

# Drayton Christian School

2022-2023 Education Plan

Submitted June 2022



**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 just over **200 students** enrolled from **Pre-Kindergarten through Grade 9**. It is located at 4762 50 Street and in 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. We are a member of Prairie Centre for Christian Education and offer the Teaching for Transformation program.

**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:**

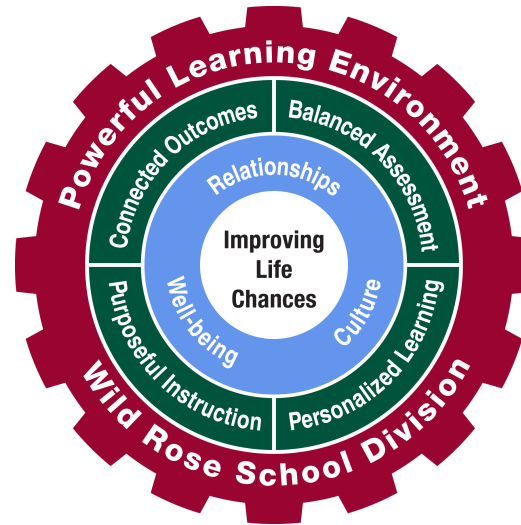
DCS will equip students to honor God in everything, to choose lives of integrity and become positive contributors to society.

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.

## 2021-2024 Three Year Education Plan

**School Inquiry Question:**  
**What happens when students feel safe, precious, heard, and important at school?**



What are we trying to find out?

- We are trying to find out how intentionally creating a strong student-centered culture will impact engagement and learning.

How is our Inquiry Question aligned with the PLE framework?

- Our question is coming out of the learning we had through a previous school inquiry question about creating powerful learning environments. Our takeaway was that the most powerful approaches weave seamlessly between the blue and green rings of the PLE framework.

What Specific Data from you school led you to choose this inquiry question?

- Our high percentage of vulnerable students due to coming through a global pandemic, diagnosed need, chronic stress, and/or trauma.
- Number of students struggling with anxiety and school attendance (Attendance, parent reports, and FWW data)
- Wanting to increase the number of students meeting above and at grade level (GLA assessment)

How did we engage major stakeholders in the development of these goals?

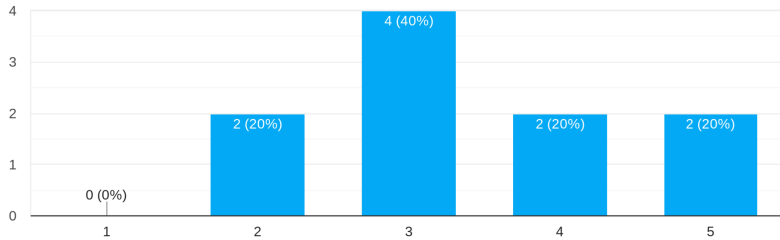
- Results data from our Alberta Education Assurance measure reports, as well as student and faculty surveys regarding our 2021/2022 education plans goals were presented to School Council and Drayton Christian School Society on April 19, 2022. Feedback was collected and incorporated into the goals and plans outlined in the remainder of this document.

## **Goal 1: Drayton Christian School goes deeper in implementing trauma-informed, trust-based interventions (TBRI) to build relationships, well-being, culture and learning at DCS.**

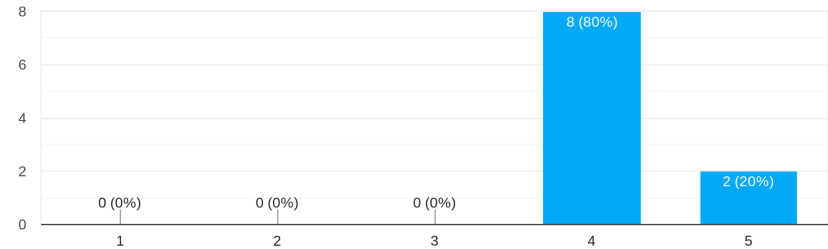
Type of goal: Culture

**Rationale:** We began implementing TBRI in 2020. Staff have clearly indicated that the principles and strategies are very important to implement, but have asked for more time and support to go deeper with the the principles, especially the correcting principle (ie. life value terms and levels of response).

