environments. More collaboration with families and the local communities is an exciting trend.
- Increased enrollment is a growing trend at VCS, including students presenting with increased complexity.
- A continued trend is the pairing of academic success and student well-being as co-equal outcomes recognizing the reciprocal nature of them.

Developing Needs

- Increased complexity within our school community continues to be a growing and evolving need. As students arrive with a wider range of academic, social, emotional, and behavioural needs, it is increasingly important that our systems are designed to respond in a coordinated and intentional way. Strengthening a robust, flexible, and comprehensive continuum of supports and services is essential to ensuring that every student is met where they are at and receives the appropriate level of support at the right time.
- 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.
- The current level of transportation funding provided by Alberta Education and Childcare has created a gap that requires us to reallocate resources from other areas of the budget to maintain student transportation services. While we recognize the critical importance of transportation and remain committed to meeting the needs of our students, this reallocation limits our capacity to fully invest in instructional programs and supports. We have resourced strategically to address this gap and are continuing to actively explore sustainable solutions to address this challenge in a way that minimizes any impact on student learning.
- It is challenging keeping pace with the volume and frequency of changes to provincial legislation and policy, particularly as we work to thoughtfully align and update our own policies and practices in response.

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. Review of the Charter through Alberta Education’s Charter Evaluation provided further information taken into consideration in the development of the 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 in designing the three-year plan in 2024-2025. Engagement in 2025-2026 included students providing their voice through the Valhalla Community School survey, focused on the Charter. Students contributed further thoughts into the Alberta Education Assurance Measures Survey.

Staff: Staff were provided a survey regarding progress and next steps for the Education Plan. They were then brought together around Valhalla Community School’s three priorities to reflect on our data, and consider strengths, challenges and gaps in refinement of our Education Plan. 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 and 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 review and revision of the school’s Education Plan.

Families and Community: Family and Community Engagement evening was held in February 2025. Through a World Café process families and community members developed innovative ideas and consideration around Valhalla Communities Schools Vision, Mission and Charter goals. In the 2025-2026 school year families and community members have further opportunities to share ideas through the website and “Share a Thought”. Family members also provided feedback though 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 year 2 of the 2025-2028 Education Plan.

BUILDING A STRONGER SCHOOL COMMUNITY

Our Priorities for Student Success

PRIORITY 1: STUDENT GROWTH & ACHIEVEMENT

- Personalized learning support for all students
- Regular feedback & assessment to track progress
- Strategic scheduling for balanced learning
- Hands-on, real-world experiences
- Mental health & wellness support
- Safe and supportive learning environments
- Strong student-teacher relationships

PRIORITY 2: EXCELLENCE IN TEACHING & LEADING

- Respectful & caring school culture
- Safe, structured, and inclusive classrooms
- Strong teacher-student relationships
- Fair and consistent discipline approaches
- Student voice in decision-making
- Engaging and interactive teaching methods
- Well-being support & sufficient resources for staff

PRIORITY 3: CHARTER GOALS & COMMUNITY ENGAGEMENT

- Leadership & mentorship opportunities
- Encouraging accountability & resilience
- Promoting inclusivity & kindness
- Strengthening local & rural community partnerships
- Expanding extracurricular activities & real-world skill development
- Enhancing communication & public speaking skills
- Engaging families in student learning & school events

Alberta Education and Valhalla Community School

VCS's Education Plan reflects both Alberta Education priorities and the unique strengths, needs, and aspirations of our local community. Through engagement with students, staff, families, directors, and community partners, the school authority has identified priorities responsive to need, while aligning with provincial expectations and accountability measures.

| 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: Student Growth and Achievement | | Priority 2: Excellence in Teaching and Learning: Skills Staff and Effective Governance | | Priority 3: Charter Vision, Mission and Goals | |
| Goal: First Nation, Métis, and Inuit student experience success. | Goal: All students are successful in meeting the outcomes in the Program of Studies. | Goal: Our school has excellent teachers, leaders and school authority leaders. | Goal: Our school is well-governed and managed. | Goal Students are excellent communi - cators | Goal: 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 | 2024-2025 Result | 2026 – 2027 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 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%: 71% 11% - 25%: 29% 25% - 50%: 0% > 50%: 0% | < 10%: 80% 11% - 25%: 20% 25% - 50%: 0% > 50%: 0% |
| Number of cultural events within the school. | 2 cultural events | 5 cultural events |

