

Vilna School Annual Education Results Report 2023-2024



Work Hard ~ Be Kind

Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & Achievement

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2023-2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.



Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Vilna School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	na	83.8	78.8	92.1	76.4	na	85.6	85.1	84.4	83.7
	Citizenship	78.2	78.0	74.7	64.2	68.2	83.3	83.2	81.4	80.3	79.4
	PAT: Acceptable	na	na	26.2	27.5	42.1	na	na	67.8	66.2	
	PAT: Excellent	na	na	0.0	1.1	2.6	na	na	20.1	18.0	
	Diploma: Acceptable	na	na	*	*	25	na	na	75.2	80.3	81.5
	Diploma: Excellent	na	na	*	*	0	na	na	18.2	21.2	22.6
Teaching & Leading	Education Quality	91.2	84.2	84.3	89.2	81.9	90.3	89.6	89.0	88.1	87.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	na	83.4	77.1	73.1	74.7	na	87.8	86.1	84.7	84.0
	Access to Supports and Services	na	81.8	85.2	80.6	77.8	na	82.6	81.6	80.6	79.9
Governance	Parental Involvement	86.1	87.2	72.9	75.3	67.7	81.8	79.5	78.8	79.1	79.5



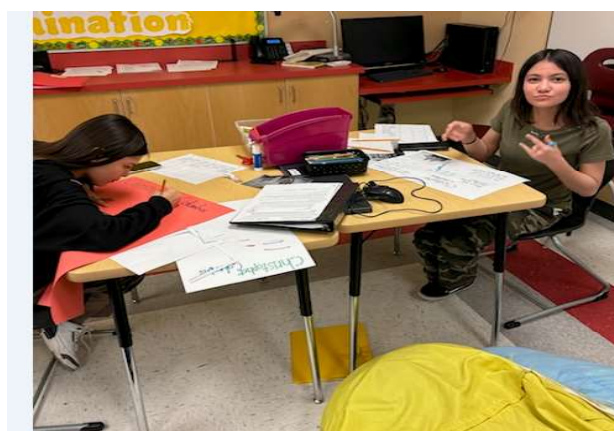
Assurance Domain	Measure	Vilna School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	3-year high school completion	12.5	55.6	44.0	54.8	17.6	80.3	83.4	83.2	80.7	80.4
	5-year high school Completion	51.3	56.0	84.9	70.3	46.4	85.3	86.2	87.1	88.6	88.1



Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Students are able to read fluently for meaning and enjoyment.</p> <p>Students are able to express clear and interesting ideas through writing.</p> <p>Students use math fact and procedural fluency to solve problems.</p> <p>Students build knowledge and evaluate information to become independent thinkers.</p> <p>Students complete a high school program and are connected to future career and post-secondary pathways.</p>



Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)
English Language Arts 6	Not administered				
English Language Arts 9	9	33.3	69.5	0	11.8
Math 6	Not administered				
Math 9	7	28.6	51.4	14.3	13.7
Science 6	6	66.7	68.8	0	25.6
Science 9	8	62.5	66.8	12.5	20.9
Social Studies 6	6	50	68.7	0	20.4
Social Studies 9	8	12.5	60	0	15.9
K&E ELA 9	3	*	69	*	8
K&E Math 9	5	*	52	*	9.9
K&E Sci 9	3	8	52.3	*	9
K&E Social 9	3	*	50.4	*	11.3



Diploma Exams												
Subject	Number Students	Diploma Exam (2024)				School Awarded(2024)						
		Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)	Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)			
English 30-1	*	*	84.2	*	10.1	*	98.6	*	42.1			
English 30-2	7	14.3	85.7	0.0	12.9	100	96.7	28.6	19.1			
Social Studies 30-1	*	*	85.2	*	18.7	*	99.3	*	50.1			
Social Studies 30-2	6	50	77.6	0.0	12.7	100.0	96.9	66.7	23.9			