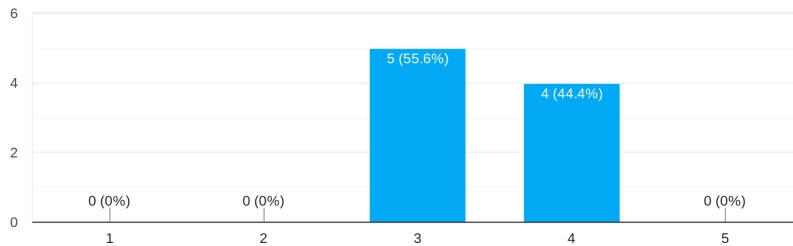
How much attention have you given to practicing life value terms ("use good words to communicate", "asking or telling?", "cooperate and ...with permission and supervision", "with respect")?  
10 responses



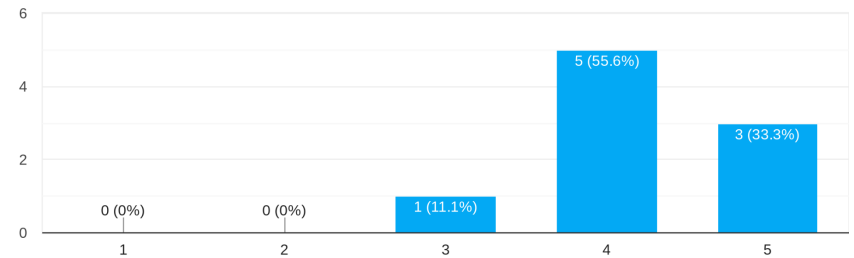
How important to student well-being and learning is practicing live value terms?  
10 responses



How much attention have you given to practicing the Levels of Response with your students? (Playful Engagement, Structured Engagement, Calming Engagement, Protective Engagement)  
9 responses



How important to student well-being and learning is practicing the Levels of Response with students?  
9 responses



**Graphs from teacher survey spring 2022**

**Alignment with Powerful Learning Environment Model:** In alignment with this model, we believe that in order to cultivate powerful learning environments, we must balance structure and nurture to support students holistically.

Faculty Learning Targets	Structures and Leadership Actions	Partner Support and Services (TfT, Consultants, Ministry, etc.)	Data Points/Evidence for Monitoring Progress
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<p>We implement the three C's through action-based practice</p> <ul style="list-style-type: none"> <li>• Connected - are faculty connected to the real child - even though we may only see glimpses at times?</li> <li>• Content - are both individuals pleased with the interaction?</li> <li>• Change in Behavior - are we supporting the brain, body, behavior, biology and beliefs of the child?</li> </ul> <p>We can implement the IDEAL response through explicit teaching and practice</p> <ul style="list-style-type: none"> <li>• Immediate</li> <li>• Direct (engagement)</li> <li>• Efficient (levels of response)</li> <li>• Action Based (Behavioral Scripts)</li> <li>• Leveled at BEHAVIOR, not at child</li> </ul> <p>We use (explicitly teach &amp; practice) Life Value Terms &amp; Behavioral Scripts</p>	<p>Explicitly TEACH and PRACTICE with faculty the elements of the correcting through role-playing.</p> <ul style="list-style-type: none"> <li>• Prior to starting with students in September</li> <li>• Monthly scenario where we review and practice the elements</li> <li>• Create a playbook for easy reference including visuals for each of the strategies</li> </ul>	<p>Student Services (Director &amp; Coordinator)</p> <p>Director of Wellness</p>	<p>Lead Data:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Weekly Behavior Tracking</li> <li>• CRM &amp; PPT Meetings</li> </ul> <p>Lag Data:</p> <ul style="list-style-type: none"> <li>• Accountability Pillar Data</li> <li>• Discipline Data (ie. suspensions/wrap meetings etc.)</li> </ul>
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## Goal 2: Drayton Christian School implements Formative Learning Experiences for all students.

Type of goal: Student Achievement

**Rationale:** As identified through our Teaching for Transformation site visit & evaluation, Formative Learning Experiences was identified as an area where growth is needed.

**Alignment with School Mission/Vision:** Formative Learning Experiences is an authentic way to integrate faith and high quality learning (ie. addressing the green circle of the Powerful Learning Environment model).