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| <p>Activities that support implementation of TRC</p> | <ul style="list-style-type: none"> • Engaging in community outreach projects (i.e. Orange Shirt Day) • Creating and enriching relationships with Indigenous peoples including Montney Riverstone Tribal Council and Grande Prairie Aboriginal Circle of Services • Celebrated Truth and Reconciliation Day – Residential school survivor presented to staff and students. • Implementation of the Being, Knowing, Doing approach through the Continuum of Supports and Services ensures the learning process simultaneously engages and develops all aspects of the individual and supports a holistic approach. | <p>100% of staff will integrate at least two intentional learning activities aligned with the Truth and Reconciliation Commission of Canada Calls to Action into their programming, with evidence of implementation collected through planning documents, classroom practice, and student voice.</p> |
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| <p>STRATEGY</p> | |
|---|--|
| <p>*strategy and description from 2025-2026; from 2026-2027; from 2027-2028</p> | |
| <p>Strategies</p> | <p>Description</p> |
| <p>Explore Culturally Responsive Assessment (Student Portfolios)</p> | <p>Continued learning and implementation of student Portfolios that allow students to document their growth through personal reflections fostering a culturally responsive way of track and reporting progress Build a shared understanding on purpose and examples of portfolios through the assessment process and Assessment Capable Learners.</p> |
| <p>Create Culturally Safe Spaces and Opportunities to Foster Safety and Belonging</p> | <p>Continued 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.</p> |
| <p>Increase Indigenous Representation, Identity and Leadership</p> | <p>Continue to 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. Continue to engage Indigenous leaders as partners in the implementation of VCS's strategies.</p> |
| <p>Build Staff Capacity Incorporate Indigenous Culture-Based</p> | <p>Continue reference to and refine the developed Foundational Knowledge Guide developed in year 1. Embed at least one</p> |

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| Learning resources into unit planning. | authentic, curriculum-aligned learning experience per subject area, using materials from Indigenous Culture Based Learning . |
| Enhance Respectful Partnerships and Foster Relationships | Continue relationships with Montney Riverstone Tribal Council and interagency meetings (GPACOS) to build relationships and share resources for our Indigenous 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 | 2024-2025 Result | 2026 – 2027 Target |
|--|--|---|
| % of students in grade 6 and 9 achieving an acceptable standard on assessment | 37.47% | 60% |
| % of students in grade 6 and 9 and achieving an excellence standard on assessment | 0% | 5% |
| Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school | 74.5% | 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. | 70.6% | 75% |
| Literacy Screening: Percentage of students at risk at the beginning and end of the year. | Beginning: 0% End: 0% | Percentage behind for at-risk students is lessened. |
| Numeracy Screening: Percentage of students at risk at the beginning and end of the year. | Beginning: 8.3 % End: 9.3% | Percentage 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) | 82.5% | 85% |
| Attendance: Percentage of students who are absent. | < 10%: 55% 10% - 25%: 37% 25% - 50%: 8% > 50%: 0% | < 10%: 65% 10% - 25%: 35% 25% - 50%: 0% > 50% - 3%: 0% |

