

Drayton Christian School

Combined 2017-2018 Annual Education Results Report &
2018-2021 Three Year Education Plan
Submitted November 2018



DRAYTON CHRISTIAN SCHOOL

School Profile:

Drayton Christian School is an alternative program within the Wild Rose School Division. The school is located in Drayton Valley, Alberta and currently has 168 students enrolled from Pre-Kindergarten through Grade 9. It is located at 4762 50 Street and shares the Eldorado School building. The students come from diverse socio-economic, cultural, and religious backgrounds. Our coursework aligns with the Alberta Program of Studies and is presented through a Christian lens.



**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 2289 Drayton Christian School**

Measure Category	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	Safe and Caring	85.7	88.1	83.1	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	77.8	72.1	70.1	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	95.2	93.4	84.7	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
	Drop Out Rate	*	5.8	1.9	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	62.0	78.9	66.4	73.6	73.4	73.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	7.4	28.9	11.4	19.9	19.5	19.2	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	87.3	92.9	81.7	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	80.4	83.1	74.8	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	95.6	90.4	82.6	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.0	83.5	65.7	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

2016-2017 Results Report
Areas of Concern from Accountability Pillar October 2017 Results

Area	2017-2018 Action Plan	2018-2019
<p align="center">Program of Studies</p> <p>Variety of courses available such as music, drama, art, computers, health, another language, physical education.</p>	<p>Each class has the opportunity to participate in physical education and music from a specialist.</p> <p>We have one to one with computers and teachers integrate into their classes.</p> <p>We have a Christmas Program that every student participates in either drama or musical expression.</p>	<ul style="list-style-type: none"> ● CTF Grade 4-9 Entrepreneur Project (spring 2018) ● Grade 9 students participate in Google Apps for Education and earn Chromebook (June-July 2018) ● K-3 participated in the Music Festival ● Students lead Worship at Chapel ● Continue Music & PE with specialists ● Introduction of Grade 7-9 band option ● Measuring interest in a French Language Option or Club ● Christmas Program with choir and drama ● Grade 7-9 students participate in Foods & Construction at the local middle school
<p align="center">Drop out Rate</p> <p>Alberta students age 14-18 are tracked for one year to determine how many have left the education system without completing.</p>	<p>We focus on connections with students and matchmake them with their next institution (ex. Tour the high school and outreach in May or June in order to become comfortable with the adults in their new school).</p>	<ul style="list-style-type: none"> ● Grade 8-9 students did a service project and toured Frank Maddock High School (spring 2018) ● Grade 9 students visited the local outreach school (spring

		2018)
<p>PAT Acceptable Percentage of students who achieve acceptable standards for PAT tests.</p>	<p>Although this area is noted as acceptable, it is an intermediate concern. It appears that we had a high rate of students achieving excellent and this may have resulted in a lower percentage achieving acceptable. Both PAT acceptable and excellent improved from Very Low on the 2016 results summary.</p>	<ul style="list-style-type: none"> ● Participated in the Alberta Education Field Testing in order to allow students to gain experience with this type of assessment ● Continued to focus on teaching the Program of Studies

Results regarding key school strategies from your 2017-18 Education Plan

Learning Goal (CRM & Literacy): We use the **Collaborative Response Model** to support every student demonstrating growth in reading skills by using the [system of strategic actions](#) to self-assess, set a goal, expand skillset and reflect on goals.

- Develop a target rubric to be used in every grade to focus instruction and measure growth in the following skill areas:
 - Thinking Within the Text
 - Searching for and using information
 - Monitoring and self-correcting
 - Solving words
 - Maintaining fluency
 - Adjusting
 - Summarizing
 - Thinking About the Text
 - Critiquing
 - Analyzing
 - Thinking Beyond the Text

