

Vilna School & Vilna Off Campus Achievement Academy Education Plan 2024-2027



Administrator's Message

Vilna School is dedicated to creating a welcoming, safe and caring learning environment where students feel free to express themselves and take risks in their learning journey. Our holistic approach aims to unlock students' potential and foster resilience, guiding them towards independence. Truth and Reconciliation with First Nations, Metis and Inuit Peoples are embedded in every aspect of our school.

We take immense pride in the academic and social achievements of our students. Beyond knowledge acquisition, we strive to develop problem-solving skills crucial for navigating life's challenges. Critical thinking is a key focus for us. We aim to equip our students with the skills to comprehend, evaluate, and apply information critically, we are dedicated to promoting literacy, technology, engineering, and math (STEM) disciplines, as well as encouraging our students to pursue related career paths.

Furthermore, Our staff are committed to continually improving their teaching practices to ensure our students excel. We are dedicated to enhancing our staff's expertise in assessment and instruction, utilizing the most effective teaching practices. Recognizing the crucial role of teacher credibility in enhancing learning outcomes, we prioritize student success in all our decisions, guided by sound educational research.

School Education Plan Development and Communication:

The Vilna School Education Plan has been developed in consultation with Aspen View Public Schools Senior Administration, Vilna School staff, students and parents.

The Vilna School Education Plan is available at the school and is posted on our website at: <https://vilna.aspenview.org/>



Foundational Statements

Vision: Vilna School is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.

Mission: Engage Learning. Ignite Potential. Inspire Success.

Commitments:

Student Learning: Inspire to engage in relevant learning experiences in an inclusive environment that leads to academic student success.

Staff Learning: Support staff members to be reflective, life-long learners, continually striving to improve their practice.

Communication: Engage in open, active, ongoing and honest communication with students, staff, parents and community.

Culture and Climate: Promote teamwork and model welcoming, caring, respectful, safe and inclusive schools that demonstrate diversity.

Social Emotional Needs: Encourage all students to develop self-awareness and decision-making skills to achieve personal and interpersonal fulfillment.

Physical Needs: Promote and model active and healthy lifestyle choices.

Entrepreneurial Spirit: Equip students with skills in areas of innovation, technology, literacy and numeracy enabling them to adapt and thrive in an ever-changing world.





Vilna School

Address: 5014 52 Avenue

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School Administration:

Principal: Joe Harrington

Assistant Principal: Danielle Girard

Website: <https://vilna.aspenview.org/>

School Profile:

Vilna School is located in the Village of Vilna, Alberta (approximately 30 minutes from the town of St. Paul), and serves the communities in the County of Smoky Lake surrounding Vilna including Whitefish Lake First Nation and Saddle Lake Cree Nation. Vilna School has a population of approximately 136 students enrolled in preschool to Grade 12. The school is steeped in a rich tradition of local pride and community support while honouring and balancing the cultures represented in the school.

Under the umbrella of Resiliency and Comprehensive School Health, Vilna School emphasizes instruction in literacy, numeracy and technology for learning. The foundation for all we do is based on relationships, connection, and belonging. We offer a full-day kindergarten program five days per week, and a half-day Great Beginnings program Monday to Thursday. Students can access complimentary daily morning toast, snacks, and a lunch program daily from kindergarten to grade 12.

We have a Fit for Life philosophy in our enhanced physical activity programs and support our students in participating fully as citizens and emerging leaders. Our inclusive practices include support of Cree culture and an active Gender & Sexuality Alliance. We utilize technology to support student learning and use a restorative model to support student growth and citizenship.

Our Junior High Discovery Program offers opportunities to explore numerous interests and passions. We offer various high school programs, including; an Outreach Program at the Vilna Off Campus Achievement Academy, a High School Success Program for Knowledge and Employability students, a Diversity Program for exceptional learners, various dual credit opportunities, and blended programs in all areas.

