



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

**2019-2022**  
***Three Year School Education Plan***



**Vilna School**  
Work Hard ~ Be Kind

### *Accountability Statement*

The **Vilna School Education Plan** for the three years commencing August 29, 2019 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.*

**SCHOOL NAME:** Vilna School

**Principal:** Mrs. Diane Padlesky

**Assistant Principal:** Mrs. Brenda Mykytiuk

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

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### ***SCHOOL PROFILE:***

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

**Student Population:** 216

**Number of Teachers:** 16 (includes 1 Teacher from the Vilna Outreach)

**Number of Support Staff:** 14

### **MISSION/VISION SYNOPSIS**

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. 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.

### ***UNIQUE FEATURES OF OUR SCHOOL INCLUDE:***

- Flexible programming including an Outreach School (Vilna Off Campus Achievement Academy VOCAA), Virtual classes, Knowledge and Employability programming (available in grade 9-12) and a blended combination.
- Work experience program (10-12).
- Green Certificate Program
- Nutrition program offering breakfast and nutritious lunch 5 days per week for all students.
- Teacher mentorship with "Pathway to Graduation" program and full time First Nation Metis Inuit Graduation and Career Guidance Counselor on staff.
- Preschool program for K3 & K4 and full day kindergarten Mondays thru Thursdays.
- Kindergarten graduation ceremony
- Strong cultural focus and Elders in school.
- Seven Sacred teachings character education.
- Smudge Room with daily smudge.
- Commitment to Restorative Practices and circles.
- First Nations, Metis, Inuit Family Liaison Worker on staff.
- All staff training in trauma awareness.

**YEAR HIGHLIGHTS INCLUDE:**

1. Music Program offered as option in Jr high and High School.
2. Imbedded cultural programming K-12 includes drumming.
3. Jr high sports teams for volleyball and basketball.
4. Student recognized with Honoring Our Spirit Indigenous Awards.
5. Remembrance Day display and assembly.
6. Welcome back pancake breakfast .
7. New mural with Seven Sacred Teachings painted by artist Wade Stamp.
8. Theater performance shared with community members in attendance.
9. Annual year-end trip for jr high students.
10. Superintendent O'Shea attends the kindergarten year end picnic.
11. Kindergarten graduation celebration.
12. Three Pillars of Transformative Care trauma training for Vilna School staff Aug 2019.
13. Annual students awards ceremony.
14. Student visit to Metis Crossing.
15. Winners in the County of Smoky Lake Rural Crime Watch poster and literary contest.
16. Grade 9 student at the annual Indigenous Land Based Learning Camp at Camp Wright.
17. Vilna Students attended the Forestry Camp.
18. Vilna Mustang athlete on her way to compete at Provincials for Track and Field.
19. High School students attended the trades fair at Bonneyville.
20. Strong literacy focus.
21. A Safe and Caring School – Pink Shirt Day.
22. Vilna Outreach Service Project – Hamburgers for the Homeless.
23. Grade 5 students during daily reading time.
24. Orange Shirt Day assembly with pipe ceremony, feast and dancing.







**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	Vilna School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.8	78.3	78.3	89.0	89.0	89.3	High	Improved	Good
Student Learning Opportunities	Program of Studies	71.9	61.7	66.4	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	92.1	87.1	84.2	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	3.3	1.2	6.5	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	43.6	35.8	32.8	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	30.4	36.2	35.0	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	0.0	4.7	2.5	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	41.7	48.9	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	0.0	1.7	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	14.5	6.0	10.5	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	43.8	57.1	29.6	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	20.6	33.6	36.3	59.0	58.7	58.7	Very Low	Declined	Concern
	Work Preparation	89.7	75.8	69.2	83.0	82.4	82.6	Very High	Improved Significantly	Excellent
	Citizenship	79.7	70.9	69.5	82.9	83.0	83.5	High	Improved	Good
Parental Involvement	Parental Involvement	79.9	67.9	71.2	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	85.0	68.0	70.5	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

