



**Aspen View**  
PUBLIC SCHOOLS

*“Engage Learning. Ignite Potential. Inspire Success.”*

**2017-2020**  
***Three Year School Education Plan***



**Vilna School**  
Work Hard ~ Be Kind

### *Accountability Statement*

The **Vilna School** education plan for the three years commencing September 1, 2016 was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan. *Meetings were held with stakeholders to ensure their input into the Three year education plan.*

### **Message From the School Administration**

**SCHOOL NAME:** Vilna School

**Principal:** Diane Padlesky

**Assistant Principals:** Paul Jespersion & Colin McIntosh

**Address:** 5014-52 Ave Box 190 Vilna T0A 3L0

**Phone:** 780-636-3651

**Email:** [vilna@asperview.org](mailto:vilna@asperview.org)

**Website:** <http://vilna.asperview.org/>

### **SCHOOL PROFILE:**

**Grade Configuration:** Preschool Great Beginnings Program - Grade 12

**Student Population:** 221

**Number of Teachers:** 17 (includes 1 Teacher from the Vilna Off Campus Academy)

**Number of Support Staff:** 16

### **PHILOSOPHY**

Our philosophy of the “**whole child approach and students needs first**” guides us and holds us accountable to meet the diverse needs of all our students.

### **MISSION/VISION STATEMENT**

Working together to maximize learning opportunities and character development to prepare students for post-secondary education and the world of work.

### **SEVEN GUIDING PRINCIPLES**

Empathy ~ Respect ~ Working Hard ~ Responsibility ~ Kindness ~ Cooperation ~ Love

<b>MISSION/VISION APPLIED TO:</b>	
<b>Students</b>	<ul style="list-style-type: none"> <li>~ Highly prepared for making choices for their future</li> <li>~ Ambassadors for their school, district and community</li> <li>~ High participation in curricular, co- curricular, and extracurricular activities</li> <li>~ Feel respected, valued, confident, safe and secure at school</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>~ Motivated, highly skilled/educated and committed</li> <li>~ Effective communication with all stakeholders</li> <li>~ Contributors to school community beyond the classroom</li> <li>~ Models of high integrity</li> <li>~ Committed to school and district vision</li> <li>~ Feels respected and valued</li> <li>~ Maintain Partnerships with communities</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>~ Partnership with school and district</li> <li>~ Work closely with staff to support success for their children</li> <li>~ Feel respected and valued</li> <li>~ Opportunities to be engaged in their child's learning</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>~ Feels the school and district are preparing students for the future</li> <li>~ Feels the school demonstrates good neighbors</li> <li>~ Feels respected, valued and appreciated for their contributions</li> <li>~ Partnership with school communities and district</li> </ul>
<p><b><u>MISSION/VISION SYNOPSIS</u></b></p> <p>Providing a safe, caring, accepting and cooperative learning environment that supports students, parents, staff and other stakeholders. Providing differentiated instruction, innovative and flexible learning strategies, and assessment for learning that enables each student to pursue and demonstrate academic, social and personal excellence and responsibility.</p> <p>Encouraging and nurturing a strong moral foundation that enables students to grow into mature, compassionate, responsible and successful adults who recognize and seek out the vast array of possibilities open to them in their lives</p>	

**UNIQUE FEATURES OF OUR SCHOOL INCLUDE:**

**Combined 2016 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Vilna School			Alberta			Achievement	Improvement
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average		
Safe and Caring Schools	Concern	Safe and Caring	73.6	77.7	74.1	89.5	89.2	89.1	Very Low	Major Decline
Student Learning Opportunities	Concern	Program of Studies	63.8	79.9	80.6	81.9	81.3	81.4	Very Low	Declined
		Education Quality	77.4	82.6	80.7	90.1	89.5	89.5	Very Low	Major Decline
		Drop Out Rate	9.3	5.9	4.3	3.2	3.5	3.5	Low	Declined
		High School Completion Rate (3 yr)	26.2	42.6	42.1	76.5	76.5	75.5	Very Low	Declined
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	35.3	52.5	54.1	73.6	72.9	73.4	Very Low	Declined
		PAT: Excellence	1.7	6.6	5.4	19.4	18.8	18.6	Very Low	Major Decline
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	62.5	42.1	65.1	85.0	85.2	85.1	Very Low	Major Decline
		Diploma: Excellence	0.0	0.0	2.9	21.0	21.0	20.5	Very Low	Major Decline
		Diploma Exam Participation Rate (4+ Exams)	7.5	8.5	18.5	54.6	54.4	53.5	Very Low	Declined
		Rutherford Scholarship Eligibility Rate	0.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	56.4	59.8	51.8	59.4	59.7	59.3	High	Major Decline
		Work Preparation	55.2	81.3	69.4	82.6	82.0	81.1	Very Low	Major Decline
		Citizenship	60.7	69.6	68.7	83.9	83.5	83.4	Very Low	Declined
Parental Involvement	Concern	Parental Involvement	62.7	68.8	60.8	80.9	80.7	80.5	Very Low	Major Decline
Continuous Improvement	Concern	School Improvement	61.8	73.2	70.2	81.2	79.6	80.0	Very Low	Declined

