

*Drayton Valley Community Outreach School*  
**2017-18 Annual Education Results Report & 2018/19 Education Plan**

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Annual Education Results Report  
DRAYTON VALLEY COMMUNITY OUTREACH  
SCHOOL

2018-2019 School Year

## Foundation Statements

### **VISION**

Learners will successfully explore and pursue their own path to a life of purpose.

### **MISSION**

We will build a flexible school community where a focus on wellness, personal responsibility and individuality empower our students to flourish.

### **VALUES**

Wellness	Lifelong Learning	Active Citizenship
relationships dignity individuality self worth self respect self confidence resiliency	critical thinking work ethic skill development passion	connections peer mentorship empathy respect for others equality social justice

### **ESSENTIAL INFORMATION ABOUT THE SCHOOL**

Drayton Valley Community Outreach School provides support to Grade 9 to 12 WRSD students in Drayton Valley. The majority of our population are students for whom learning has been compromised because, primarily, they have either 'avoided' attending regular school classes or their compromised attendance has exacerbated severe anxiety problems. This avoidance has occurred for many reasons but, even with provision of 'in-house' supports at other schools, including administration, teaching staff, School Support Facilitators and Family Wellness Workers, these young people have not been successful at achieving success in the

traditional school context. Fortunately, now these students have reached a point in their lives where they wish to achieve academic success and earn a high school diploma in order to improve their life chances as they move beyond school. Included in this group are the approximately one quarter of our population who are accessing Tier 4 interventions, support beyond the school, and are involved with the justice system, mental health providers or addictions.

We also have an increasing cohort of students who are accessing us as an option due to flexibility in pace and space. Finally, we have shared students from FMHS and BHS who are needing to take one or two courses they are unable to take at their host school; who for whatever reason are choosing to access self-directed learning options.2017-18 Results Report

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2018**  
**School: 1017 Drayton Valley Community Outreach School**



Measure Category	Measure	Drayton Valley Comm Outreach			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	<a href="#">Safe and Caring</a>	84.2	88.3	94.7	89.0	89.5	89.4	Intermediate	Declined	Issue
	<a href="#">Program of Studies</a>	42.1	54.8	56.1	81.8	81.9	81.7	Very Low	Maintained	Concern
Student Learning Opportunities	<a href="#">Education Quality</a>	87.7	82.7	87.1	90.0	90.1	89.9	High	Maintained	Good
	<a href="#">Drop Out Rate</a>	14.3	14.1	15.3	2.3	3.0	3.3	Very Low	Maintained	Concern
	<a href="#">High School Completion Rate (3 yr)</a>	31.3	25.1	32.0	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	*	*	n/a	73.6	73.4	73.3	*	*	*
	<a href="#">PAT: Excellence</a>	*	*	n/a	19.9	19.5	19.2	*	*	*
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	62.3	48.1	65.6	83.7	83.0	83.0	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	0.0	3.7	4.7	24.2	22.2	21.7	Very Low	Declined	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	0.0	0.0	0.0	55.7	54.9	54.7	Very Low	Maintained	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	37.5	48.8	44.4	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	*	*	0.0	58.7	57.9	59.0	*	*	*
	<a href="#">Work Preparation</a>	n/a	n/a	n/a	82.4	82.7	82.4	n/a	n/a	n/a
	<a href="#">Citizenship</a>	62.1	75.0	79.0	83.0	83.7	83.7	Very Low	Declined	Concern
Parental Involvement	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	81.6	88.3	96.1	80.3	81.4	80.7	Very High	Declined	Good

## Summary of Accountability Pillar Results

We are noticing declines in our historically high categories like safe and caring schools and school improvement. Using the data from the accountability pillar we see the need to bring synergy to what we do in the school. With the introduction of new programs, we knew that we would take a dip in our results as change is sometimes hard. However we are looking at the long term gains for instruction and involvement at our school. With some small changes and better focus we will see that the results will improve.

We recognize that effective strategic planning depends on getting good data. Therefore, we see the need to have more students participate in the survey. The goal will be to get over 50% of the population to fill it out.

## Impact of 2017/18 Results on Strategies

Goals	Key Strategies	Reflections based on 17/18 Data
<p>Improve student learning, achievement, scholarship eligibility, and diploma completion</p>	<ul style="list-style-type: none"> <li>-CRM Process</li> <li>-effective 'intake process' to develop clear course goals for the year</li> <li>-Boot camp</li> <li>-'course plans" with all students and subject specific teachers</li> <li>-CRM process more clearly defined, with the ability to have more touch points to stay on top of our students and move them forward</li> <li>-creation of clearly defined tiers of intervention for Outreach with specific strategies to support students in that Tier.</li> <li>- narrow down and articulate essential outcomes of disciplines</li> <li>- link big rocks of curriculum to authentic learning activities</li> </ul>	<p>A plain reading of the data would indicate there have been no changes, but that may be an unfair characterization of the changes to "student academic success".</p> <p>We increased the amount of CEU's earned at DVCOS from the past years. More importantly we kept the amount of inactive (students not completing anything at all) down from past years in relation to our overall student population. These two trends reflect positive growth in terms of student accountability and course-completion progress</p> <p>What we do recognize is that our demographics of students are changing. We are seeing a greater diversity- more academic students, and more students requiring intensive intervention supporting their social/emotional skills. There is a need to diversify our programming, but recognizing we still need to focus.</p>