*Data values have been suppressed where the number of students is fewer than 6



Diploma Exam Participation Rates										
	Vilna School 2019-2020	AB 2019-2020	Vilna School 2020-2021	AB 2020-2021	Vilna School 2021-2022	AB 2021-2022	Vilna School 2022-2023	AB 2022-2023	Vilna School 2023-2024	AB 2023-2024
English 30-1	0.0	55.9	n/a	n/a	n/a	n/a	7.7	27.7	0.0	56.4
English 30-2	12.5	29.0	n/a	n/a	n/a	n/a	7.7	13.3	17.6	28.1
English 1 or more	12.5	81.7	n/a	n/a	n/a	n/a	15.4	40.5	17.6	81.3
Math 30-1	0.0	35.4	n/a	n/a	n/a	n/a	0.0	10.9	0.0	32.1
Math 30-2	0.0	26.1	n/a	n/a	n/a	n/a	0.0	12.1	0.0	24.6
Math 1 or more	0.0	81.7	n/a	n/a	n/a	n/a	0.0	22.9	0.0	54.8
Social 30-1	0.0	44.3	n/a	n/a	n/a	n/a	0.0	22.5	0.0	45.0
Social 30-2	25	38	n/a	n/a	n/a	n/a	7.7	13.3	17.6	28.1
Social 1 or more	25	81.7	n/a	n/a	n/a	n/a	23.1	39.8	17.6	80.6
Bio 30	0.0	42.4	n/a	n/a	n/a	n/a	0.0	18.0	0.0	38.1
Chemistry 30	0.0	35.2	n/a	n/a	n/a	n/a	0.0	15.6	0.0	32.5
Physics 30	0.0	17.7	n/a	n/a	n/a	n/a	0.0	9.0	0.0	16.7
Science 30	0.0	18.2	n/a	n/a	n/a	n/a	7.7	7.9	0.0	14.3
Science 1 or more	0.0	62.1	n/a	n/a	n/a	n/a	7.7	7.9	0.0	59.4



Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

The Provincial Achievement Test (PAT) and Diploma results for Vilna School highlight critical areas for growth alongside notable progress.

In Grade 6, 50.0% of students met the acceptable standard on the PATs, a significant improvement from 11.1% in previous years, signaling gains in foundational skills. However, this is still below the provincial average, indicating the need for sustained efforts to enhance achievement.

In Grade 9, only 38.5% of students met the acceptable standard, with just 3.8% reaching the standard of excellence, underscoring challenges in meeting and exceeding curriculum expectations. These results point to the importance of targeted interventions to support both basic proficiency and advanced achievement.

Diploma results indicate that only 25.0% of students achieved the acceptable standard, with no students reaching the standard of excellence compared to the provincial average of 21.2%.

ELA assessments show strong participation but highlight some literacy challenges. While students demonstrate strengths in organizing content, they need support in vocabulary, sentence structure, and conventions. Reading scores indicate struggles in interpreting and synthesizing textual information, particularly in informational texts.

Grade 9 Math PAT results reveal gaps in foundational areas such as Rational Numbers, Powers & Exponent Laws, and Algebraic Expressions. While some students show a strong understanding of Algebraic concepts, others would benefit from targeted practice and real-world application exercises. Encouragingly, students performed relatively well in Patterns & Relations.

Despite these challenges, the implementation of the Division Numeracy Framework offers a promising strategy. By focusing on daily number routines, anchor problems, and



a gradual shift from concrete to symbolic work, there is potential to build stronger foundational numeracy skills.

Strategic efforts in foundational skill-building, targeted interventions, and alignment of classroom practices with standardized expectations will be essential to help students achieve both the Acceptable Standard and the Standard of Excellence across all subjects.

Results show a consistent gap across subjects between classroom marks and standardized test scores suggesting the need for improved preparation for exam conditions and greater alignment between classroom instruction and assessment standards.

Next Steps

- Continue to use the RCAT reading comprehension screener and incorporate their blackline masters to guide instruction.
- Strengthen grammar, sentence variety, and vocabulary through focused writing workshops and collaborative peer review sessions, encouraging both skill development and constructive feedback.
- Enhance comprehension and engagement by incorporating active reading strategies such as annotation techniques, guided discussions, and targeted inference activities.
- Introduce a balanced mix of informational and narrative texts to expand students' familiarity and confidence across diverse content areas.
- Offer targeted support for struggling students through small group tutoring, personalized learning plans, and intervention programs tailored to individual needs.
- Prepare students for standardized assessments with mock exams, timed practice sessions, and comprehensive review workshops designed to build confidence and test-taking skills



Fountas and Pinnell Literacy Assessment June 2024				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	na	na	na	100
2	78	na	11	11
3	na	50	50	na
4	33	na	na	66
5	63	11	na	33
6	17	17	na	67
Gr.1-6	44	9	6	41

Common Writing Assessment June 2024				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	na	50	50	na
2	89	11	na	na
3	100	na	na	na
4	33	67	na	na
5	33	67	na	na
6	40	40	20	na
7	44	56	na	na
8	33	67	na	na
9	58	42	na	na
k-9	46	48	5	na