**Combined 2018 Accountability Pillar Overall Summary**

Measure Category	Measure	Vilna School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	78.3	83.1	78.1	89.0	89.5	89.4	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	61.7	73.8	72.5	81.8	81.9	81.7	Very Low	Declined	Concern
	Education Quality	87.1	88.1	82.7	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	1.2	9.0	8.0	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	35.8	36.3	35.0	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	36.2	33.5	40.4	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	4.7	1.2	3.2	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	41.7	35.0	47.7	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	0.0	1.7	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	6.0	18.1	11.4	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	57.1	31.6	15.8	63.4	62.3	61.5	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	33.6	18.9	45.0	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	75.8	76.6	71.0	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	70.9	76.9	69.1	83.0	83.7	83.7	Low	Maintained	Issue
Parental Involvement	Parental Involvement	67.9	82.8	71.4	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	68.0	81.6	72.2	80.3	81.4	80.7	Low	Maintained	Issue

**Combined 2017 Accountability Pillar Overall Summary**

Measure Category	Measure	Vilna School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.1	73.6	75.3	89.5	89.5	89.3	Intermediate	Improved	Good
Student Learning Opportunities	Program of Studies	73.8	63.8	73.4	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	88.1	77.4	79.7	90.1	90.1	89.6	High	Improved Significantly	Good
	Drop Out Rate	9.0	9.3	5.9	3.0	3.2	3.3	Low	Maintained	Issue
	High School Completion Rate (3 yr)	36.3	26.2	37.0	77.9	76.5	76.1	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	33.5	35.3	46.6	73.4	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	1.2	1.7	3.1	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	35.0	70.0	62.1	83.0	82.7	83.1	Very Low	Declined	Concern
	Diploma: Excellence	0.0	5.0	3.1	22.2	21.2	21.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	18.1	7.5	14.1	54.9	54.6	53.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	31.6	0.0	0.0	62.3	60.8	60.8	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	18.9	56.4	53.2	57.9	59.4	59.3	Very Low	Declined Significantly	Concern
	Work Preparation	76.6	55.2	71.1	82.7	82.6	81.9	Intermediate	Maintained	Acceptable
	Citizenship	76.9	60.7	66.7	83.7	83.9	83.6	Intermediate	Improved Significantly	Good
Parental Involvement	Parental Involvement	82.8	62.7	63.3	81.2	80.9	80.7	Very High	Improved	Excellent
Continuous Improvement	School Improvement	81.6	61.8	68.5	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

### Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.5	35.3	33.5	36.2	30.4	32.0	Very Low	Maintained	Concern	33.0	34.0	35.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.6	1.7	1.2	4.7	0.0	2.0	Very Low	Maintained	Concern	2.5	3.0	3.5

<p><b>Comment on Results</b> Our focus was ensuring ALL eligible grade 6 and 9 students wrote the PAT exams and maintained consistent communication with parents regarding the PATs throughout the school year.</p>
<p><b>Technology:</b> Implement school wide use of technology/assistive technology for all students starting in Grade 2.</p> <ul style="list-style-type: none"> <li>• Read write Google training for teachers and EAs.</li> <li>• Keyboarding courses for students starting in grade 4.</li> <li>• In preparation for SLAs in grade 3 have grade 2 students use the released SLA questions in May and June.</li> <li>• Accommodations available to all students.</li> </ul> <p><b>Assessment:</b> Rigorous and timely application of programming using formative assessments to guide instruction.</p> <ul style="list-style-type: none"> <li>• School wide focus on assessment practices using division wide assessment tools.</li> <li>• OECD website for test practice PISA test.</li> </ul> <p><b>Academics:</b></p> <ul style="list-style-type: none"> <li>• Expanding Levelled Literacy Intervention to Gr 9 and the High School Success Class.</li> <li>• Offer targeted PAT prep classes with additional teachers.</li> <li>• Adjust teacher timetables to provide targeted intervention for struggling students.</li> </ul>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	38.1	70.0	35.0	41.7	*	45.0	*	*	*	45.0	50.0	55.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	5.0	0.0	0.0	*	5.0	*	*	*	7.0	9.0	10.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	42.6	26.2	36.3	35.8	43.6	45.0	Very Low	Maintained	Concern	46.0	47.0	48.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	8.5	7.5	18.1	6.0	14.5	15.0	Very Low	Maintained	Concern	16.0	16.0	16.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.9	9.3	9.0	1.2	3.3	3.5	High	Maintained	Good			