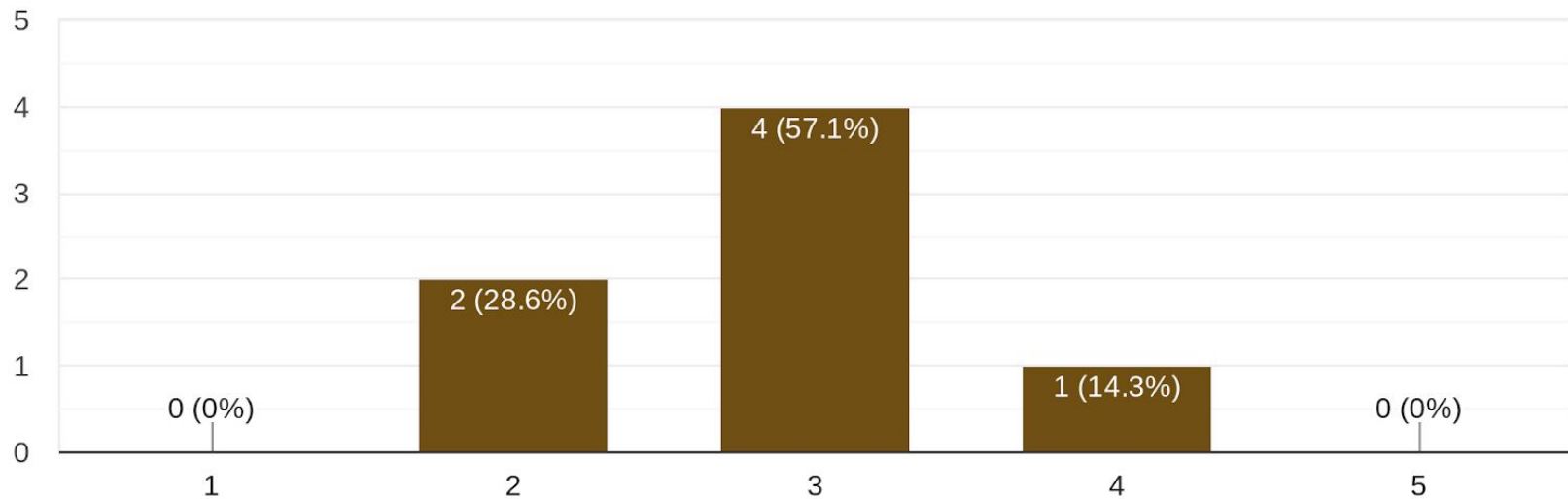
- Inferring
- Synthesizing
- Making connections
- Predictingleader

Reflecting on our Learning and Results:

- Teaching & Support Staff became very familiar with the variety of reading skills
- All students were targeted in cross-graded skill-based instruction groups twice a week for six weeks
- All students had access to an anchor chart for the Reading Wheel (System of Strategic Actions) and grew in familiarity with all the vocabulary associated with it

Where are we on the journey? Every student will demonstrate growth in reading skills by using the SSA wheel t... expand skillset, and reflect on goals.

7 responses



Priority Goal (TFT): We implement Teaching for Transformation Core practices in order to invite, nurture, and empower students to live their part in God’s story.