Faculty Learning Targets	Structures and Leadership Actions	Partner Support and Services (Tft, Consultants, Ministry, etc.)	Data Points/Evidence for Monitoring Progress
<p>We can design learning activities that include real need, real work for real people. (FLEX Projects)</p>	<ul style="list-style-type: none"> <li>● Tft 101 for new teachers</li> <li>● Creating of Real/Real/Real display in staff room with seed ideas</li> <li>● Providing time and support to design Flex Learning Activities)</li> <li>● Create Celebrations of Learning to showcase this learning</li> </ul>	<p>PCCE teachingfortransformation.org</p>	<p>Lead Data:</p> <ul style="list-style-type: none"> <li>● Teaching for Transformation Core Practices Self Assessment Rubric</li> <li>● Formational Learning Experiences Celebrations</li> </ul> <p>Lag Data:</p> <ul style="list-style-type: none"> <li>● Tft site visit report</li> </ul>

### OTHER IMPLEMENTATION PRIORITIES

**Develop mathematical reasoning: How do we build school culture through discourse in math?**

- VP participating in JourneyLeader program (Pam Harris)
- Vertically aligned math instruction



- Explicit teaching/coaching as well as individualized supports for faculty

**Opportunities for staff to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.**

- Work closely with new division hires assigned to this work (Time allotted September 26 PD day)
- Develop a plan that works in our Christian Alternative Program context



## DRAFT WRSD 2022-2023 Professional Learning Plan at a Glance

The majority of the non-instructional days should include time for staff to work through the Collaborative Response Team Meetings for their students. If schools have embedded CRM time in their timetables, this may allow for additional professional learning time.

Date	Plan	CAAMSE Staff Attendance
August 24- 25	Start Up Administrator Conference	
August 29	These 3 days will be school set schedules to best fit their needs in the areas of: <ul style="list-style-type: none"> <li>• Teacher Growth Plan Time</li> <li>• Collaborative Response</li> <li>• School Based Professional Learning:                             <ul style="list-style-type: none"> <li>○ Trust-Based Relational Intervention Correcting Principle</li> <li>○ Teaching for Transformatin Flex Projects</li> <li>○ Building Indigenous Understanding</li> <li>○ Mathematical Discourse</li> </ul> </li> </ul>	ASI, AS II & SBC
August 30		AS I, AS II & SBC
August 31		All CAAMSE

	<ul style="list-style-type: none"> <li>○ <b>New Curriculum Implementation</b></li> <li>● Organizational Tasks and Meetings</li> <li>● PublicSchool Works</li> <li>● K-6 New Curriculum (School Based-Jen &amp; Kim available to support as needed)</li> <li>● Complex Needs Transitions</li> </ul>	
September 23 (North) / 26 (South)	<p>School Based Day: Focus Transitions/IPP/ELL Benchmarks/Growth Plans</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ <b>Trust-Based Relational Intervention Correcting Principle</b></li> <li>○ <b>Teaching for Transformatin Flex Projects</b></li> <li>○ <b>Building Indigenous Understanding</b></li> <li>○ <b>Mathmatical Discourse</b></li> <li>○ <b>New Curriculum Implementation</b></li> </ul> </li> </ul>	EA, FWW, FWWA, SLPA, LCF, LT & SDLF
October 20- 21	<p>School Based Day - <b>Christian Teachers Convention</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching for Transformation</b></li> </ul> <p>Make up: K-3 90 minutes online - Report Cards (9:00 am-10:30) (sub time for RCS, DCS)</p>	EA, FWW, FWWA, SLPA, LCF, LT & SDLF
November 25 (South) / 28 (North)	<p>School Based Day -</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ <b>Trust-Based Relational Intervention Correcting Principle</b></li> <li>○ <b>Teaching for Transformatin Flex Projects</b></li> <li>○ <b>Building Indigenous Understanding</b></li> <li>○ <b>Mathmatical Discourse</b></li> <li>○ <b>New Curriculum Implementation</b></li> </ul> </li> </ul> <p>Learning Disruption Middle School Day (Writing &amp; Number Sense sessions planned) Optional - South PO, North HWP</p>	EA, FWWA, SLPA, LCF, LT & SDLF <b>(No FWW)</b>
January 30	<p>School Based Day -</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> </ul>	All CAAMSE