High school to post-secondary transition rate of students within six years of entering Grade 10.	59.8	56.4	18.9	33.6	20.6	22.0	Very Low	Declined	Concern	23.0	25.0	27.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	0.0	31.6	57.1	43.8	45.0	Very Low	Maintained	Concern	50.0	51.0	52.0

<p><b>Comment on Results</b></p> <p>Our High School Completion rate is continues to be impacted by factors related to poverty including housing and hunger and by the impacts of trauma and grief. At times students who register, attend for a short while, struggle with life issues, move away or transfer. 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 has been developed and a Graduation/Guidance and Career facilitator has been works specifically with a targeted group of our students identified as high risk of dropout. We encourage our students who are registered in the Knowledge and Employability program to return for year 4 to complete their regular high school diploma. The four year completion is a strong school focus. Our Vilna Outreach Achievement Academy provides a safe and caring environment for students requiring an alternative to the regular school structure.</p>
<p><b>Technology:</b> Implement school wide use of technology/assistive technology for all students starting in Grade 2.</p> <ul style="list-style-type: none"> <li>• Read write Google training for teachers and EAs.</li> <li>• Keyboarding courses for students starting in grade 4</li> <li>• Computer courses for students in grades 7-12.</li> <li>• In preparation for SLAs in grade 3 have grade 2 students use the released SLA questions in May and June</li> </ul> <p><b>Assessment:</b> Rigorous and timely application of programming using formative assessments to guide instruction.</p> <ul style="list-style-type: none"> <li>• School wide focus on assessment practices using division wide assessment tools</li> <li>• OECD website for test practice PISA test</li> </ul> <p><b>Academics:</b> Continuing the mentor model for High School Students.</p> <ul style="list-style-type: none"> <li>• Setting Weekly high school goals in VAST</li> <li>• Providing tutoring throughout the year</li> <li>• Partnering with communities of Saddle Lake Cree Nation and Goodfish Lake First Nation to access/refer students for additional supports as available.</li> <li>• Continue with weekly high school meetings to identify and intervene with at risk students.</li> <li>• Expanding Leveled Literacy Intervention to Gr 9 and the High School Success Class.</li> <li>• Offer Diploma prep classes and small group sessions on site.</li> <li>• Adjust teacher timetables to provide targeted intervention for struggling students.</li> <li>• By November of each school year, all potential graduates will receive ongoing regular guidance, support and where needed interventions to keep them focused, goal oriented and on track for graduation. Where applicable parents will be involved in the goal setting.</li> </ul>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	69.6	60.7	76.9	70.9	79.7	82.00	High	Improved	Good	83.0	84.0	85.0

<p><b>Comment on Results</b> <i>(an assessment of progress toward achieving the target)</i></p> <p>We have a school wide focus on self-regulation using the Zones of Regulation program and the Mind up Curriculum in K-9 classes and hold school Wellness Days twice per year that includes Elders and cultural activities and teachings. Student are identified and supported to take on leadership roles in the school related to culture planning. We established clear behavior guidelines and expectations and utilize the Seven Sacred Teachings as a virtue framework. We increased presence of cultural activities and Elders throughout the school year and at key events including assemblies, student led conferences and graduation. Restorative Circles and practices are used often to address behaviors, provide opportunity to reflect and teach when resolving conflict.</p>
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- Use of Elders on site to provide guidance with soft start, the smudge room, community collaboration and communication.
- Establish a School Wisdom Council of Elders and community leaders to advise and consult by Feb 2020.
- Continued implementation of self-regulation protocol to support positive behaviors in the classroom and in the school such as talking circles, daily check-ins, use of Mind Up activities, use of a sensory tool box, practicing mindful minutes, Elder presence, regular SWEATS.
- Teachers review the behavior handbook weekly during the month of September and quarterly thereafter as required.
- Utilize expertise from the Saddle Lake Youth Center for restorative circles and to resolve peer conflicts.
- Expand on SEVEN TEACHINGS as the framework for character education.
- Full time Student Advocate teacher available for support with small group and universal interventions.

