

Drayton Christian School

Combined 2015-2016 Annual Education Results Report &

2016-2019 Three Year Education Plan

Submitted November 2016



Foundational Statements of Drayton Christian School:

Mission Statement:

We are a learning community that inspires academic success as we emphasize a Biblical worldview through example and instruction, recognizing the Lordship of Jesus in every dimension of life.

Vision Statement:

DCS will equip students to honour God in everything, to choose lives of integrity and become positive contributors to society.

DCS will offer a strong Christian program that instills excellence in academics, fine arts, and athletics.

DCS will be a visible light to the community, representing Christ through worship, discipleship, and outreach opportunities.

October 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Drayton Christian 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	Good	Safe and Caring	85.7	75.5	80.0	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	69.8	68.6	71.3	81.9	81.3	81.4	Low	Maintained	Issue
		Education Quality	87.5	73.1	78.7	90.1	89.5	89.5	High	Improved	Good
		Drop Out Rate	0.0	0.0	1.0	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	48.7	71.4	76.4	73.6	72.9	73.4	Very Low	Declined	Concern
		PAT: Excellence	0.0	5.4	13.5	19.4	18.8	18.6	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	85.7	66.7	71.8	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	78.6	62.8	69.4	83.9	83.5	83.4	High	Improved	Good
Parental Involvement	Excellent	Parental Involvement	85.3	72.2	81.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Concern	School Improvement	63.0	50.6	58.1	81.2	79.6	80.0	Very Low	Maintained	Concern

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 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).
4. 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.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. 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.
8. 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.

9. 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.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2015-2016 Results Report

Describe your results regarding key school strategies from your 2015-16 Education Plan

Future Directions

- A focus on a consistent school wide behaviour and discipline policy including training in universal programs like Zones of Regulation.
- Starting each day with a small all school chapel.
- A focus on providing an excellent education in a Christian environment.
- Seeking out guidance and increased support from ministerial and parent society.
- Continue to build a community of learners.
- Continue community building through school and family events and daily morning chapel.
- Seek parent input from entire school population through technology and newsletters.

Unfortunately, due to a number of circumstances, little quantitative evidence was available regarding results from the 2015-2016 goals.

Direction	2015/2016 Strategies Implemented
Zones of Regulation	Initial Zones of Regulation Training offered to all staff Education Committee develops Christian supplemental resources to Zones
Small School Chapel	Lisa Golding led chapel every school morning for Kindergarten - Grade 9
Guidance and increased support from ministerial and parents	Small group of parents took a leadership role in a couple of key aspects of the DCS program

2016-2019 Three Year Education Plan

We implement strategies that foster **student wellness** by attempting to ensure all students have significant connection with at least one adult in the school.

- Survey every DCS student regarding their adult connections in the school
- Through this identify students who have not yet developed attachments

- Share identified students at Collaborative Response Meeting in order to wrap around the students who could not yet identify attachments
- Survey mid year and end year in order to track attachments
- Ongoing qualitative observations

We implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.

- Staff brainstorm and share strategies of ways that they communicate learning goals.
- During walk through observations ask students “What are you learning? Why is it important?” Teachers were informed that this was going to take place. What students said is shared with teachers as formative feedback.
- Teachers reflect at the beginning, middle and end year on their progress based on student feedback

We establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team** meetings.

- Attend Collaborative Response Model workshop presented to Kurtis Hewson (spring 2016)
- Using the procedures outlined in the book, staff meet monthly to identify student needs, implement strategies of support, and monitor progress.
- We are using the “Ready, Fire, Aim” strategy as recommended by Hewson in his presentation
- Allow teachers embedded time in order to work with small groups or individuals during weekly scheduled library period

We implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.

- Staff attend FNMI day in Rocky Mountain House September 19, 2016
- Terri-Lynn attends a FNMI training session at Christian Leadership Conference in September and CARC’s Facilitating the Blanket Exercise in October
- Drayton Christian School Society give feedback on FNMI initiative (recommend participatory culture events such as Inuit games)
- November 17, 2016 storyteller Mary Ann Lippiatt shared aboriginal based stories with all of your K-9 students. Each story has an anti-bullying theme.

- Rocky Christian School and Drayton Christian School students will meet on May 5, 2017 for an FNMI culture day. Activities will be developmentally appropriate and linked to Biblical throughlines such as Earth-Keeping, Creation-Enjoying, Beauty-Creating, Justice-Seeking, Community-Building etc.
- Students and other stakeholders will be surveyed with questions such as, “I used to think _____, but now I think _____.”

We implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.

- Literacy Champion (Leslie Janzen) continues to work with Kim Wedman and the literacy cohort
- Literacy Champion is given time to share at every staff meeting strategies and new understandings
- We support staff implementing strategies that allow for rich differentiation such as Daily 5.
- We enlist community volunteers (ex. Thunder Hockey Team) to read with students
- We keep data (Fountas and Pinnell) to inform practice.
- We implement universal, tier 2 and tier 1 supports for learners. This process is embedded with our Collaborative Response Model

We implement strategies that make learning truly **transformational** by inviting students to live their part in God’s story in order to **influence our culture for Christ**.

- We partner with Prairie Christian Centre for Education (PCCE)
- A lead teacher (Matt Neilsen) and principal (Terri-Lynn Emms) get coaching from PCCE to facilitate Teaching for Transformation modules
- PCCE workshop: New to Teaching for Transformation (TfT) on April 24, 2017
- Build capacity with staff through the TfT program to implement pedagogy congruent with best educational practice (Formative Learning Experiences)

DCS Professional Development Plan 2016-2017

August 29	Teacher Growth Plan Day (ATA)	
August 30	School Based Day	
August 31	Organizational Day	CAAMSE
September 19	FNMI Cultural Divisional Day	CAAMSE

October 20	TEACCH Autism Training Terri at Blanket Ceremony (Carc) Organizational Day to Orient New Juniou High Staff	
October 21	4th R training TEACCH Autism roll out plan	
November 3	5 Learning Goals Sessions (Divisional Day) Am- Teaching for Transformation (TfT) Pm- Jody Carrington	CAAMSE
November 4	Zones of Regulation with Kari Lotzien (Condor)	CAAMSE
February 3	½ School Based Day - Literacy (Kim Wedman - balance literacy) ½ Division Day - PowerTeacher Pro	
February 9 & 10	North Teachers' Convention (ATA)	
February 23 & 24	South Teachers' Convention (ATA)	
March 10	Teacher Growth Plan Day (ATA)	
April 24	School Based Day: PCCE Teaching for Transformation training	
May 19	Staff / Student Wellness PD (Divisional)	CAAMSE
June 2	School Based Day - Potential Transition Meetings	CAAMSE
June 30	Organizational Day	

Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review

_____	_____
Principal	Date

School	

We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

_____	_____
Teacher Representative	Date
_____	_____
Chairperson, School Council	Date