RCAT Overall Level of Achievement January 2024	Percent
Insufficient	63%
Satisfactory/Proficient	37%
Excellent	na

Letter Name-Sound Assessment (LeNS)			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	*	*	*
Grade 2	6	6	2

CC3 Word Reading Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	*	*	*
Grade 2	6	6	4
Grade 3	*	*	*
Grade 4	*	*	*

Numeracy Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	*	*	*
Grade 2	6	6	5
Grade 3	*	*	*
Grade 4	*	*	*



Literacy and Numeracy: Observations and Next Steps

The June 2024 assessment data for Vilna School reveals both strengths and areas for improvement in early literacy, writing, and numeracy skills across grades. The Fountas and Pinnell Literacy Assessment shows a sharp decline in literacy proficiency from Grade 2 onward, with 44% of students in Grades 1-6 at an "Insufficient" level, highlighting a pressing need for foundational literacy interventions. Similarly, the Common Writing Assessment data indicates widespread challenges, with Grades 2 and 3 showing high levels of "Insufficient" performance (89% and 100%, respectively) and limited proficiency across all grades. The RCAT results further emphasize these concerns, with 63% of students rated as "Insufficient" and no students achieving an "Excellent" level, underscoring the need for more robust literacy support. Foundational assessments like the Letter Name-Sound (LeNS) and CC3 Word Reading assessments reveal persistent "At Risk" statuses, especially in Grade 2, where only minor improvements were observed, suggesting the necessity of sustained literacy support. Numeracy assessments also show high "At Risk" levels in early grades, particularly in Grade 2, indicating gaps in foundational math skills that require focused intervention.

To address literacy and numeracy gaps at Vilna School, a comprehensive approach involving targeted interventions, structured routines, and professional development has been implemented. Literacy strategies emphasize phonics, vocabulary, and comprehension, with students engaging in daily 20-minute sessions focused on high-frequency words, phonemic awareness, and reading decodable texts. Emergent and mixed interventions target foundational literacy skills like phonemic awareness, letter-sound knowledge, and comprehension, with students rotating through differentiated literacy stations and attending morning reading camps.

In numeracy, universal strategies are applied across classrooms, including choral counting, subitizing, flashcards, and daily fact fluency games. Specific math interventions, such as 10-minute fact fluency sessions, are also integrated during math blocks to enhance foundational skills. For students requiring more support, individualized education plans (IPP) with customized goals are established, focusing on fluency with math facts and vocabulary development.

Ongoing professional support with division curriculum coordinators and the school's inclusive education lead ensures that staff remain equipped with effective instructional strategies.

Next Steps:

- Expanded Interventions: An additional hour of weekly intervention time with a certified teacher has been added to provide targeted literacy and numeracy support for students needing extra assistance.
- Collaborative Assessment Development: Teachers are working with grade and subject colleagues across schools to develop common assessments, promoting alignment and consistency in instructional standards.



- Reinforced Classroom Routines: Enhanced routines such as numeracy talks, choral counting, and phonics rotations will be implemented, with differentiated literacy and math stations allowing students to work at their own levels.
- Data-Driven Instruction: Learner profiles will guide personalized interventions, with regular progress monitoring and strategy adjustments based on individual needs.
- Professional Development and Instructional Rounds: Staff will participate in ongoing PD and instructional rounds, providing opportunities to observe and learn from each other's practices while collaborating with division curriculum coordinators.
- Regular Evaluation of Interventions: Team meetings will assess the effectiveness of interventions, gathering feedback to refine and improve instructional approaches continually.



High School Completion					
	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
3 Year Completion	17.6	-37.2	-62.8	38.8	81.4
4 Year Completion	65.6	+21.1	-19.5	58.4	86.2
5 Year Completion	46.4	-23.9	-41.7	67.2	87.9
FNMI High School Completion					
3 Year Completion	17.6	-38.4	-41	36.8	58.4
4 Year Completion	71.3	*	+6	68.1	66.6
5 Year Completion	*	*	*	81.1	69.6

Drop Out Rate					
	Vilna School 2023	Vilna School Comparison to 2022 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Drop Out Rate	2.8	+0.9	+0.3	4.1	2.4
Returning Rate	*	*	*	*	17
FNMI Drop Out Rate					
Drop Out Rate	1.3	-0.9	-3.9	2.4	5.1
Returning Rate	*	*	*	*	20.4



High School Completion/Drop Out Rate: Observations and Next Steps

Vilna School's recent graduation data highlights a complex picture. The high school completion rates, especially the three- and five-year rates, appear concerning compared to previous years and the Alberta average. However, in 2024, a significant number of students who didn't graduate within the typical three-year period returned and completed their requirements in their fourth year. Of the 17 students who entered grade 10 in 2020-21, three graduated in 2023 (within three years), and eight more graduated in 2024 (within four years). This reflects a promising resilience among students and a commitment to finishing, despite some requiring additional time. Although the five-year completion rate also trails the provincial average, Vilna School's retention efforts and support systems for returning students are clearly making an impact.