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	45.9	32.7	32.2	35.2	33.3	35.0	Very Low	Maintained	Concern	40.0	42.0	44.0
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).	5.3	0.9	0.7	3.8	0.0	2.0	Very Low	Maintained	Concern	4.0	5.0	6.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	33.3	*	35.7	*	*		*	*	*			
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**  
 In September of the 2019-2020 school year, 83% of our students identified as Identified as First Nations, Metis or Inuit. As a result, our focus when planning strategies is strongly in support of indigenous learners. Our focus was ensuring ALL eligible grade 6 and 9 students wrote the exams. Regular consistent communication with parents regarding the PATs occurred throughout the school year. Chronic absenteeism contributes to lower student success and a comprehensive plan to address attendance has been developed.

- Attendance:**
- Establish classroom practices to transition students who have been absent for an extended period of time.
  - Strong focus on relationship/connections
  - 1 on 1 conferences with students to welcome them back
  - Friendly phone calls home by teachers, Family Liaison and by the Graduation Coach
  - Utilize Graduation Guidance Counsellor for students in Grade 9-12
  - Teachers communicate a workable plan for missed assignments
  - Re-entry interviews for students missing extended periods of time
  - Use of cultural interventions including: Elder, Sweat, Smudge room, High School Success room and staff, Pipe ceremonies, restorative practices and procedures.
- Academics:**
- Updating the teacher mentor model for High School Students by scheduling teacher time to meet with students
  - Setting bi-weekly high school goals in VAST (Vilna Academic Achievement Time)
  - Providing targeted interventions
  - Provide diploma prep
  - Expanding LLI to Gr 9 and the High School Success Class

- Providing additional teacher support in preparation of PATs in Grade 9
- Increasing use of assistive technology throughout the year
- Exam schedules are sent home with students and given to parents. Teachers confirm dates and times of provincial achievement exams with students and 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.

*Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)*

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022	
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	30.0	23.9	28.4	25.5	34.2	35.0	Very Low	Maintained	Concern	37.0	40.0	43.0	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	11.4	8.5	22.8	23.0	Very Low	Improved	Issue	25.0	27.0	29.0	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.0	5.1	8.1	1.5	4.6	3.0	Intermediate	Maintained	Acceptable	3.0	3.0	3.0	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	33.7	13.5	4.1	15.7	15.0	Very Low	Maintained	Concern	17.0	19.0	20.0	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	0.0	14.3	50.0	46.7	48.0	Very Low	Improved	Issue	49.	50.	51.	

**Comment on Results**

Barriers identified include difficulty with fees associated with college and university applications. Difficulty navigating through the application process, struggles transitioning to a new community and fear associated with leaving an environment that has been safe and predictable. Chronic absenteeism, impacts of trauma, housing and bussing factors contributes to lower student success. A comprehensive plan to address attendance has been developed that includes use of elders, mental wellness initiatives and additional support to address issues with transportation, fees and meals. We encourage our K&E students to return for year 4 to complete their regular high school diploma. The four year completion is a strong school focus.

**Attendance:**

- Establish classroom practices to transition students who have been absent for an extended period of time.
- Strong focus on relationship/connections
- 1 on 1 conferences with students to welcome them back
- Friendly phone calls home by teachers, Family Liaison and by the Graduation Coach
- Utilize Graduation Guidance Counsellor for students in Grade 9-12
- Teachers communicate a workable plan for missed assignments
- Re-entry interviews for students missing extended periods of time
- Use of cultural interventions including: Elder, Sweat, Smudge room, High School Success room and staff, Pipe ceremonies

**Academics:**

- Updating the teacher mentor model for High School Students by scheduling teacher time to meet with students
- Setting bi-weekly high school goals in VAST (Vilna Academic Achievement Time)
- Providing targeted interventions
- Provide diploma prep
- Expanding LLI to Gr 9 and the High School Success Class
- Providing additional teacher support in preparation of Diplomas
- Increasing use of assistive technology throughout the year
- Exam schedules are sent home with students and given to parents. Teachers confirm dates and times of provincial achievement exams with students and coordinate with the Family Liaison to assist with getting students to school to write where needed. Students who are not in attendance for Diplomas will be picked up whenever possible.