| STRATEGIES | |
|--|--|
| *strategy and description from 2025-2026; from 2026-2027; from 2027-2028 | |
| Strategies | Description |
| Support staff in designing for and implementing the new curriculum | VCS teachers will implement new curriculum K – 6. VCS teachers will implement the Social Studies curriculum grades 4 – 6. Continued focus on collaboration of designing units for new curricular outcomes and making success criteria visible to students. Partnership with Alberta Professional Learning Consortium for professional learning, planning and coaching. |
| Develop Structures and Supports for Timely and Early Intervention in Literacy and Numeracy | Continue the focus on enhancing the capacity of classroom teachers to deliver these interventions in a timely fashion through strategic timetabling (including additional EA and teacher FTE), responsive EA allocation, structures, and systems (ie. Calendar for screening assessments). Designate teacher FTE for an Inclusion/Intervention Lead. Create data driven structures and systems for collaborative Mondays. |
| Enhance Universal Mental Health Supports and Services | Continue partnership with FCSS to strengthen universal supports and build capacity of classroom teachers. Continue implementation of Mind Up curriculum. Structures and routines (i.e. positive behaviour supports) will be a primary focus of implementation. Develop the well-being space, including structures and systems for the use of it (i.e. when students use it, why they use it, how they use it) |
| Enhance a Visible Continuum of Supports and Services | Continue enhancing current supports based on evidence-based practices and stakeholder voice and a focus on engaging student voice. Continue making current supports and services (achievement and well-being) visible. |
| Develop and Implement Attendance Improvement Plan | Continue implementation of the attendance improve plan developed. Enhance implementation drivers of clarity of roles and responsibilities and data collection. |
| 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. |
| 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. Enhance training required for new staff and identify new resources to support programming. |

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 | 2024-2025 Result | 2026 – 2027 Target |
|--|---|-----------------------|
| Education Quality: (AB Ed) Percentage of teachers, parents, and students satisfied with the overall quality of basic education | 75.5% | 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 | 75.5% | 80% |
| Welcoming, Caring, Respectful and Safe: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe. | 66.7% | 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 | 75.8% | 85% |
| Guarding Minds Psychosocial Survey: Workplace Well-being | 100% of psychosocial factors on the organizational scan completed | Baseline data |

STRATEGY

*strategy and description from 2025-2026; from 2026-2027; from 2027-2028

| Strategies | Description |
|---|--|
| Develop Collaborative Staff Learning Structures | Continue early dismissal (1 st Monday of each month) for staff collaboration. Defined area of focus: providing targeted interventions through collaborative problem solving. Just in time differentiated learning provided. |

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|--|---|
| Identify and Address Psychological Health and Safety of Staff | Organizational scan completed. Organizational scan on the 13 Factors for Psychological Health and Safety in the Workplace will be utilized to advance the well-being of the organization. |
| Develop Structures for Enhanced Teacher Supervision, Growth and Evaluation | Continued support on the supervision process including classroom visitations, classroom walk-throughs, and ongoing dialogue and regular meetings. Coaching support from Superintendent and Alberta Professional Learning Consortium. |
| Build Staff Capacity | VCS teachers and leaders improve their professional practice through collaborative engagement in processes focused on Assessment Capable Learners and Positive Behaviour Supports. |
| Provide structures for focused and Iterative Staff Growth Plans | Principal/Superintendent will continue to 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. All non certificated staff develop work-related growth plans in alignment with the Valhalla Community School Education Plan. |
| Create a welcoming, caring, respectful and safe action plan | Develop key actions to foster a strong sense of belonging for new and current students and families through personalized welcoming practices, relationship-building opportunities, culturally responsive approaches, and student-centred supports that honour the diverse strengths, identities, and hopes within our community. |

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 | 2024-2025 Result | 2026–2027 Target |
|--|---|-------------------------|
| Education Quality: (AB Ed) Teacher and parent satisfaction with parental involvement in decisions about their child's education. | 72.5% | 80% |
| Board Evaluation | Charter Board Evaluation completed and used to guide Education Plan | Baseline Data Collected |

| STRATEGIES | |
|--|--|
| *strategy and description from 2025-2026; from 2026-2027; from 2027-2028 | |
| Continued Strategies | Description |
| Provide Focused Board Professional Learning | Continue Committee of the Whole's scheduled in the Board Work Plan to facilitate and support Board Learning and review of the Board's Evaluation. |
| Clarify Vision, Mission and Priorities | Continue refinement and 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. Include amendments in the Charter renewal application. |
| Advance Advocacy and Community Support | The Board meets with local MLA at least once/ year. The Board identifies community members to support the Charter projects. Continued advocacy on "just in time" issues. |
| Continue to Enhance Stakeholder Engagement | Continue to 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 | Continue to post Board Meeting agenda and minutes. Continue 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 |
| Board Strategic Plan | Support development of a Board strategic plan fostering a clear "line of sight" from board goals to Education Plan to school-level implementation |