	<ul style="list-style-type: none"> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ Trust-Based Relational Intervention Correcting Principle</li> <li>○ Teaching for Transformatin Flex Projects</li> <li>○ Building Indigenous Understanding</li> <li>○ Mathmatical Discourse</li> <li>○ New Curriculum Implementation</li> </ul> </li> </ul>	
February 9 & 10	<a href="#">North Teachers' Convention (ATA)</a>	
February 17 (North) / 22 (South)	<p>School Based Day-</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ Trust-Based Relational Intervention Correcting Principle</li> <li>○ Teaching for Transformatin Flex Projects</li> <li>○ Building Indigenous Understanding</li> <li>○ Mathmatical Discourse</li> <li>○ New Curriculum Implementation</li> </ul> </li> </ul> <p>Possible 4-6 Curriculum Old - New Bridging (Math focus) and ELAL K-3 Science/Fine Arts (introduction at school level - chart, video?)</p>	
February 23 & 24	<a href="#">South Teachers' Convention (ATA)</a>	
March 10	<p>School Based Day</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ Trust-Based Relational Intervention Correcting Principle</li> <li>○ Teaching for Transformatin Flex Projects</li> <li>○ Building Indigenous Understanding</li> <li>○ Mathematical Discourse</li> <li>○ New Curriculum Implementation</li> </ul> </li> </ul>	All CAAMSE Staff - Support Staff Conference
April 28	<p>School Based Day</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b></li> </ul>	EA, FWW, FWWA, SLPA, LCF, LT & SDLF

	<ul style="list-style-type: none"> <li>○ <b>Trust-Based Relational Intervention Correcting Principle</b></li> <li>○ <b>Teaching for Transformatin Flex Projects</b></li> <li>○ <b>Building Indigenous Understanding</b></li> <li>○ <b>Mathmatical Discourse</b></li> <li>○ <b>New Curriculum Implementation</b></li> </ul> <p>Possible K-3 Science/Fine Arts Curriculum Implementation</p>	
May 19	<p>School Based Day</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ <b>Trust-Based Relational Intervention Correcting Principle</b></li> <li>○ <b>Teaching for Transformatin Flex Projects</b></li> <li>○ <b>Building Indigenous Understanding</b></li> <li>○ <b>Mathmatical Discourse</b></li> <li>○ <b>New Curriculum Implementation</b></li> </ul> </li> </ul> <p>Possible Grade 4-6 ELA/Math Curriculum Implementation</p>	
May 29 (South) / June 2 (North)	School Based Day - Transition Focus	EA, FWW, FWWA, SLPA, LCF, LT & SDLF
June 26 <b>K-9 Only</b>	<p>School Based Day</p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ <b>Trust-Based Relational Intervention Correcting Principle</b></li> <li>○ <b>Teaching for Transformatin Flex Projects</b></li> <li>○ <b>Building Indigenous Understanding</b></li> <li>○ <b>Mathmatical Discourse</b></li> </ul> </li> </ul>	<b>FWW</b> , AS I, AS II & SBC
June 27 <b>K-9 Only</b>	<p>School Based Day - <b>Planning Forward - and resetting for next year</b></p> <ul style="list-style-type: none"> <li>● <b>Collaborative Response</b></li> <li>● <b>School Based Professional Learning:</b> <ul style="list-style-type: none"> <li>○ <b>Trust-Based Relational Intervention Correcting Principle</b></li> <li>○ <b>Teaching for Transformatin Flex Projects</b></li> <li>○ <b>Building Indigenous Understanding</b></li> </ul> </li> </ul>	AS I, AS II & SBC

	<ul style="list-style-type: none"> <li>○ <b>Mathmatical Discourse</b></li> </ul>	
June 28	Organizational Day	AS I, AS II & SBC

*\*\*Teacher Growth Plan time will be given during school-based PL times instead of full days, throughout the year. This time should be roughly equivalent to 2 full days. All schools will include in their school professional learning plan, opportunities for staff to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.*

*\*\*Time should be found throughout the first few months for employees to complete their Public School Works health and safety modules. This time should add up to close to four hours, although it is recognized that for many employees they will not need all of that time. Support staff may also find occasional time outside of non-instructional days that they could be assigned to complete some of these modules. For teachers, if time is not given, four hours should be added to their assignable time to complete the modules. These modules will need to be completed by November 30.*

*\*\*With uncertainty around New Curriculum Implementation please leave the days that are possible for the applicable grade levels at your school. These possible times are set aside for cross division preparation and collaboration. Eg. Possible K-3 Sci & SS on April 28. June 26/27 may be used if there is a shift after a spring provincial election.*

## Acronyms and Terms

[ATA](#) - Alberta Teachers Association

Behavioral Scripts:

