Drayton Valley Community Outreach School
2018-19 Annual Education Results Report & 2019/20 Education Plan

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Annual Education Results Report

DRAYTON VALLEY COMMUNITY OUTREACH SCHOOL

2019-2020 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 the provision of 'in-house' support 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 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.

2018-19 Results Report

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	Safe and Caring	90.4	84.2	90.0	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	60.7	42.1	51.4	82.2	81.8	81.9	Very Low	Maintained	Concern
	Education Quality	86.1	87.7	86.7	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	10.3	14.3	14.4	2.6	2.3	2.9	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	11.0	31.3	31.8	79.1	78.0	77.5	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	*	n/a	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	71.4	62.3	58.6	83.6	83.7	83.1	Very Low	Improved	Issue
	Diploma: Excellence	7.1	0.0	3.8	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	34.8	37.5	42.1	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.3	*	0.0	59.0	58.7	58.7	Intermediate	Improved Significantly	Good
	Work Preparation	n/a	n/a	n/a	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	69.6	62.1	70.5	82.9	83.0	83.5	Low	Maintained	Issue
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	93.3	81.6	90.0	81.0	80.3	81.0	Very High	Maintained	Excellent

Summary of Accountability Pillar Results

We noticed significant improvement from the previous year. Safe and Caring Schools, Program of Studies and School Improvement showed significant growth. These were the results of focusing on building an environment and culture that focussed on creating the best learning experiences for our students. In this way we were able to expose our students to different curriculum, experiences, and events to increase their engagement in the school and create an overall positive environment.

We are concerned with our three year high school completion rate. We are unclear about the data as the previous year had 10 students who had the opportunity to graduate and this years results had 19. Is this a true reflection of graduation at our school or did we have a bubble of students who missed out on graduating in three years and finish in four. However, we were able to help a significant number of adult students who have not graduated school previously to know be high school graduates. We pride ourselves on giving as many opportunities as possible to help improve life chances.

Impact of 2018/19 Results on Strategies

Goals	Key Strategies	Reflections based on 18/19 Data
Improve student learning and create experiences and positive cultural events for them to participate in.	Create activities and experiences for students with a focus on the competencies that also teaches students how to think. Student engagement and assessment/feedback Continued release time or Fri Teacher development time for teachers to look at curriculum and design meaningful and engaging learning opportunities	The creation of experiences and events with a focus on thinking was the driving force to improve learning within our school. We identified that we had difficulties creating engagement with students and their learning. By creating these experiences, our focus shifted from the modules and booklets to building strong relationships and leveraging them to increase attendance, work completion, and interest in school. This did not work with all students but the data indicates that we improved in Safe and Caring, Program of Studies, and School Improvement. Not only that we saw a slight decrease in our dropout rate and our scores on diploma exams increased significantly. Creating an environment where students attend and want to engage, empowers them and our staff to improve on their

| | Use of technology/communication /Powerschool as a way to give more immediate, meaningful feedback to both students and parents on progress or need for intervention | learning and what works best for kids. It is a goal that we will continue to improve on. |

THREE YEAR EDUCATION PLAN

DRAYTON VALLEY COMMUNITY OUTREACH SCHOOL

2019-2022 School Year

2019/2020 Inquiry Question

How can we as a staff develop, implement and sustain an in-school engagement program, within an established alternative school environment, to increase life chances for each student?

What do we want to do?

- Increase and improve life chances for each student
- Improve school culture
- Increase attendance
- Increase course completion
- Teach soft skills, competencies, and thinking through experiences
- Inspire passions
- Increase wellness in our students but also in our staff

What are some of our strategies that we will use to help us answer our inquiry question?

- Book study - George Couros - Innovating Inside the Box
- Create experiences based on the individual needs of students
- Creating calendar of school culture activities and share with school community
- Get your tickets week (Safety Week and Hunters Ed)
- Wellness week

How does this tie in with Powerful Learning Environments?

- Build strong relationships

- Improve life chances for each student

- Purposely teach skills to students for them to be successful

- Students believe that they can succeed regardless of the obstacle or issue in front of them.

How will we measure success?

