

2015-16 Annual Education Results Report

Drayton Valley Community Outreach School

2016-19 Three Year Education Plan



**Drayton Valley Community Outreach School
2015-16 Annual Education Results Report & 2016-19 Three Year Education Plan**

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Annual Education Results Report
DRAYTON VALLEY COMMUNITY OUTREACH
SCHOOL

2016-2017 School Year

Foundation Statements

VISION

Creating healthy, resilient, and happy individuals who are confident, respectful, and productive community members participating in the enrichment of healthy relationships in their families and community.

MISSION

To inspire and mentor students in a flexible learning community to enhance wellness, lifelong learning, and active citizenship.

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 7 to 12 WRSD students in Drayton Valley. These are resilient students for whom learning has been compromised because, primarily, they have 'avoided' attending regular school classes or attendance has created 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 coursework. 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 life's possibilities as they move ahead.

2015-16 Results Report

Our data is very limited from 2015-16, with only students responding to the survey questions. There were 5 Junior High students and 8 Senior High students that responded to the survey. No parents or staff responded.

We will ensure that in the 16/17 school year we gather more telling data by ensuring a greater completion rate by students, parents and teachers. We also will choose 5 specific questions from the Tell it From Me to gather relevant school/student data.



Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2016
School: 1017 Drayton Valley Community Outreach School

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	97.5	98.5	89.2	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Issue	Program of Studies	57.1	56.3	58.9	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	89.6	89.0	86.2	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	14.9	16.8	17.3	3.2	3.5	3.5	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	39.0	*	24.6	76.5	76.5	75.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	n/a	n/a	73.6	72.9	73.4	*	*	
		PAT: Excellence	*	n/a	n/a	19.4	18.8	18.6	*	*	
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	65.9	83.3	78.4	85.0	85.2	85.1	Very Low	Maintained	Concern
		Diploma: Excellence	6.8	2.8	7.7	21.0	21.0	20.5	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	0.0	*	0.0	54.6	54.4	53.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	40.0	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)	0.0	0.0	0.0	59.4	59.7	59.3	Very Low	Maintained	Concern
		Work Preparation	n/a	n/a	n/a	82.6	82.0	81.1	n/a	n/a	n/a
		Citizenship	74.4	87.7	79.0	83.9	83.5	83.4	Intermediate	Maintained	Acceptable
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.9	80.7	80.5	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	100.0	100.0	84.6	81.2	79.6	80.0	Very High	Improved	Excellent

Our achievement data shows that more students are taking diploma exams. This data is essential for showing the variety of students we are beginning to see as we grow our program. Typically we had more students taking diploma requirements only and now we see students wanting the academic subjects as well.

	2015	2016	Other comments/Observations
English 30-1	1	5	Avg 57% compared to prov. 63.5%
English 30-2	15	10	More wrote 30-1, School Avg.. 60.8% vs Prov. 65.6%
Social 30-1	3	7	School Avg. 47.1% vs Prov. 64.2%
Social 30-2	14	11	#'s down but more wrote 30-1, School Avg.. 52.6% vs Prov. 62.9%
Math 30-1	0	2	School Avg. 51.5% vs Prov. 62.1%
Math 30-2	0	6	School Avg. 58.5 % vs Prov. 61.6%
Bio 30	3	6	School Avg. 55.5% vs Prov. 69%
Chem 30	0	1	School Avg. 72.3% vs Prov. 67.5%
Science 30	0	4	School Avg. 60.8% vs Prov. 65.6%