Student Enrolment: Vilna School & VOCAA - 136

Staff Profile:

- 13 teachers
- 6 educational assistants & 4 support staff



Alberta Education Assurance Measures

Overall Summary Fall 2023

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 2724 Vilna School

Assurance Domain	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	
Student Growth and Achievement	Student Learning Engagement	92.1	78.8	76.8	84.4	85.1	85.1	n/a	Improved Significantly	n/a	
	Citizenship	64.2	74.7	76.5	80.3	81.4	82.3	Very Low	Declined	Concern	
	3-year High School Completion	54.8	44.0	37.3	80.7	83.2	82.3	Very Low	Maintained	Concern	
	5-year High School Completion	70.3	84.9	84.1	88.6	87.1	86.2	Very Low	Maintained	Concern	
	PAT: Acceptable	n/a	34.2	n/a	n/a	67.3	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	*	n/a	n/a	75.2	n/a	n/a	n/a	n/a	
	Diploma: Excellence	n/a	*	n/a	n/a	18.2	n/a	n/a	n/a	n/a	
Learning Supports	Education Quality	89.2	84.3	87.8	88.1	89.0	89.7	High	Maintained	Good	
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.1	77.1	77.1	84.7	86.1	86.1	n/a	Maintained	n/a	
	Access to Supports and Services	80.6	85.2	85.2	80.6	81.6	81.6	n/a	Maintained	n/a	
Governance	Parental Involvement	75.3	72.9	79.5	79.1	78.8	80.3	Intermediate	Maintained	Acceptable	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.



Reflection on Results

- We are pleased to highlight that Vilna School has shown significant improvement in stakeholder satisfaction in student learning and engagement. This indicates that parents, students, and teachers are in agreement that students are engaged in their learning at school.
- Based on data from Provincial Achievement Tests, diploma exams and Provincial screening assessments, combined with results from Fountas and Pinnell reading levels, and the RCAT (Reading Comprehension Assessment Tool), Priority One: Student Success and Completion focus will continue to remain *Students are able to read fluently for meaning and enjoyment*. In consideration of Vilna School educational staff feedback *Students build knowledge and evaluate information to become independent thinkers* will be our second Priority One focus.
- Based on the results from the student mental health survey and the staff Guarding Minds at Work Survey, as well as the staff InkBlot and Alberta School Employee Benefit Plan (ASEBP) utilization rates, the school has shifted its focus to Priority Two: Wellness focus to *Students and staff are well-regulated, able to resolve conflicts in a healthy manner and feel safe*. This priority will also address staff and student attendance rates. Early indicators including a significant decrease in student suspensions and in Violent Threat Risk Assessments, indicates progress in the school's 2023-2024 Wellness focus where the emphasis is on ensuring that *Students and staff feel safe*.
- With a large percentage of Vilna School enrolment consisting of Indigenous students, we remain steadfast to our ongoing commitment to Strategic Priority: First Nations, Métis and Inuit Student Success with a focus on *First Nations, Métis and Inuit students experience environments that positively represent and support reclamation of cultural identity*.



PRIORITY ONE: Student Success and Completion

Students are successful from the time they enter school until high school completion, and beyond.

Related Alberta Assurance Domains: Student Growth and Achievement & Teaching and Learning

Outcomes, Strategies and Measures for 2024-2025

Outcome	Students are able to read fluently for meaning and enjoyment
Strategies	<ul style="list-style-type: none">● Comprehensive literacy approach that involves a variety of components such as read-alouds, shared reading, morning reading camps and independent reading● Small group instruction that occurs regularly during classroom instruction as well as pull-out intervention programming● Reading with the Vilna Sr. Citizens● Structured literacy approach that provides explicit instruction in phonological awareness, phonics, word study, vocabulary, fluency, and comprehension strategies● Increase sustained silent reading stamina● Literacy teacher professional development on Reading Comprehension Assessment Test (RCAT) with facilitators from Edu-Best to support analysis of results and explicit instruction in reading comprehension skills and using blackline masters to guide instruction.● Analysis of Provincial Achievement tests, Alberta Government testing and Fountas and Pinnell reading levels to identify areas of strengths and weaknesses to address through targeted instruction.● Reading tracking and incentive program both at school and home