- Choices
- Compromise
- Behavioral Re-do

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

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

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

Life Value Terms: specific language to teach and use

- Use your words/Use good words to communicate
- Asking or Telling?
- Cooperate and Compromise
- With Permission & Supervision
- With Respect

[MIPI](#)- Math Intervention Programming Instrument

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

PLE - Powerful Learning Environments

[TBRI](#)- Trust-based Relational Intervention

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

**WRSD**- Wild Rose School Division

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

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

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**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.**

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**Teacher Representative**

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**Date**

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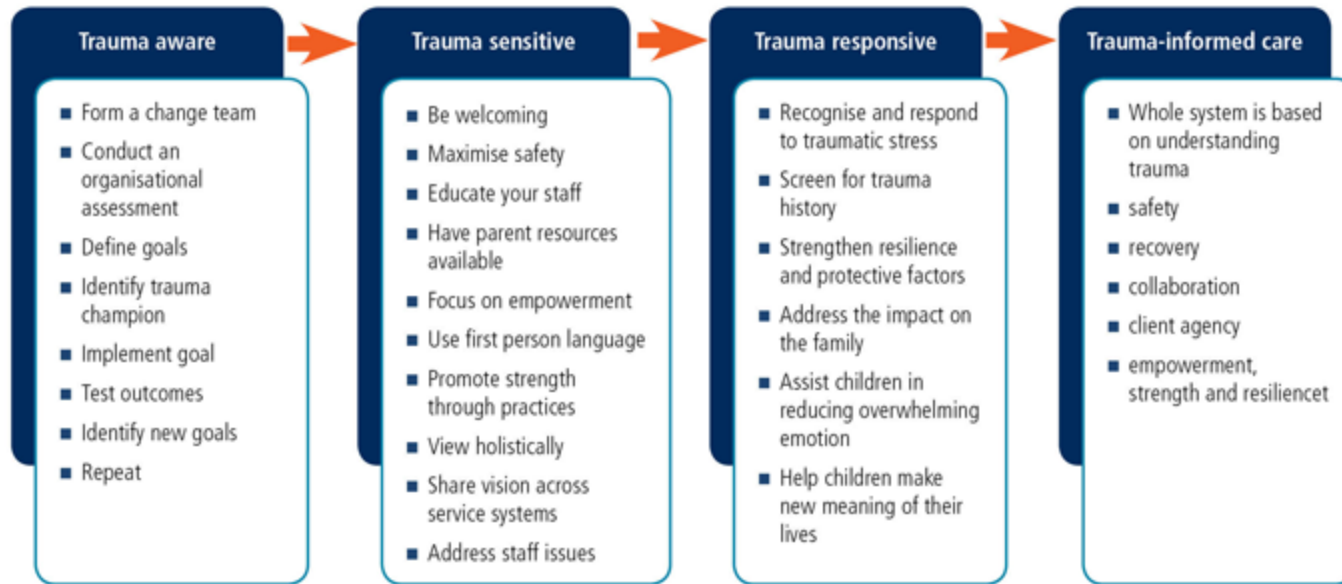
**Chairperson, School Council**

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**Date**

Appendix

Australian Institute of Family Studies





# Trauma Competency Continuum

## for Faith Leaders & Communities

*He heals the brokenhearted and binds up their wounds. — Psalm 147:3*

Churches and faith communities have a unique opportunity to show the tangible love of God to those most vulnerable in their communities by taking active steps to move along the Trauma Competency Continuum. When a church or faith community becomes trauma informed, they are making a commitment to pursue hope, healing, and restoration through implementing compassionate, supportive policies and practices.



### TRAUMA AWARE

**Objective:**  
Increase Awareness

Become aware of the need for trauma informed care.



### TRAUMA SENSITIVE

**Objective:**  
Introduce Knowledge and Skills

Grow in knowledge and skills while exploring the principles of trauma informed care and how trauma impacts children and families.



### TRAUMA RESPONSIVE

**Objective:**  
Implement Change

Implement trauma informed principles and practices individually and organizationally.



### TRAUMA INFORMED

**Objective:**  
Integrate Practices

Fully integrate trauma informed principles and practices into the culture of a family and/or organization.

Phase language (i.e. trauma aware) is adopted from Missouri Department of Health and Partners (2014). Missouri Model: A developmental framework for trauma-informed.