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 | 2024-2025 Result | 2025 – 2026 Target |
|---|---|--|
| VCS Survey: Percentage of satisfied or very satisfied on question regarding students who are excellent communicators. | Students:83.3% Teachers: 100% Parents: 100% | Students: 90% Teachers: 100% Parents: 100% |

| | | |
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| Language Arts PAT: Level of Acceptable (gr. 6 and 9) | 43.4% | 60% |
| Student Portfolio | Portfolios demonstrate growth over time. | Number of portfolio entries increases. |

| STRATEGIES | |
|--|---|
| *strategy and description from 2025-2026; from 2026-2027; from 2027-2028 | |
| New Strategies | Description |
| Identify and Provide Diverse Opportunities for Communication. | Continue to 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. |
| Student Led Speeches | Continue speeches to the community on topic of choice. Enhance student speaking opportunities through student led community based research projects. |

| Goal 3.2: To prepare students for community involvement and leadership. |
|---|
| <p>Outcome</p> <ul style="list-style-type: none"> Students will recognize the importance of community involvement by directly experiencing the efforts of community and municipal groups. |

| MEASURES | 2024-2025 Results | 2026 – 2027 Target |
|--|--|--|
| VCS Survey: Percentage of teachers, parents and students satisfied or very satisfied on question regarding students' community involvement and leadership. | Students: 79.8% Staff: 66% Parents:50% | Students: 85% Staff: 80% Parents:75% |
| Active Citizenship: Percentage of teachers, parents, and students who agree that students model characteristics of active citizenship | Students: 66% Teachers: 83% Parents:100% | Students: 80% Teachers: 90% Parents:100% |
| Percentage of students who participated in two or more community or student groups or events. | 90% | 100% |
| Percentage of students who attended at least one School Council or Board Meeting. | 10% | 50% |

| STRATEGIES | |
|---|---|
| *strategy and description from 2025-2026; from 2026-2027; from 2027-2028 | |
| Strategies | Description |
| Develop a Charter Course on Student Led Community Research where Students are | Continue student led community based research projects. |

| | |
|---|---|
| Empowered to Become Drivers of Civic Change in their Community. | |
| Initiate an Education Research Partnership | Continue action research: In what ways does learning with and from Student-led Civic Projects and Service Learning enhance the vision and mission of VCS. |
| Incorporate design thinking as a pre student led community based research project learning. | Incorporate design thinking into grades 5 – 6 as a starting point and entry into student led community based research projects 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 | Continue to engage students in grades 3 - 9 in community initiatives by attending meetings and participating in relevant discussion. (i.e. Board Meetings, Committee Meetings. School Council, etc.) |
| Promote Volunteerism | Continue identifying opportunities for volunteerism in the community. Promote whole class volunteer opportunities. |
| Implement Farm to Table through partnership with Beaverlodge Agriculture Research Station | Students seed, weed, water and harvest a garden (carrots, potatoes, etc.) to support farm to table. 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. Explore indoor growing options. |
| Identify rural opportunity in learning. | Continue to 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. Additionally, this implementation plan includes the requirement of a plan to:

- Implement and monitor the strategies; and
- Address both local and provincial priorities.

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.
- Partnership with APLC for experts in curriculum and assessment.
- Specialized staff to support mental health (FCSS and Recovery Alberta) and students requiring individualized supports (SLP, OT, Psychology, DHH)
- Introduction of a part time Inclusive Learning Lead.
- 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
- Professional Learning on Assessment Capable Learners and Positive Behaviour Supports

Coaching: Offering regular job-embedded feedback.

- Create a coaching schedule with regular feedback loops.
 - Coaching for Principal with Superintendent.
 - Coaching provided by Alberta Professional Learning Consortium on Assessment Capable Learners
 - Coaching provided by the inclusive learning lead.
- Staff Collaboration Time
 - Support provided by Superintendent on students requiring targeted supports.
- Specialized supports
 - Coaching provided by SLP, DHH, OT and Psychology

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. Assign specific roles and responsibilities for:
 - Student attendance