Measures	<ul style="list-style-type: none"> ● Fountas and Pinnell reading levels ● RCAT screening and progress monitoring ● Phonological Awareness screening and progress monitoring tools ● Phonics screening and progress monitoring tools ● Kindergarten Literacy Assessment ● Grades 6 & 9 Provincial Assessment Test Part B results in English Language Arts ● Grade 12 English Part B Diploma Exam results ● Assurance measure results in the area of student engagement and interest in Language Arts ● School administrator observations and evidence in teacher planning of comprehensive literacy, structured literacy and small group instructional practices ● LeNS and CC3 results
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Outcome	Students build knowledge and evaluate information to become independent thinkers
Strategies	<ul style="list-style-type: none"> ● Participate in The Indigenous Youth Mentorship Program ● Math and computing enrichment opportunities involving problem-solving for students in Jr. and Sr. High ● Increase coding and use of robotic arms ● Participation in Beaver Computing Challenge (Gr. 5 - 10) ● Implementation of K-6 Science curriculum with a focus on scientific inquiry and computational thinking ● Service learning and social justice programming ● Experiential learning and field trips
Measures	<ul style="list-style-type: none"> ● Description of improvements to STEM and/or CTF and CTS programming ● Anecdotal evidence of activities focused on scientific inquiry ● Grades 6 & 9 Provincial Achievement Results in Science and Social Studies ● Grade 12 Diploma Results in the Sciences and Social Studies ● Grade 12 Diploma Participation Rates in the Sciences ● Increase in Standard of Excellence



PRIORITY TWO: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Related Alberta Assurance Domains: Teaching and Learning & Learning Supports

Outcomes, Strategies and Measures for 2024-25:

Outcome	Students and staff are well-regulated, able to resolve conflicts in a healthy manner and feel safe
Strategies	<ul style="list-style-type: none"> ● Professional development sessions related to Wellness including InkBlot and Alberta School Employee Benefit Plan (ASEBP) ● Education on bullying and being a bystander ● Professional development focused on Diversity, Equity and Inclusion ● Digital safety awareness and regulation of access to devices ● Staff receive their entitled breaks throughout the day ● Supporting Individuals through Valued Attachments (SIVA) training ● Violent Threat Risk Assessment Training ● Movement breaks incorporated throughout the day ● Access to healthy food choices ● Culturally appropriate conflict resolution, interventions, and restorative practices
Measures	<ul style="list-style-type: none"> ● Student and staff attendance rates ● Guarding Minds at Work Survey Results ● Student mental health survey ● Analysis of quantity and nature of suspensions and office referrals ● Assurance Measure Survey results on Welcoming, Caring, Respectful and Safe Learning Environments



PRIORITY THREE: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

Related Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context

Outcomes, Strategies and Measures for 2024-2025:

Outcome	Staff and students have a sense of belonging
Strategies	<ul style="list-style-type: none">● Access to student citizenship and leadership programming● Students have access to a variety of extra-curricular programs and complementary courses● Provide opportunities for staff and students to practice altruism and service learning projects● Recognition of events such as National Day of Truth and Reconciliation and Pink Shirt Day● Students have access to Gay-Straight Alliance clubs and activities● Students and staff have access to culturally responsive learning, environments and resources● Staff events and celebrations throughout the year
Measures	<ul style="list-style-type: none">● Guarding Minds at Work survey result● Related Assurance Measure results● School-based student survey data● Student participation in service learning projects● Staff and student participation in wellness initiatives



Strategic Priority: First Nations, Métis and Inuit Student Success

Outcome	First Nations, Métis and Inuit students experience environments that positively represent and support reclamation of cultural identity
Strategies	<ul style="list-style-type: none"> • Indigenous students have the opportunity to learn about traditions and engage in cultural practices at school (eg. smudging, talking circles, stewardship of a tipi, installation and maintenance of healing gardens, etc.) • Cree language programming • Regular connections with Elders and Knowledge Keepers to support Indigenous student success and wellness • Land-based learning opportunities.
Measures	<ul style="list-style-type: none"> • First Nations, Métis and Inuit students attend school regularly • First Nations, Métis and Inuit students high school completion rates • Assurance Measure Survey on Education Quality