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Measure Evaluation Reference**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
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**Notes:**

- 1) For all measures except DropOut Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	48.6	57.7	52.0	52.5	35.3		Very Low	Declined	Concern	50	53	56
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.0	8.5	1.0	6.6	1.7		Very Low	Maintained	Concern	5	7	9

**Comment on Results**  
*(an assessment of progress toward achieving the target)*

Many of our Grade 9 students were absent from school and did not write all of their PATs. We also had some students registered in the regular grade 9 program who were better suited for the Knowledge and Employability program and K&E PATs exams.

- Strategies**
1. At least monthly throughout the term and for each subject, parents of grade 9 students will be contacted by classroom teachers to promote attendance, comment on achievement and inform about upcoming PAT dates and time. Teachers will confirm dates and times of provincial achievement exams with students and will coordinate with the Family Liaison to assist with getting students to school to write where needed. Students who are not in attendance for PATs will be picked up whenever possible. We will use the window of time allowed to ensure all student write their exams.
  2. By November 15<sup>th</sup> of each year or within 2 weeks of their arriving at Vilna School all grade 9 students not achieving at grade level will be assessed using the WJ and/or CTOP to determine programming. IPPs/ ISPs, accommodations and K&E programming will be in place based on assessment results.
  3. Request for special accommodations in grade 6 & 9 must be in by teachers to administration by November (as per AB ED.), 2017
  4. Based on benchmark assessment results, selected students in grade 6 and grade 9 reading below grade level will receive levelled literacy intervention (LLI) 30 min daily as determined by available resources. Pre and post intervention results will be recorded.
  5. By May 2017, all support staff working with students in grade K-8 will be trained in administering LLI. Training will be ongoing.

6. Grade 6 & 9 PAT results will be made available for review and analysis by grade 1-9 teaching staff immediately following release of results (October work day) to review, to identify two key areas/concepts that our school will tie into the school PD plan and professional learning community work (eg: math outcomes). We will aligning what we can to our PD in writing and reading workshops. Time will be allocated on staff work days as per the School PD plan 2017/2018.

## Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.9	69.0	84.2	42.1	62.5		Very Low	Maintained	Concern	63	65	67
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	3.4	3.4	5.3	0.0	0.0		Very Low	Maintained	Concern	5	5	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	57.3	41.4	42.2	42.6	26.2		Very Low	Declined	Concern	30	35	40
Drop Out Rate - annual dropout rate of students aged 14 to 18	9.9	4.4	2.5	5.9	9.3		Low	Declined	Issue	6.0	5.5	5
High school to post-secondary transition rate of students within six years of entering Grade 10.	45.8	52.3	43.2	59.8	56.4		High	Maintained	Good	55	57	59
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	0.0		n/a	n/a	n/a	1.0		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	16.4	20.7	26.4	8.5	7.5		Very Low	Declined	Concern	8.0		

#### Comment on Results

*(an assessment of progress toward achieving the target)*

The challenge with our High School Completion rate is that we have a transient population that registers, attends for short while and moves away or transfers. When we are able to retain students year to year our completion rate increases. Chronic absenteeism also contributes to lower student success. A comprehensive plan to address attendance is being developed to address universal, targeted and specialized strategies. We also

encourage our K&E students to return for year 4 to complete their regular high school diploma so do not feel the three year completion is a strong school focus.
<b>Strategies</b>
1. As 93% of our students this year self identify as FNMI, we have focused our strategies in this area under Outcome 2.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	62.8	66.7	69.9	69.6	60.7	70	Very Low	Declined	Concern	75	77	79
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	50.0	50.0	76.9	81.3	55.2	75	Very Low	Maintained	Concern	80	82	84