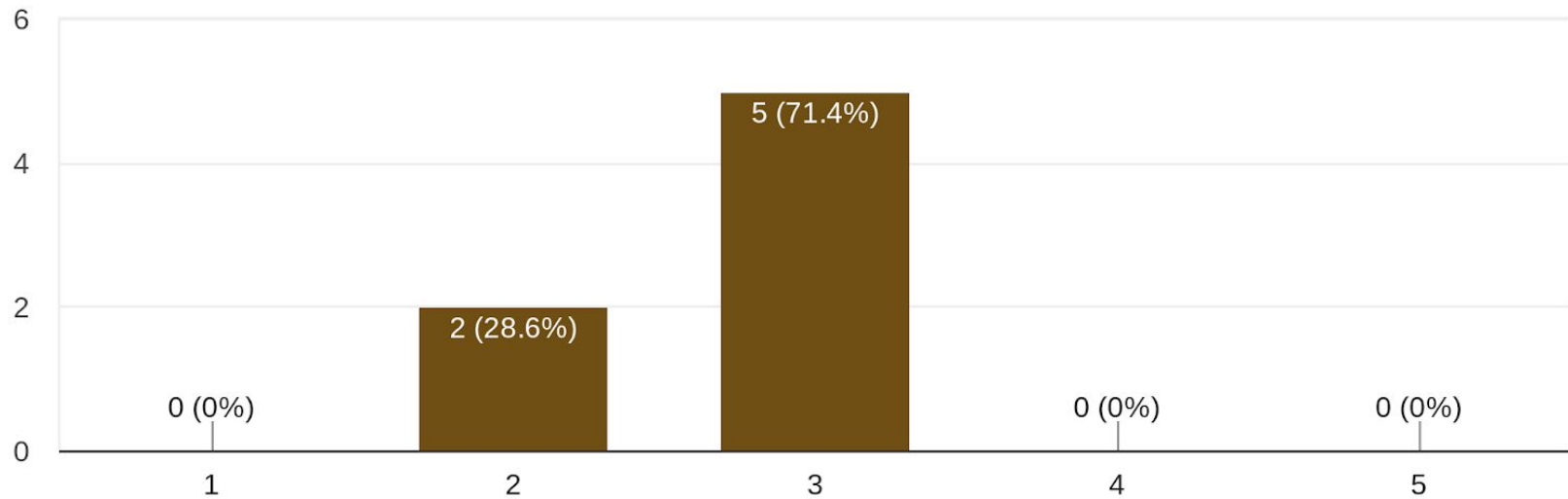
- Work with PCCE’s (Prairie Centre for Christian Education) Gayle Monsma and Steven Levy ([EL Education](#)) to develop a strong pedagogical approach to integrating Christian Perspective (August PD days & follow up throughout the year)
- Teachers attend PCCE/ACSI Converge Convention (October 2017)

Reflecting on our Learning and Results:

Our teaching staff report that we have a beginning understanding of Teaching For Transformation:

How much do our students understand TfT and all three core practices (Storyline/Deep Hope, Through-Lines & Flex Projects)?

7 responses



- All staff required to have Core Practices of Storyline and Deep hope evident in their classroom environments and routines
- Chapels focussed on throughlines and students have a beginning understanding of them

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 honor 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.

2018-2021 Three Year Education Plan

Area of Focus	Current Action Plan	Know Thy Impact Assessing Growth
<p>Wellness: WRSD is committed to fostering a culture that respects diversity and promotes wellness through:</p> <ul style="list-style-type: none"> ○ Positive Relationships ○ Healthy Mind and Body ○ Belonging 	<p>Intentional Focus on Team Health</p> <ul style="list-style-type: none"> ● Setting team culture in August 2018 (CAAMSE & ATA) ● Daily Morning Prayer Circle for all staff ● Weekly check in with principal for ATA (Sprint time) ● Book Club with Inspirational Titles ● Random/as needed staff pick-me-ups (ex. Meat trays) 	<ul style="list-style-type: none"> ● Monthly staff surveys about team health ● Attendance (student & staff) ● Weekly Think tank (brainstorming session)

Area of Focus	Current Action Plan	Know Thy Impact Assessing Growth
<p>Learning: WRSD is committed to ensuring powerful learning environments that develop the essential understandings needed to be successful in an ever-changing society through:</p> <ul style="list-style-type: none"> ○ Literacy 	<p>Implementing Learning Sprints</p> <ul style="list-style-type: none"> ● Every one to four weeks, each teacher will select a student learning outcome to focus practice improvement for. They will design small specific actions to improve student 	<ul style="list-style-type: none"> ● Benchmark F & P/MIPI ● Pre and Post data from each learning sprint

<ul style="list-style-type: none"> ○ Numeracy ○ Competencies ○ Foundational Knowledge of First Nations, Métis and Inuit Cultures ○ Engagement ○ Career Planning ○ Inclusion 	<p>learning. Then they will assess the impact.</p> <p>Literacy:</p> <ul style="list-style-type: none"> ● continued use of F & P Reading Skills Wheel (SSA) to drive instruction, assessment, and reflection for teachers and students ● Literacy workshop with F & P trainer ● LLI (Levelled Literacy Intervention) ● flexible multi-grade skill groups 	
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<p>Area of Focus</p>	<p>Current Action Plan</p>	<p>Know Thy Impact Assessing Growth</p>
<p>Leadership: WRSD is committed to developing a culture of strong leadership capacity through:</p> <ul style="list-style-type: none"> ○ Vision & Reflective Practices ○ Empowering Others ○ School Leader Quality 	<ul style="list-style-type: none"> ● Collaborate with PCCE Leadership Cohort ● Instructional Leadership Visits ● Teacher-led implementation of new Bible curriculum ● Co-create staff handbook (Playbook) 	<ul style="list-style-type: none"> ● Survey check-ins with stakeholders (Accountability Pillar, weekly check-ins with teachers) ● Evidence of Bible Curriculum implementation as recorded in Sprint visits