- Students attend more regularly

- Increase in course completion

- Students direct and lead learning experiences

- Students talk positively about their future and life chances

- Students feel hope

2019-2022 Three Year Education Plan

FOCUS	Reflection on Action	Strategies/Resources	How We will Know It's Impacting Student Success
19-20 PRIORITY GOALS			
Collaborative Response Model	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. For 19/20 we will focus on being more action-oriented, and results-based. What will we do? Then did it work, and how do we	● Created a meeting structure to enable us to manageably address relevant students efficiently ● Maintained school student opening hours to allow for Fri pm. to be Teacher collaboration time ● Focus on strengths of students rather than issues.	● Increase in course completion rates ● Declining numbers of inactive students ● Higher average course grades ● Growing numbers of substance-using students accessing formal counselling/intervention for addictions ● Student happiness and

	know? We will be using our CRM time for looking at students strengths how and how we can leverage them to help improve deficits in their learning and development. We are moving away from tiers into a strengths based CRM approach.	• Focus on school experiences and events build on student strengths and develop their deficits • PPT on Tuesday or Thursday morning with FWW • Accessed community experts/resources to assist students at school (ie. Addictions, Sexual Health Nurse,)	satisfaction increased • FWW is able to shift from crisis management to proactive personal development interventions
LITERACY	Last year was a foundation building year with focus on 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. 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.	• Use of course start up packages, literacy screen, and wellness barometer to get quick universal screens of student ability • Developing the proficiency of the school literacy champion • Possible development of course materials for both reading and numeracy intervention • PD days to focus on ways to address the social/emotional literacy • Work with Kim Wedman and other literacy champions • Create Curriculum continuums to focus on specific literacy skills in curriculum/courses	• Student independence in work • Increased student accountability • Diploma results • Acct.Pillar/TFM results • A net shift in students from high to lower tiers of intervention
LEARNING	Focus on the competencies and around critical, creative, and collaborative thinking.	• Create activities and experiences for students with a focus on the	• Student engagement in work • Diploma results • Accountability Pillar results

		competencies that also teaches students how to think. ○ Student engagement and assessment/feedback ● Continued release time or Fri Teacher development time for teachers to look at curriculum and design meaningful and engaging learning opportunities ● Use of technology/communication /Powerschool as a way to give more immediate, meaningful feedback to both students and parents on progress or need for intervention	● Continued improvement in student course completion ● Increased variety of course options (academic, trades, CTS etc) for students ● Increase in students attending field trips (campus visits, presentations,...)

LEADERSHIP	To build leadership capacity within the staff and students.	● Increase student involvement in the community
		   ○ Library
		   ○ Cause for Critters
		   ○ Auxiliary Thrift Store
		   ○ Snow Angels
		● Increase community involvement in the school
		   ○ Equine
		   ○ Game design
		   ○ Art
		   ○ Knitting
		   ○ Scholarship Opportunities
			● Critical self reflection of instructional and school practices
			● Increased engagement with the community
			● Staff pursuing leadership opportunities

		- Encourage staff to pursue leadership opportunities in the school and the division - Administration offers leadership opportunities within the school - Acting Admin - Empowering individuals to lead PD, instructional leadership, learning	
Other Goals 19-22			
STUDENT WELLNESS	To increase the social and emotional wellness of our students through intentional practice and programming.	- Engage in community wellness opportunities - Engagement in personal interest activities - More Outdoor Educational opportunities - Family Wellness Worker - Outside agencies (ie. FCSS, AHS Addictions) - Intake process with measures to collect data on current emotional/social wellness - Growing personal connections and relationships with all students	- Course completion rates will increase - Increase in numbers at the events themselves - Declining number of referrals to outside agencies - FWW is able to shift from crisis management to proactive personal development interventions
FNMI	Continue to find opportunities to expose students/staff to	Explore partnership possibilities with nearby First Nations to do	Greater awareness of FNMI in our school community

	meaningful activities that increase understanding of culture and beliefs.	cooperative learning (Land Based education & Outdoor Ed) ● Ruperts Project Van ● Help students with obtaining resources and information on how to gain status ● Work with ATA Walking Together teacher, Crystal Clark, to provide meaningful PD to our staff ● Connect with local Elders and experts for sessions regarding wellness and healing in FNMI cultures ● Sharing of articles and resources at staff meetings	● Involvement/increased completion of our FNMI students

PROFESSIONAL DEVELOPMENT PLAN

DRAYTON VALLEY COMMUNITY OUTREACH SCHOOL

2019-2020 School Year

DVCOS Professional Development Plan 2019-2020

Date/Who?	FOCUS/DIRECTIVES
August 28	Teacher Growth Plan Day (ATA)
August 29	CRM / School Based Day
August 30	Organizational Day
September 20	CRM / School Based (Book Study - Introduction)
October 25	CRM / School Based (Book Study - Innovating Inside the Box)
November 25	CRM / School Based (Book Study - Innovating Inside the Box)
January 31	PGP/School Based (Book Study - Innovating Inside the Box)
February 6 and 7	North Teachers' Convention (ATA)
March 6	CRM / School Based (Book Study - Innovating Inside the Box)
March 30	PGP/CRM
May 15	Transition Meetings/Grad
June 1	Organizational Day/CRM
June 29	Organizational Day

Signatures

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

_____   _____

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   **Date**

Approved: _____   _____

Superintendent of Schools or Delegate   **Date**