Impact of 2015/16 Strategies on Results

Goals	Key Strategies	Conclusions based on 15/16 Data
<p>Increase student academic success with increased attendance patterns and course completions.</p>	<ul style="list-style-type: none"> -effective 'intake process' to develop clear course goals for the year -'learning plans' esp. With Grads -exam coaching and diploma prep for students writing diplomas -allowing for flexibility on diploma writes by offering Nov, Jan, April and June sittings 	<p>This data is difficult to interpret based on the results. For 16/17 other school collected data may help us to understand this better. This will be reflected in pedagogy strategies in our 3-YEP.</p> <p>For most part our results averages are on par with the Province. There appears to be significant room for improvement which will be reflected in our 16/17 strategies.</p>
<p>Increase opportunities to successfully take a broad variety of courses with direct instruction.</p>	<ul style="list-style-type: none"> -hiring of teachers with core course expertise -collaboration with colleagues in specific subjects/discipline -support and use WRSD Flex course materials 	<p>The increase in the amount of students taking diplomas represents that if offered these courses will be taken. More important is if the courses are taught by a WRSD teacher NOT an ADLC teacher completion and success is most likely. It also is due to being able to hire teachers who are subject specialists in the humanities and math & science who have a collaboration mindset. This is key to continued growth and improvement.</p>
<p>To focus on the development of an ongoing safe, healthy environment for our students based on caring adult/student relationships.</p>	<ul style="list-style-type: none"> -Alberta Wellness Fund Grant to support food security and life skills -involvement from many community org. (FCSS, other schools to support student engagement in their own wellness and community connections 	<p>Despite a low response to survey 100% of participants agreed on the safe & caring of DVCOS</p> <p>Continuous improvement also rated extremely high which could suggest that the respondents like the direction/vision of DVCOS and see it as a place they will be successful.</p>

THREE YEAR EDUCATION PLAN

DRAYTON VALLEY COMMUNITY OUTREACH SCHOOL

2016-2019 School Year

2016-19 Three Year Education Plan

Division Statement	Specific Action	Strategies/Resources	How We will Know It's Impacting Student Success	Sustainability
<p>DVCOS will implement strategies that foster student wellness by attempting to ensure all students have a significant connection with at least one adult in the school.</p>	<p>To increase the social and emotional wellness of our students through intentional practice and programming.</p>	<p>Create developmental assets entry/exit survey yearly to see where the needs are for our student population</p> <ul style="list-style-type: none"> ● Search Institute/On-Course ● Yoga sessions ● Fish pond, tower garden ● Field Trips ● Community wellness opportunities ● Focus Fridays - opp for students to experience learning for the fun of it! ● More Outdoor Ed ● FWW ● Outside agencies (ie. FCSS, AHS Addictions) ● Intake process with measures to collect data on current emotional/social wellness ● Personal connections relationships with all students 	<ul style="list-style-type: none"> ➤ course completion rates will increase ➤ see an increase in numbers at the events themselves ➤ Decrease number of referrals to outside agencies ➤ FWW moves from crisis to proactive personal development 	<ol style="list-style-type: none"> 1. Update staff knowledge/PD of: <ul style="list-style-type: none"> ❖ Developmental Assets ❖ Emotional regulation ❖ Executive functions ❖ Ensure data collection and reflection to adjust practices to be representative of an ever changing student population 2. Continued collaboration with VISIONS, other Outreach schools to share best practices

<p>DVCOS will implement pedagogy that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.</p>	<p>To narrow in and look at essential outcomes of disciplines and link to authentic learning activities.</p>	<ul style="list-style-type: none"> ● move away from ADLC ● Continue work on Locally Developed blended courses ● Support Flex courses (continue to have staff that work on/support the program) ● credit blitz days ● Teacher PD/focus ● Friday teacher meetings (collaborate on best practices-time to develop) ● Collaborate with assessment experts ● Design Thinking/Inquiry 	<ul style="list-style-type: none"> ➤ Student engagement in work ➤ Diploma results ➤ Acct.Pillar/TFM results ➤ Continued growth of student course completion ➤ Availability of variety of course options (academic, trades, CTS etc) 	<ol style="list-style-type: none"> 1. Admin to track: 2. Continued collaboration with VISIONS, other Outreach schools to share best practices 3. Continue course development time
<p>DVCOS will 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.</p>	<p>Continue bi weekly CRM meetings and follow up to create consistent interventions and responses of staff for student support.</p>	<ul style="list-style-type: none"> ● Adjust school hours to allow for Fri pm. to be Teacher collaboration time ● Kurtis & Lorna Hewson..Jigsaw Learning model ● Starter package (give students pieces to get a first glance at work habits, commitment, ability) ● Continue to build a list of interventions for specific needs of DVCOS students ● myBlueprint 	<ul style="list-style-type: none"> ➤ Student engagement in work ➤ Diploma results ➤ Acct.Pillar/TFM results ➤ Continued growth of student course completion 	<ol style="list-style-type: none"> 1. Continued use of Google Drive Docs/Spreadsheets to ensure constant staff availability to view or update 2. Continued collaboration with VISIONS, other Outreach schools to share best practices