<p>Standard</p> <ul style="list-style-type: none">○ Awareness & Advocacy○ Transparency○ Accountability		
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DCS Professional Development Plan 2018-2019

Date	Learning Target(s)	Facilitators
<p>August 29, 2018 CAAMSE</p>	<p>A.m. We can work effectively as a collaborative team. Pm. I can work on my professional growth plan (ATA)</p>	<p>Terri-Lynn Emms</p>
<p>August 30, 2018</p>	<p>Am. We can impact students in effectively through literacy. Pm. I can work on my professional growth plan (ATA)</p>	<p>Kim Wedman (with literacy champions)</p>
<p>August 31, 2018</p>	<p>Am. I can design learning environments and structures to support student learning. Pm. I can work on my professional growth plan (ATA)</p>	<p>Terri-Lynn Emms</p>
<p>September 21, 2018</p>	<p>Literacy Develop an understanding of the core values of FPC</p> <ul style="list-style-type: none"> ○ Explore reading as a complex process ○ Explore each instructional Context: Phonics/Spelling/Word Study, 	<p>Cheryl Gascoyne (Fountas & Pinnell) Kim Wedman</p>

	<p>Guided Reading, and Independent Reading</p> <ul style="list-style-type: none"> • Explore using <i>The Fountas & Pinnell Literacy Continuum</i> as a tool for teaching 	
October 18-19, 2018	I can develop activities that incorporate high-quality pedagogy and infused Christian perspective	Prairie Centre for Christian Education Convention: Live the Story - Gateway Christian School in Red Deer, AB
November 23, 2018	<p>A.m. I can understand how Provincial Achievement Tests are designed & 10:30 - Trauma-Informed Practice CRM</p> <p>P.m. I can work on my professional growth plan (ATA)</p>	<p>Darla Kurylo</p> <p>Tara Lewell</p> <p>Lenore Schrader</p>
February 11, 2019	I can observe other teaching professionals in order to reflect and improve my own practice.	Teachers will be matched with teachers in the South of our Division.
February 7-8, 2018	I can design my own learning activity to support students' learning.	Northern Schools ATA teacher's convention
March 8, 2019	<p>CRM &</p> <p>I can examine the new curriculum and begin to plan how to implement it with students.</p>	<p>Division Office Staff</p> <p>K-2 AM; 3-4 PM</p>
April 12, 2019	I understand that connected relationships are vital for human	Dr. Jody Carrington

	wellness.	
May 10, 2019	CRM (Securing the training wheels for transitions) I can collaborate with others to support students' learning needs. I can develop meaningful & measurable IPP goals.	SSF: Wendy Weis
June 7, 2019	CRM: I can provide support for students transitioning in or out of my classes.	Terri-Lynn Emms; Wendy Wies Transition Day
June 27, 2019	I can reflect on the learning journey of the past year and look toward the next.	Terri-Lynn Emms
June 28, 2019	We can organize our spaces in order to prepare for the next school year.	Organizational Day

Acronyms and Terms

[**ATA**](#) - Alberta Teachers Association

[**CAAMSE**](#) - Central Alberta Association of Municipal and School Employees

[**CRM**](#) - collaborative response model ([**Jigsaw Learning**](#))

[**F & P**](#) - Fountas and Pinnell Literacy

[**MIPI**](#)- Math Intervention Programming Instrument

[**PCCE**](#)- **Prairie Centre for Christian Education**

TFT- Teaching for Transformation (Program for Christian Education affiliated with PCCE)

WRSD- Wild Rose School Division

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

**Principal
Terri-Lynn Emms
Drayton Christian School**

Date

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

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