The dropout rate, while slightly above the provincial average (2.8% vs. 2.4%), indicates a degree of stability. The fact that eight students who might otherwise have dropped out chose to return and complete their studies highlights the school's commitment to re-engaging students after setbacks. With a focus on intervention and ongoing support, Vilna School is positioned to continue reducing this rate and retain more students through to completion.

For FNMI students, lower three-year completion rates suggest that some encounter unique barriers that delay their high school progress. Addressing these challenges through early engagement initiatives, personalized learning plans, and culturally relevant support could help more FNMI students complete within three years. The four-year completion rate of 71.3% and the five-year average rate of 81.1% are especially encouraging, with the latter exceeding the provincial average. These figures demonstrate that while FNMI students may benefit from additional time, Vilna School's support systems effectively enable them to persevere and achieve their diplomas.

Moreover, the FNMI dropout rate of 1.3% is commendably low, reflecting a 0.9% decrease from the previous year and standing 3.9 percentage points below the provincial average of 5.1%. This suggests that the school's retention strategies and targeted supports are having a positive impact, particularly for FNMI students.

Next Steps:



- Vilna School is focused on improving student completion rates by fostering a sense of belonging and helping students develop a positive outlook for the future.
- Implement targeted intervention programs for Grades 9 and 10 to enhance engagement and improve academic outcomes early in high school.
- Develop personalized plans for at-risk students, including academic mentoring, counselling, and family involvement, to address individual needs effectively.
- Build on the success of flexible pathways, demonstrated by strong four- and five-year completion rates for First Nations, Métis, and Inuit (FNMI) students, by expanding these options and revising the school timetable for greater flexibility.
- Improve attendance through education, home visits, and mentorship, and strengthen family engagement to deepen students' connection to school.
- Emphasize flexible pathways, culturally relevant programming, retention initiatives, and family support to help Indigenous students and all learners achieve high school completion.

Student Learning Engagement					
	Vilna School 2024	Vilna School Comparison to 2023 (+/-)	Vilna School Comparison to Alberta 2024 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	76.4	-15.7	-7.3	82.4	84.4
Parent	85.4	-12	-1.3	90.1	87.6
Student	58.5	-24.1	-10.8	71.0	70.5
Teacher	85.4	-10.7	-9.7	86.2	95.2



Citizenship					
	Vilna School 2024	Vilna School Comparison to 2023 (+/-)	Vilna School Comparison to Alberta 2023 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	68.2	+4	-10.5	69	80.4
Parent	70.6	+6.7	-8.1	69.2	79.5
Student	55.8	+6.5	-13.8	56.2	71
Teacher	78.3	-1	-11.5	81.7	90.6



Student Learning Engagement/ Citizenship Observations and Next Steps

There has been an upward trend in student satisfaction among those in grades 10-12, with an increasing number of students expressing engagement in their learning at school. This positive trend has been observed each year since 2021. However, there has been a notable decline in satisfaction among students in grades 4-6 and 7-9. Through individual and small group conferences, students reported challenges in building relationships with teachers, noting that changes in staffing contributed to their decreased satisfaction with consistent programming.



Teachers also reported a decline in positive feedback regarding students' ability to focus and engage with instructional content, indicating that maintaining students' attention has become increasingly challenging.

Increasing stakeholder satisfaction with citizenship has been a primary focus of Vilna School's recent three-year plan. While citizenship satisfaction scores have improved—especially among parents and students—the overall score of 68.2% remains below the provincial average. The school's commitment to fostering citizenship is evident through initiatives such as reading with Elders and high school students mentoring elementary students, which have made a significant positive impact. Programs like the Moose Hide Campaign, “adopting” seniors, and community clean-up projects have further enriched students' understanding of community involvement and social responsibility, reflecting a growing sense of engagement among students.

To build on this momentum, Vilna School can enhance these programs and create additional opportunities for students to actively contribute to and connect with their community.