- Staff absence
- AB Ed. Screening assessments
- Student portfolios
- Marks/report cards
- Monitoring strategies: Review data at regular intervals with staff and leadership teams.
 - Make visible assurance timelines/process in the fall.
 - Staff meeting review
 - 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.
 - Early dismissal Monday's will include bringing evidence of student achievement.
- 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 (i.e. through structures such as capturing evidence during supervision)

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

- Bring alignment to provincial priorities and local priorities to ensure integrated and cohesive provincial and local priorities.

| Provincial Priorities | Local Priorities |
|--|--|
| Alberta's students are successful. | Goal: All students are successful in meeting the outcomes in the Program of Studies. |
| First Nations, Métis and Inuit students in Alberta are successful. | Goal: First Nation, Métis, and Inuit student experience success. |
| Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy | Goal: Students are excellent communicators Goal: Students are prepared for community involvement and leadership. |
| Alberta's K-12 education system and workforce are well-managed | Goal: Our school has excellent teachers, leaders and school authority leaders. Goal: Our school is well-governed and managed. |

- Engage with community partners to advocate for supportive policies and support.
 - Partner with APLC 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, OT, Psychology 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.

BUDGETED 2026/2027 FINANCIAL STATEMENTS

Revenues

| | |
|---------------------|-------------|
| Alberta Education | \$1,851,781 |
| Federal Government | 60,000 |
| Property Taxes | - |
| Fees | - |
| Donations and Other | 30,000 |

Total Revenue \$1,941,781

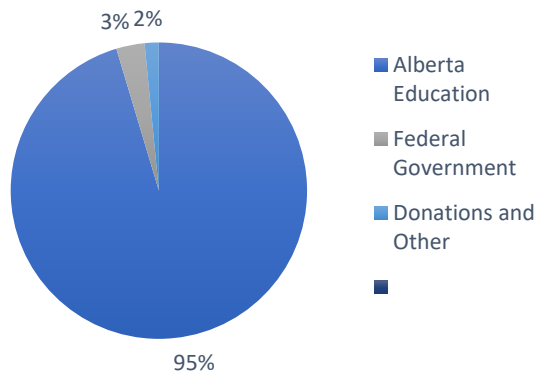
Expenses

| | |
|-----------------------------|-------------|
| Instruction – ECS | - |
| Instruction – Grade 1 to 12 | \$1,168,403 |
| Operations and Maintenance | 294,262 |
| Transportation | 318,762 |
| System Administration | 198,973 |

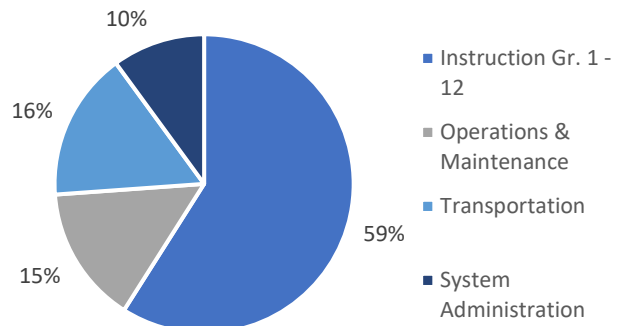
Total Expenses \$1,980,400

Operating (Deficit): \$(38,619)

Revenues



Expenses



Valhalla Community School’s 2026-2027 Budget is guided by its Three-Year Education Plan. Budget 2027 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 budgeted revenue for the 2026-2027 fiscal year totals \$1.94 million. VCS’s projected deficit position for the upcoming school year equates to \$38,619. The estimated operating surplus will be carried forward from 2025-2026 to eliminate the budgeted deficit. Projected surplus for 2025-2026 school year is estimated at \$75,000. This will be used to offset the budgeted deficit and to increase staffing for the 2026-2027 school year.

Enrolment is projected to be 74 FTE provincially funded students. Various external and internal factors have been projected to the year end, such as grid increments and benefit increases, insurance premium increases, and a rise in other costs due to inflationary pressures, especially transportation costs such as fuel and repairs and maintenance 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. The 2026-2027 Detailed Budget Report can be found at

<https://valhallacommunityschool.ca/1918-2/budget/> once it is approved by the Board of Directors at the May 2026 board meeting.

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.

The 2026-2027 Capital Plan can be found at <https://valhallacommunityschool.ca/1918-2/capital-plan/>



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