<p>DVCOS will implement strategies that deepen staff and student understanding of First Nations, Metis and Inuit culture and that support the process of reconciliation.</p>	<p>For DVCOS students and staff to experience authentic FNMI culture.</p>	<ul style="list-style-type: none"> ● Division Rally Day ● Gregg voyageur opportunity ● Participate in SweatLodge ● Metis partnership <ul style="list-style-type: none"> ○ Elder activity - dreamcatcher, gifts, beading, music, hand games ● Field trip to Metis Crossing ● Include First Nations into Graduation ceremony. ● ATA Blanket ceremony 	<ul style="list-style-type: none"> ➤ Greater awareness of FNMI in our school community ➤ Involvement/increased completion of our FNMI students 	<ol style="list-style-type: none"> 1. Continued PD of staff 2. Involvement of student leaders/FNMI students in school events
<p>DVCOS will implement strategies that enable all students to develop and enhance skills in literacy and numeracy, including reading, writing, mathematics, technology, languages and media.</p>	<p>Gaining a better understanding of what literacy means at Outreach and provide specific supports to students.</p>	<ul style="list-style-type: none"> ● Extensive intake to flag potential students requiring support ● Student Benchmark ● Fountas and Pinnell ● Links to CRM ● Staff PD on Literacy ● School Literacy Plan ● Utilization of WRSD literacy specialist, Kim Wedman ● Professional reading (Literacy in the disciplines, visible literacy etc.) ● Create Curriculum continuums to focus on specific skills in curriculum ● Literacy Champion 	<ul style="list-style-type: none"> ➤ Course completion ➤ Increase in Diploma average ➤ Engaging courses based on essential skills of the disciplines ➤ Student satisfaction-Acct Pillar, TFM 	<ol style="list-style-type: none"> 1. Find numeracy screen 2. Continued support of Literacy Champion 3. Consider literacy as a piece of pedagogy and CRM (not an isolated goal unto itself)

PROFESSIONAL DEVELOPMENT PLAN
DRAYTON VALLEY COMMUNITY OUTREACH
SCHOOL

2016-2017 School Year

DVCOS Professional Development Plan 2016-2017

Date/Who?	FOCUS/DIRECTIVES	Application to 3 YER
August 29 ATA	Teacher Growth Plan Day	N/A
August 30 ATA only	School Based Day - at FMHS Max AM: High School Redesign Session from CARC PM: Department Collaboration All WRSD HS will be present so that teachers can collaborate with departments across the division.	Pedagogy - best practices sharing -collaboration -rethinking curriculum
August 31 CAAMSE	Organizational Day AM: Staff Organization Mtg PM: Organization Time	N/A
September 19 CAAMSE	FNMI Rally Day	FNMI - developing better sense of understanding of culture through authentic experiences
October 21 ATA only	School Based Day- am...Developmental Assets with Dana Sharp McLean as well as Addictions conversation pm..PGP time for teachers	Wellness -Building understanding of Assets required to have emotional regulation
November 3 CAAMSE	5 Learning Goals Sessions AM-collaboration with peers PM-Power of the Relationship / Behaviors (Dr. Jody Carrington)	Wellness - mindset required for helping students emotionally/socially
November 4	School Based Day - Lorna Hewson CRM	Collaborative Response Model

CAAMSE	strategies/planning/implementation...Best practices from variety of Alberta Highschools	Opportunity to create sound framework, ways to document during Friday teacher meeting
February 3 ATA only	½ School Based Day- Assessment/Curriculum/Essential Outcomes ½ Division Day - PowerTeacher Pro	Pedagogy Pat Jeffery to come lead us in assessment task- essential outcomes
February 9 & 10 ATA only	North Teachers' Convention (ATA)	
February 23 & 24 ATA only	South Teachers' Convention (ATA)	
March 10 ATA only	Teacher Growth Plan Day (ATA)- Digging Deep into Curriculum and what it means in our Outreach context	Pedagogy Continue work from Feb 3 Teachers have time to look at one curriculum to create continuum and determine assessment practices that will effectively tell student where they are at
April 24 ATA only	School Based Day/Collaboration Day with VISIONS	FNMI - ATA Blanket ceremony Any of 5 WRSD goals to be discussed (will pick focus closer to date)
May 19 CAAMSE	Staff Wellness AM/Student Wellness PM	Student Wellness
June 2 CAAMSE	School Based Day - Potential Transition Meetings	CRM , pedagogy , literacy , wellness
June 30	Organizational Day	

Signature Page

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

Approved:

Superintendent of Schools or Delegate

Date