Prioritizing these initiatives will help students develop a deeper sense of belonging and responsibility, ultimately improving citizenship outcomes across all grade levels.

Next Steps:

- Professional Development for Teachers: Provide training on student-centered teaching practices, relationship-building, and differentiated instruction to support teachers in engaging students effectively and responding to their diverse needs.
- Increase Experiential Learning and Field Trips: Enhance hands-on learning opportunities, such as a land-based learning camp for grade 10, to deepen student connection with their education and foster practical, real-world skills.
- Citizenship Initiatives:
 - Hosting School Events: Encourage school-hosted events that build community and student involvement.
 - Volunteerism Credits: Offer credits for volunteer work, promoting civic responsibility and community service.
 - Indigenous Youth Mentorship Program: Start and implement this program to foster connections, mentorship, and cultural understanding.



- School Council and Student Voice: Involve students in the school council and decision-making processes, giving them a platform to express ideas and influence their school experience.
- Professional Development for Teachers: Provide training on student-centered teaching practices, relationship-building, and differentiated instruction to support teachers in engaging students effectively and responding to their diverse needs.
- Increase in staff collaboration and new teacher mentorships
- Role Modeling and Parental Involvement: Encourage teachers to model positive citizenship behaviours, emphasizing respect, empathy, and engagement, and strengthen communication with parents to reinforce these values at home.

An important change in survey demographics influenced the data: in previous years, only students in grades 4, 7, and 10 participated, but this year, students in grades 5-6 and 8-9 were included. This broader sample captured a more diverse range of experiences across the middle grades, which shifted the results compared to previous years.



Priority Two	Wellness
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	<p>Students and staff are able to resolve conflicts in a healthy manner and feel safe.</p> <p>Staff and students are well-regulated.</p> <p>Staff and students have equitable access to supports.</p> <p>Schools implement collaborative support processes to effectively address diverse learning needs.</p>

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Vilna School 2024	Vilna School Comparison to 2023 (+/-)	Vilna School Comparison to Alberta 2024 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	92	81.9	-7.3	-5.7	85.2	88.2
Parent	14	81.3	-5.4	-2.5	85.6	84.8
Student	64	78.8	-10.1	-6.1	83.9	85.5
Teacher	14	85.7	-6.5	-8.2	87.4	94.5



Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Vilna School 2024	Vilna School Comparison to 2023 (+/-)	Vilna School Comparison to Alberta 2024 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	91	74.7	+1.6	-9.3	75	84.9
Parent	14	78.5	+7.5	-6.8	75	85.9
Student	63	63.8	-0.7	-11.4	63.8	76.5
Teacher	14	81.6	-2.3	-10	86.1	92.4



Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Vilna School 2024	Vilna School Comparison to 2023(+/-)	Vilna School Comparison to Alberta 2024 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	90	77.7	-2.8	-2.1	81.2	80.7
Parent	14	83.8	+1.5	+8.4	82.3	76.2
Student	62	64.2	-5	-14.5	71.6	79.6
Teacher	14	85.3	-5.1	-0.3	89.7	86.4

Vilna School Professional Development 2023 2024

Professional Development

- **Team-Building Sessions:** Staff participated in sessions centered on personality types using tools such as DiSC and True Colours. These activities were designed to enhance understanding, improve collaboration, and help staff recognize their own and others' working styles.
- **Division-Wide PD Day - Education for Reconciliation:** Hosted by Aspen View Public Schools, this PD day focused on Education for Reconciliation, emphasizing treaties, agreements, and the history and legacy of residential schools. It helped deepen staff knowledge and supported the integration of Indigenous perspectives in teaching.
- **First Nations, Métis, and Inuit Education Gathering:** Four staff members attended this gathering to gain insights into Indigenous education, perspectives, and culturally responsive practices.
- **Division Curriculum PD - Grade Group Meetings:** Staff participated in curriculum-focused workshops, particularly around effective numeracy and literacy interventions for diverse learners.
- **RCAT and EduBest Workshops:** These sessions provided advanced teaching strategies, especially in English Language Arts, and offered targeted support for mastering essential concepts, enhancing overall classroom effectiveness.



- **ATA Trauma-Informed Practice Workshop:** This half day workshop on trauma-informed practice equipped staff with tools to create safe, supportive, and self-regulated environments for students impacted by trauma, covering neurological effects and strategies for building resilience.