	<p>- PD/release time to adapt, modify and improve existing modular instructional materials</p>	
<p>To create an exemplary safe and caring school environment, engaging students in varied, authentic and meaningful interpersonal connections</p>	<p>Food security</p> <ul style="list-style-type: none"> <li>- Vermillion energy grant supporting the student-access kitchen</li> </ul> <p>Student Wellness</p> <ul style="list-style-type: none"> <li>- Addictions counselling</li> <li>- Sexual Health Nurse</li> <li>- Alberta Works</li> <li>- SSF</li> <li>- Family Wellness</li> <li>- Wellness Programming <ul style="list-style-type: none"> <li>- Yoga</li> <li>- Equine Assisted Learning</li> </ul> </li> </ul> <p>School Community Experiences</p> <ul style="list-style-type: none"> <li>- Student-interest projects and course pathways</li> <li>- Extracurricular activities</li> <li>- Art community connections</li> </ul>	<p>“Safe and Caring Schools” has historically been one of our strongest categories. We are understandably concerned by recent declines in this area. We believe student wellness and attachment is one of our key strategic priorities. We intend to promote, invest and invite to the work we’re already doing and planning to expand in order to help kids feel more welcome and meaningfully connected in the school.</p>

# THREE YEAR EDUCATION PLAN

## DRAYTON VALLEY COMMUNITY OUTREACH SCHOOL

2018-2021 School Year

## 2018-2021 Three Year Education Plan

FOCUS	Reflection on Action	Strategies/Resources	How We will Know It's Impacting Student Success
<b>18-19 PRIORITY GOALS</b> ( <a href="#">Quick glance page for staff</a> )			
<b>Collaborative Response Model</b>	<p>Continue the work started last year, where formalization of the process was our primary focus. We recognize the benefits of this model in being able to support our diverse needs of our students.</p> <p>For 18/19 we will focus on being more action-oriented, and results-based. What will we do? Then did it work, and how do we know?</p> <p>We will use our CRM time to concentrate on students in tiers 1-3, as in the past our Tier 4 students have dominated our time and resources. We want our focus to shift to preventing students moving up in needs and instead moving towards greater independence.</p>	<ul style="list-style-type: none"> <li>● Created a meeting structure to enable us to manageably address relevant students efficiently</li> <li>● Maintained school student opening hours to allow for Fri pm. to be Teacher collaboration time</li> <li>● Focus on issues rather than students</li> <li>● Ensured teacher hours and CAAMSE hours include CRM to involve as much staff as possible</li> <li>● Continued to populate our list of interventions for specific needs of DVCOS students</li> <li>● PPT on Tuesday or Thursday morning with FWW</li> <li>● Accessed community experts/resources to assist students at school (ie. Addictions, Sexual Health Nurse, )</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in course completion rates</li> <li>● Declining numbers of inactive students</li> <li>● Higher average course grades</li> <li>● Growing numbers of substance-using students accessing formal counselling/intervention for addictions</li> <li>● Student happiness and satisfaction increased</li> <li>● FWW is able to shift from crisis management to proactive personal development interventions</li> </ul>
<b>LITERACY</b>	<p>Last year was a foundation building year with focus on</p>	<ul style="list-style-type: none"> <li>● Use of course start up packages, literacy screen, and wellness</li> </ul>	<ul style="list-style-type: none"> <li>● Student independence in work</li> <li>● Increased student accountability</li> </ul>

	<p>knowledge/background on literacy and good practice, with John as our Literacy Champion. This year we will look more closely at how to put it into action at Outreach to create more literate students.</p> <p>We will extend our focus to also look carefully at numeracy, and social/emotional literacy. We believe that literacy is about removing barriers. This will, of course, be a significant element of our CRM implementation as well.</p>	<p>barometer to get quick universal screens of student ability</p> <ul style="list-style-type: none"> <li>● Developing the proficiency of the school literacy champion</li> <li>● Possible development of course materials for both reading and numeracy intervention</li> <li>● PD days to focus on ways to address the social/emotional literacies</li> <li>● Work with Kim Wedman and other literacy champions</li> <li>● Create Curriculum continuums to focus on specific literacy skills in curriculum/courses</li> </ul>	<ul style="list-style-type: none"> <li>● Diploma results</li> <li>● Acct.Pillar/TFM results</li> <li>● A net shift in students from high to lower tiers of intervention</li> </ul>
<p><b>LEARNING</b></p>	<p>Focus on the competencies and around critical, creative, and collaborative thinking.</p>	<ul style="list-style-type: none"> <li>● Create activities and experiences for students with a focus on the competencies that also teaches students how to think. <ul style="list-style-type: none"> <li>○ Student engagement and assessment/feedback</li> </ul> </li> <li>● Continued release time or Fri Teacher development time for teachers to look at curriculum and design meaningful and engaging learning opportunities</li> <li>● Use of technology/communication /Powerschool as a way to give more immediate, meaningful</li> </ul>	<ul style="list-style-type: none"> <li>● Student engagement in work</li> <li>● Diploma results</li> <li>● Accountability Pillar results</li> <li>● Continued improvement in student course completion</li> <li>● Increased variety of course options (academic, trades, CTS etc) for students</li> </ul>