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
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.	79.9	63.8	73.8	61.7	71.9	72.00	Low	Maintained	Issue	74.0	76.0	78.0

<p><b>Comment on Results</b></p> <p>As a small rural school we continue to offer a variety of programs choices including:</p> <ul style="list-style-type: none"> <li>• a focus on technology including robotics and maker spaces and photography.</li> <li>• all students in K-6 having access to Music, Art, Health and daily physical education.</li> <li>• a designated Physical Education teacher to build the PE program and sports teams programs.</li> <li>• Wrestling and archery clubs and sports teams in both Jr high and high school</li> <li>• Utilizing our Cree speaking teacher to provide Cree instruction in grade s 5-12</li> <li>• Added additional options including sewing, foods, woods and Cree Cultural Arts.</li> </ul>
<ul style="list-style-type: none"> <li>• Renewed focus in fine arts including Music and drama in high school for 2019-2020 school year.</li> <li>• Allocate budget dollars to increase our resources in technology, robotics. Physical Education, Art, Foods and Woods.</li> <li>• Accessing Quest Theater Program to offer a Theatre Program for Elementary students.</li> <li>• Reassigned and been creative with staff assignments to utilize the expertise and passion of people on staff and to utilize staff expertise to offer cross grade instruction.</li> <li>• Contract Artists in Residence and musicians to offer enhanced programs.</li> <li>• Train new staff in robotics, wrestling, archery.</li> <li>• Support student led clubs</li> <li>• Establish lunch time clubs and activities including lunch time karaoke, student mentorship, playground helpers</li> </ul>

**Outcome Four: Alberta’s education system is well governed and managed**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
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.	77.7	73.6	83.1	78.3	86.8	88.0	High	Improved	Good	89.0	90.0	91.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.6	77.4	88.1	87.1	92.1	93.0	Very High	Improved	Excellent	93.5	94.0	94.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.3	55.2	76.6	75.8	89.7	88.0	Very High	Improved Significantly	Excellent	89.0	90.0	91.0
Percentage of teacher and parent satisfaction that students	59.4	54.4	77.0	69.8	78.4		n/a	n/a	n/a			

demonstrate the knowledge, skills and attitudes necessary for lifelong learning.												
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	68.8	62.7	82.8	67.9	79.9	80.0	High	Maintained	Good	81.0	82.0	83.0
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.	73.2	61.8	81.6	68.0	85.0	86.0	Very High	Improved Significantly	Excellent	87.0	88.0	89.0

**Comment on Results**

Continue to host parent events such as Meet the Staff night and Parent/ Teacher Conference with a meal and an Elder. We have increased our posts on Facebook to reach more parents. For the past three years we distributed Alberta Education parent surveys in hard copy through home visits and personal invitation to increase parent feedback opportunities and offered training in use of Parent Portal. We continue to look for creative ways to get parent feedback through short surveys (2 stars and a wish) and phone calls.

- Host pipe ceremony at school at the beginning and end of each school year
- Utilize expertise from the Saddle Lake Youth Center to assist with restorative circles.
- Continue to provide hard copies of the Parent Survey for Alberta Education and Family School liaison support.
- Establish a Wisdom Council to consult and advise.
- Utilize both male and female Elders in school.
- Enhance interagency meeting between school and communities of Saddle Lake and Goodfish Lake to include school personnel. Rotate meetings into the communities
- Host a supper meeting in conjunction with School Council meeting AGM with open gym for students and provide rides when needed for parents to attend School Council Meetings.
- Host parent/teacher nights in the community of Saddle Lake and Goodfish Lake.
- Attend Saddle Lake School powwow and other cultural events.
- Host Outreach Open House in the Spring of 2020.
- Develop promotional video and interview stakeholders including students, parents and community members.