Teacher Growth, Supervision, and Evaluation

- **Fall Personal Growth Plan (PGP) Meetings:** Staff engaged in Professional growth plan (PGP) meetings with administration to discuss goals, aligning them with the Teaching Quality Standards (TQS) and broader school or division goals. The meetings included self-assessment, alignment with educational objectives, and anticipated impacts on student learning.
- **Spring PGP Review:** At year-end, staff reviewed their progress, presenting evidence of their accomplishments and examining the impact on their teaching practice.
- **Informal Observations:** Throughout the year, informal observations provided formative feedback, focusing on differentiated instruction, classroom management, and best practices for summative assessments and final exams.
- **Probationary Teacher Evaluations:** Teachers on probationary contracts underwent formal evaluations as part of the Provincial Teacher Growth, Supervision, and Evaluation Policy (PTGSE). This process included two evaluations with twelve observations to support decisions about continuing employment.

Collaborative Structures and Response Models

- **Collaborative Response Model (CRM) Meetings:** Teachers met monthly for CRM sessions, establishing norms for productive dialogue, identifying student needs, and crafting collective interventions.
 - **Elementary Team Focus:** Emphasis on improving student writing abilities through targeted strategies.
 - **Jr/Sr High Team Focus:** Focused on enhancing student engagement by addressing attendance, motivation, and assignment completion challenges.
 - **Collaborative Strategy Development:** Teachers collaboratively devised strategies to support students, showcasing a commitment to ongoing teamwork and problem-solving.



Vilna School Wellness Continuum of Supports

School-Based Success Coach and Student Support Team

The School-Based Success Coach plays an essential role in guiding students toward success by helping them stay on track with their academic goals and providing opportunities to explore post-secondary education options. Additionally, the student support team—which includes an inclusive education lead, Family and School Liaison Worker (FSLW), division psychologist, and Indigenous Liaison—works collaboratively to provide holistic support addressing academic, social-emotional, and cultural needs. The school’s resident elder further enhances this support by offering traditional guidance, promoting inclusivity and understanding, and helping to meet Alberta Education’s First Nations perspectives outcomes.

Healthy Eating Initiatives

Vilna School prioritizes nutrition through its Breakfast and Healthy Lunch Programs, supported by Alberta’s School Nutrition Program and a dedicated nutrition grant. These initiatives ensure that students receive nutritious meals daily, adhering to Alberta’s nutrition guidelines for children and youth. By providing consistent access to healthy food, the school helps support students’ ability to focus and succeed academically.

Active Living Programs

Vilna School promotes physical activity and overall well-being through a variety of active living opportunities. These include house leagues, active recess, and inter-school sports, as well as daily physical education classes for grades K-9, lunchtime gym access for grades 7-12, a fitness center, and Outdoor Education programs. Students participate in school sports, ski trips, ice fishing, camping, and cultural days, fostering a balanced approach to wellness and encouraging outdoor and recreational activities.

Social/Emotional Wellness Programs

Vilna School’s social-emotional wellness programs include the MindUp Curriculum, which supports mindfulness and emotional regulation, along with slow-start morning check-ins using the Zones of Regulation framework. Whole-school wellness days foster a sense of community and well-being while learning lunches—replacing traditional detention—emphasize restorative practices and relationship building.

Additionally, clubs such as the LGBTQ+ club, tutoring sessions, and daily physical activities contribute to a well-rounded approach to wellness, allowing students to engage in regular physical activity and build positive relationships.

Further supports, such as talking circles, restorative justice practices, and service-learning projects, help cultivate a sense of belonging, responsibility, and empathy. Cultural initiatives, including smudging, sweats, the 7 Grandfather Teachings, and cultural and Christmas feasts,



reinforce cultural identity and connectedness, contributing to an inclusive and supportive school environment.

Staff Wellness Initiatives

Staff wellness is supported through initiatives like the Healthy Lunch Club, access to a fitness center, social events such as Secret Santa and staff holiday parties, and year-end celebrations. The school also provides trauma support and critical incident debriefing, reinforcing resilience and well-being among staff. Aspen View Public Schools also offers counselling services and resources through ASEBP and Inkblot Therapy, ensuring staff have access to necessary wellness resources.

Community and Interagency Collaboration

Vilna School partners with various external agencies, including WJS Canada, Alberta Health Services (for dental hygienist visits and immunizations), RCMP, Jordan’s Principle, and Lakeland FASD, to provide comprehensive support for students. Regular home visits, teacher role modelling of healthy lifestyles, and interagency meetings ensure that students receive cohesive assistance across multiple facets of their lives.