<b>Comment on Results</b> <i>(an assessment of progress toward achieving the target)</i>
<b>Strategies</b>
<ol style="list-style-type: none"> <li>1. By the end of November of each year beginning in 2017, all students in grades K-5 will receive training in Kelso’s Choices by FCSS worker Jacob Fox with monthly follow up.</li> <li>2. By April 2017, all school staff will be trained in and will begin using the ZONES of REGULATION common language and teaching strategies to empower students to self-regulate. By September 2017, all teachers will implement the Zones of Regulation program in their classrooms.</li> <li>3. By the end of September 2017, all teachers will implement self-regulation protocol to support positive behaviours in the classroom and in the school. Examples of this include: talking circles, daily check-ins, stationary bikes in the classrooms, use of Mind Up activities, use of a sensory tool box, practicing mindful minutes.</li> </ol>



4. Every new parent (and student) will be given and/or directed to Vilna School Behavioural Policy Handbook (hard copy or on-line) upon registration. Teachers will review the behaviour handbook weekly during the month of September and quarterly thereafter as required. Restorative procedures will be followed as an alternative to suspensions where applicable.
5. By the end of October of every year, each teacher will have a plan developed to address a service project in their classroom where students can explore volunteerism and leadership skills.
6. By March 2017, discussion will begin around holding school council meetings during school events when parents will be in the school or be coming to the school for other reasons. We will offer babysitting and extend invitations via, personal calls, personal written invitations.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	30.8	*	49.0	45.9	32.7	35	Very Low	Declined	Concern	40	45	50
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.8	*	0.0	5.3	0.9	4.0	Very Low	Maintained	Concern	6.0	8.0	10.
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	40.0	*	37.5	*	40.00	*	*	*	40.	40.	40.
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	0.0	*	0.0	*		*	*	*			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

The challenge with our High School Completion rate is that we have a transient population that registers, attends for short while and moves away or transfers. When we are able to

retain students year to year our completion rate increases. Chronic absenteeism also contributes to lower student success. A comprehensive plan to address attendance is being developed to address universal, targeted and specialized strategies. We also encourage our K&E students to return for year 4 to complete their regular high school diploma so do not feel the three year completion is a strong school focus.

#### Strategies

1. At least monthly throughout the term and for each subject, parents of grade 9 students will be contacted by classroom teachers to promote attendance, comment on achievement and inform about upcoming PAT dates and time. Teachers will confirm dates and times of provincial achievement exams with students and will coordinate with the Family Liaison to assist with getting students to school to write where needed. Students who are not in attendance for PATs will be picked up whenever possible. We will use the window of time allowed to ensure all student write their exams.
2. By November 15<sup>th</sup> of each year or within 2 weeks of their arriving at Vilna School all grade 9 students not achieving at grade level will be assessed using the WJ and/or CTOP to determine programming. IPPs/ ISPs, accommodations and K&E programming will be in place based on assessment results.
3. Request for special accommodations in grade 6 & 9 must be in by teachers to administration by November (as per AB ED.), 2017
4. Based on benchmark assessment results, selected students in grade 6 and grade 9 reading below grade level will receive levelled literacy intervention (LLI) 30 min daily as determined by available resources. Pre and post intervention results will be recorded.
5. Grade 6 & 9 PAT results will be made available for review and analysis by grade 1-9 teaching staff immediately following release of results (October work day) to review, to identify two key areas/concepts that our school will tie into the school PD plan and professional learning community work (eg: math outcomes). We will aligning what we can to our PD in writing and reading workshops. Time will be allocated on staff work days as per the School PD plan 2017/2018.

#### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)

## Outcome Two: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated (con't)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		2016	Achievement	Improvement	Overall	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	33.3	37.5	30.0	23.9		Very Low	Maintained	Concern			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.4	4.5	4.6	4.0	5.1		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	33.7		Very Low	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	0.0		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	16.7	12.5	0.0	0.0		Very Low	Declined	Concern			

<p><b>Comment on Results</b> <i>(an assessment of progress toward achieving the target)</i></p>
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. By March 2017, and using the “Every Student Counts’ guidelines, a working panel of all Vilna School administrators and appointed staff will begin to revise and update the Vilna School attendance policy focusing on universal and targeted strategies to determine how attendance data will be monitored and reported, to establish policies for addressing chronic absenteeism including use of alternative programming such as the OC, to recommend how our student record system will be used to track and monitor attendance data, to establish a transition plan for lengthy absences, to enquire about students who “drop out” and to establish an early intervention protocol. A draft of this plan will be presented to all staff at the May staff work day.</li> <li>2. Starting in August 2017, all new students and their parents will be made aware of and given copies of the school attendance policy.</li> <li>3. Beginning this school year, we will implement a “pathway to a diploma” for all students registered in the K&amp;E program to return in year four to complete their regular high school diplomas.</li> <li>4. By the end of October of each year or within 1 month of registering, all grade 10 students and their parents will be asked to enter into a Graduation Contract making Graduation the goal and establishing the celebrations of success at each milestone.</li> <li>5. School Administration with the support of Principal at Large Joe Shelast will develop a pilot to utilize a community elder to work in collaboration with our student support team to enhance community, parent and student engagement with an anticipated start date of August 2017.</li> </ol>

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	77.2	70.0	74.7	77.7	73.6	75	Very Low	Maintained	Concern	77	79	81

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

1. By the end of October of every year, each homeroom teacher will have a plan developed to address a service project in their classroom where students can explore volunteerism and leadership skills.
2. Every new parent (and student) will be given and/or directed to Vilna School Behavioural Policy Handbook (hard copy or on-line) upon registration. Teachers will review the behaviour handbook weekly during the month of September and quarterly thereafter as required. Restorative procedures will be followed as an alternative to suspensions where applicable.
3. The opening assembly (in August) and both term assemblies (February and June) will include an elder to talk about respect and caring. Honor songs will be a part of the grade 12 Convocation ceremony.
4. Involve a student group to consult and be involved in cultural planning for the school year.
5. Beginning in April 2017, we will host a Wellness Days that will focus on positive attitudes, kindness, culture, and mental wellness for students in grade 6 -12. In the 2017/2018 school year this will be increased to 1 wellness day per term and expanded to include K-3, 4-7, 8-12 students utilizing community members where possible.
6. We will host organize and host positive and empowering evening events for students in grade 6-12 in February and April starting in the 2017/2018 school year that involves input from student council and student voice.

7. Student led clubs (such as the Happy Club and Art Club) will be promoted and supported focusing on data obtained from the TTFM survey and informal student interviews.
8. By June 2017, students will take on leadership roles in the planning of the Annual Aboriginal Day activities.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2016	Achievement	Improvement	Overall	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	72.2	85.4	76.6	79.9	63.8	70	Very Low	Declined Significantly	Concern	75	77	79

**Comment on Results** For a small school we are offering numerous options to grade 5 and up, a well planned PE program & modified sport clubs. We felt some students responded according to what they were enrolled in rather than in the courses that were offered.

**Strategies**

1. We will highlight positive school activities and academics regularly on Facebook.
2. By September 2017, we will begin to develop a promotional video to post on our webpage.
3. On the September 2017 staff work day, K-7 teaching staff will explore ways to integrate Music and Art outcomes into core subjects and by Sept. 2017 all grade K-7 will include various outcomes in their core classroom plans.
4. By March 2017, Feature Fridays held one Friday per month will include STEM activity challenges.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	61.3	66.7	70.6	73.2	61.8		Very Low	Declined	Concern			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	55.9	55.2	58.5	68.8	62.7		Very Low	Maintained	Concern			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.8	80.6	79.0	82.6	77.4		Very Low	Maintained	Concern			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

1. By September 2017, the School Council has at least 1 parent rep or a core group of rotating reps from each of the two First Nations Communities.
2. By October 2017, we will coordinate a school event such as an open gym night or movie night with the school council meeting and we will offer babysitting and supervision. We will send home notes and make personal calls.
3. A Kindergarten open house is scheduled for mid May to inform the community of the program and a promotional brochure will be completed by then.
4. By May 2017, a grade 10 orientation will be held for all parents of students currently registered in grade 9 and grade 6 orientation will be held for Grade 5 students and parents.

**Notes:**

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).