		feedback to both students and parents on progress or need for intervention	
<b>LEADERSHIP</b>	To build leadership capacity within the staff and students.	<ul style="list-style-type: none"> <li>● Create a student council</li> <li>● Attend WE Day</li> <li>● Partner with other schools to participate in their leadership events</li> <li>● Increase student involvement in the community <ul style="list-style-type: none"> <li>○ Library</li> <li>○ Cause for Critters</li> <li>○ Auxillary Thrift Store</li> <li>○ Snow Angels</li> </ul> </li> <li>● Increase community involvement in the school <ul style="list-style-type: none"> <li>○ Equine</li> <li>○ Floral Designs</li> <li>○ Scholarship Opportunities</li> </ul> </li> <li>● Encourage staff to pursue leadership opportunities in the school and the division</li> <li>● Administration offers leadership opportunities within the school <ul style="list-style-type: none"> <li>○ Acting Admin</li> <li>○ Empowering individuals to lead PD, instructional leadership, learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students attend WE Day</li> <li>● Students consistently attend student council meetings and participate in activities</li> <li>● Critical self reflection of instructional and school practices</li> <li>● Increased engagement with the community</li> <li>● Staff pursuing leadership opportunities</li> </ul>

**Other Goals 18-21**

<p><b>STUDENT WELLNESS</b></p>	<p>To increase the social and emotional wellness of our students through intentional practice and programming.</p>	<ul style="list-style-type: none"> <li>● Partner with RYSE study in Drayton</li> <li>● Engage in community wellness opportunities</li> <li>● Engagement in personal interest activities</li> <li>● More Outdoor Educational opportunities</li> <li>● Family Wellness Worker</li> <li>● Outside agencies (ie. FCSS, AHS Addictions)</li> <li>● Intake process with measures to collect data on current emotional/social wellness</li> <li>● Growing personal connections and relationships with all students</li> </ul>	<ul style="list-style-type: none"> <li>● Course completion rates will increase</li> <li>● Increase in numbers at the events themselves</li> <li>● Declining number of referrals to outside agencies</li> <li>● FWW is able to shift from crisis management to proactive personal development interventions</li> </ul>
<p><b>FNMI</b></p>	<p>Continue to find opportunities to expose students/staff to meaningful activities that increase understanding of culture and beliefs.</p>	<ul style="list-style-type: none"> <li>● Explore partnership possibilities with nearby First Nations to do cooperative learning (Land Based education &amp; Outdoor Ed)</li> <li>● Work with ATA Walking Together teacher, Crystal Clark, to provide meaningful PD to our staff</li> <li>● Connect with local Elders and experts for sessions regarding wellness and healing in FNMI cultures</li> </ul>	<ul style="list-style-type: none"> <li>● Greater awareness of FNMI in our school community</li> <li>● Involvement/increased completion of our FNMI students</li> </ul>

		<ul style="list-style-type: none"><li>• Sharing of articles and resources at staff meetings</li></ul>	
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PROFESSIONAL DEVELOPMENT PLAN  
DRAYTON VALLEY COMMUNITY OUTREACH  
SCHOOL

2018-2019 School Year

## DVCOS Professional Development Plan 2018-2019

<i>Date/Who?</i>	<i>FOCUS/DIRECTIVES</i>
August 29	Teacher Growth Plan Day (ATA)
August 30	CRM / School Based Day
August 31	Organizational Day
September 21	CRM / School Based
October 19	CRM / School Based (Thinking Schools, Experiences)
November 23	CRM / School Based (Thinking Schools, Experiences)
February 11	CRM / School Based (Course Development)
February 7 & 8	<a href="#">North Teachers' Convention (ATA)</a>
March 8	CRM / School Based (Course Development)
April 12	CRM / School Based (Course Development)
May 10	Transition Meetings/Grad
June 7	Organizational Day/CRM
June 28	Organizational Day

## Signatures

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

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Principal

\_\_\_\_\_

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

\_\_\_\_\_ **Nov 23, 2018** \_\_\_\_\_

Date

**Approved:**

\_\_\_\_\_ **Superintendent of Schools or Delegate**

\_\_\_\_\_ **Date**