The school also offers programs such as the Dragonfly Program, which raises awareness about sexual abuse, “Don’t Meth with Us,” “Go Zen,” Kelso’s Choice, and Rural Crime Watch. Additionally, Vilna provides connections to mental health service providers during Parent-Teacher Interviews and promotes mental health literacy with resources on substance abuse and wellness. Students also have access to cultural and healing supports through the Saddle Lake Healing Lodge, further enhancing the holistic support system in place at Vilna School.



Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
Outcomes	<p>Positive community relations contribute towards student success</p> <p>Staff and students have a sense of belonging and are engaged in their learning.</p> <p>Students and staff attend regularly.</p> <p>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.</p>

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	Vilna School 2024	Vilna School Comparison to 2023 (+/-)	Vilna School Comparison to Alberta 2024 (+/-)	Vilna School 3 Year Average	Alberta 3 Year Average
Overall	28	67.7	-7.6	-11.8	72.0	79.1
Parent	14	68.3	-5.1	-6.1	72.9	73.1
Teacher	14	67.1	-10.1	-17.5	71.0	85.2



Alternative Programming					
	Work Experience	Registered Apprenticeship Program	Green Certificate	Dual Credit	Locally Developed Courses
Number of Students	8	-	-	-	na
Number of Credits	25	-	-	-	na

Student Attendance Rates 2023 2024 (%)	90+	80 - 89	70 - 79	<70
Percentage of Students	2.4	20.8	16	59.2

Engagement Observations and Next Steps
<p>The overall satisfaction with parental involvement in decision-making about students' education at Vilna School is currently rated as lower than the previous year and below the provincial average. Vilna's three-year average remains consistently lower than Alberta's, indicating a persistent need for improvement. Specifically, parental satisfaction has decreased from the previous year and falls below the provincial average, while teacher satisfaction with parental involvement is even lower, showing a notable decline from last year and significantly lagging behind the provincial average. These figures point to a need for stronger strategies to engage parents meaningfully, ensuring they feel informed and involved in their child's educational experience.</p> <p>To encourage engagement, students are welcomed each morning with breakfast and nutritious snacks, followed by a hot lunch program that not only supports nutrition but also provides work experience for knowledge and employability students, offering credits in food services and volunteerism. The school emphasizes numeracy, literacy, science, technology, engineering, and math(STEM) while celebrating Indigenous culture and fostering reconciliation with First Nations, Métis, and Inuit communities. To address the achievement gap among Indigenous students, Vilna School is focused on removing barriers, particularly by enhancing attendance through education, wellness, and access to technology.</p>



Staff wellness is also prioritized through initiatives like a healthy lunch club, a social committee, and wellness challenges. Events and cultural activities create an inclusive atmosphere, starting each year with a pancake breakfast to build team connections. In June, the school hosted a collaborative Indigenous Peoples Day celebration with music, dance, food, and teachings. Daily smudging is available, with the Indigenous Liaison offering greetings in Cree, and students participate in Saddle Lake community events such as powwows and sweat ceremonies.

Next Steps:

- Regularly review attendance data to identify trends and implement both universal and targeted interventions to support students effectively.
- Collaborate with parents, students, and teachers to explore potential modifications to school start times and daily schedules, ensuring alignment with student needs and optimal learning outcomes.
- Strengthen communication channels by increasing home visits and creating more informal opportunities for parents to participate in school decision-making.
- Introduce newly board-approved, locally developed high school credit courses on tipi-making, smudging, beading, and medicine wheel teachings to honour and integrate Indigenous perspectives into the curriculum.
- Foster a deeper sense of belonging for both staff and students through initiatives like the Indigenous Youth Mentorship Program, community service projects, and school events that promote school spirit and a cohesive environment.

Strategic Priority	First Nations, Métis, and Inuit Student Success
Outcomes	<p>All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives</p> <p>First nations, Métis and Inuit students experience learning that supports reclamation of cultural identity</p>



First Nations, Métis & Inuit Provincial Achievement Test Results					
Subject	Number of Students	Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)
PAT Overall	13	38.5	39.4	3.8	6.1
English Language Arts 6					
English Language Arts 9	9	33	49.5	0	4.4
Math 6					
Math 9	7	28.6	14.3	28.7	3.8
Science 6	*	*	51.4	*	*
Science 9	8	62.5	46.0	12.5	7.1
Social Studies 6	*	*	*	*	*
Social Studies 9	9	11.1	39.0	0	6.3
French Language Arts 6	na	na	na	na	na
French Language Arts 9	na	na	na	na	na



First nations, Métis and Inuit Student Diploma Exams										
Subject	Number Students	Diploma Exam				School Awarded				
		Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)	Vilna School Acceptable (%)	Alberta Acceptable (%)	Vilna School Excellent (%)	Alberta Excellent (%)	
English 30-1	*	*	*	*	*	*	*	*	*	*
English 30-2	7	14.3	86.0	0.0	10.8	100	95.1	13.7	15.5	
Social Studies 30-1	*	*	*	*	*	*	*	*	*	*
Social Studies 30-2	6	50.0	72.9	0.0	6.6	100	95.2	66.7	14.5	
Biology 30	na	na	na	na	na	na	na	na	na	na
Chemistry 30	na	na	na	na	na	na	na	na	na	na
Physics 30	na	na	na	na	na	na	na	na	na	na
Science 30	na	na	na	na	na	na	na	na	na	na
Math 30-1	na	na	na	na	na	na	na	na	na	na
Math 30-2	na	na	na	na	na	na	na	na	na	na



FNMI High School Completion					
3 Year Completion	17.6	-38.4	-41	36.8	58.4
4 Year Completion	71.3	*	+6	68.1	66.6
5 Year Completion	*	*	*	81.1	69.6

FNMI Drop Out Rate					
Drop Out Rate	1.3	-0.9	-3.9	2.4	5.1
Returning Rate	*	*	*	*	20.4

Stakeholder Engagement Opportunities and Learnings/Assurance Reporting
<p>At Vilna School, our assurance reporting processes are designed to keep stakeholders informed and engaged in our school’s goals, progress, and areas for improvement. Our assurance report is built on data gathered from a variety of sources, including Provincial Achievement Tests (PATs), diploma exam results, Alberta Education Assurance Surveys, mental health surveys, and discussions with parents, teachers, students, and community members. This comprehensive approach allows us to address academic performance, mental health, school climate, and other key indicators impacting student success.</p> <p>Reflection and Insights: we learned that stakeholders value transparency and want more involvement in school decisions, particularly around curriculum, student well-being, and cultural programming. The Alberta Education Assurance Survey and discussions with parents indicated a desire for greater emphasis on mental health support, leading us to enhance our wellness programs and introduce more social-emotional learning initiatives. PAT and diploma data revealed academic areas requiring improvement, particularly in literacy and numeracy. In response, we have focused on building foundational skills through targeted interventions and small-group support.</p>



Vilna School -local and Societal Context 2023-2024

Vilna School's student population exhibits diverse learning needs. 22% of students have been assigned mild moderate or severe Alberta Special Education Learning Codes. Additionally, 48.5% of students in 23/24 had an Individual Program Plan (IPP).

Additionally, transportation disruptions due to "Bus Not Running" (BNR) days further exacerbated attendance issues. Saddle Lake experienced 24 BNR days due to cold weather, inadequate winter clothing, and the need for students to walk long distances down driveways to meet buses. Goodfish Lake (GFL) faced 18 BNR days, largely due to unpaved roads that became impassable during wet and muddy conditions, highlighting the lack of adequate infrastructure as a substantial barrier for families dependent on bus transportation.

Vilna School's attendance trends for the 2023-2024 school year highlight significant challenges influenced by local and societal factors. At the start of the academic year, 7.1% of students did not begin classes until September 5, 2023, missing the first five days of instruction.

Data reveals notable patterns connected to financial and weekly schedules. On the 20th of each month, coinciding with Alberta Child and Family Benefit (ACFB) payments, attendance averaged just 54.6%. This suggests that financial aid distribution days may shift family priorities, potentially diverting focus from school attendance. Fridays showed consistently low engagement, with attendance averaging 56% throughout the year, which may reflect end-of-week fatigue, transportation challenges, or other barriers. Attendance dropped below 60% between April and June, indicating increased seasonal or socio-economic pressures on students and families during this period.

Given that 83% of Vilna School's First Nations, Métis, and Inuit (FNMI) students reside on reserves, challenges related to low-income environments, transportation barriers, and systemic socio-economic factors significantly impact student success. Despite these challenges, Vilna School's three-year average shows that 81% of students graduate within five years of starting high school. To better understand and address these outcomes, further analysis is recommended. Separating FNMI data to distinguish between on-reserve and off-reserve First Nations students could provide valuable insights into the specific factors influencing graduation rates. This breakdown would allow for the development of more targeted strategies to support the success of all students at Vilna School.

