

Drayton Christian School

2021-2022 Annual Education Results Report

Due November 25, 2022



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 **234 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. In addition, we offer both afterschool and intramural sports programs for archery, volleyball, handball, basketball, badminton and track. We also offer extracurricular worship leadership.

PK/K - 37

1- 28

2-30

3-12

4-21

5- 23

6-22

7-22

8-33

9-6

Total: 234

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 **honour 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**.

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	81.8	86.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	81.2	86.3	83.6	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	36.2	n/a	83.7	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	6.9	n/a	28.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.7	93.1	89.8	89.0	89.6	90.3	Intermediate	Maintained	Acceptable

Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.7	91.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	70.2	86.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.7	90.6	88.5	78.8	79.5	81.5	High	Maintained	Good

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.0	11.8	5.9	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	66.7	85.2	81.7	83.7	84.9	85.1	Very Low	Maintained	Concern
Lifelong Learning	71.8	78.6	70.9	81.0	82.1	72.0	Intermediate	Maintained	Acceptable
Program of Studies	66.9	76.6	70.1	82.9	81.9	82.3	Low	Maintained	Issue
Program of Studies - At Risk Students	73.9	86.8	85.9	81.9	82.7	84.8	Very Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	89.6	92.6	86.6	88.8	90.0	89.2	Very High	Maintained	Excellent

Satisfaction with Program Access	62.6	74.2	69.3	72.6	71.8	74.
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Classification: Protected A

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School: 2289 Drayton Christian School

School Improvement	79.1	83.4	83.8	74.2	81.4	81.3
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Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8
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n/a n/a n/a

Work Preparation 84.3 89.9 93.8 84.9 85.7 83.5



Analysis of Results

Celebrations:

Student Growth & Achievement:

- Scored very high/excellent in citizenship

Governance:

- Scored high/good in parental involvement

Improvement Goals:

Education Quality:

- Teaching And Learning Education Quality

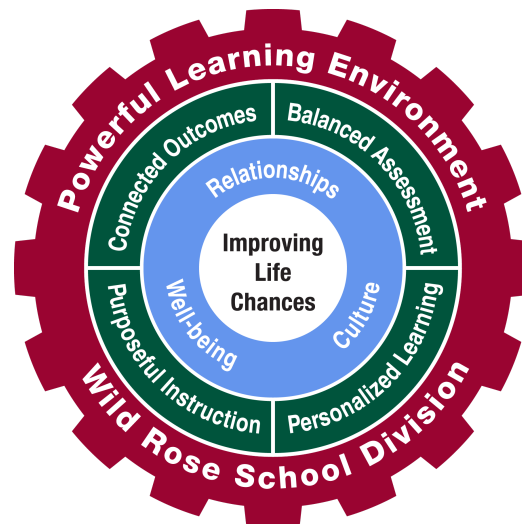
We are confident that moving past disruptions due to health measures due to the recent pandemic, will help us improve in this area.

School Inquiry Question:

2021-2022

How can implementing trauma-informed, trust-based interventions help build relationships, well-being, culture and learning at DCS?

What happens when students feel safe, precious, heard, and important at school?



What are we trying to find out?

- We are trying to determine how intentionally creating a strong student-centred culture will impact engagement and learning.

How is our Inquiry Question aligned with the PLE framework?

- Our question comes from 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 your school led you to choose this inquiry question?

- Our high percentage of vulnerable students due to living through a global pandemic, diagnosed need, chronic stress, and/or trauma.
- Number of students struggling with anxiety and school attendance (Attendance, parent reports, and Family Wellness Worker's 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 and student and faculty surveys regarding our 2021/2022 education plans goals were presented to Staff, School Council and Drayton Christian School Society in the spring. Feedback was collected and incorporated into the goals and plans outlined in the remainder of this document.

This information from this report was presented to the staff and parents on Tuesday, November 22, 2022.

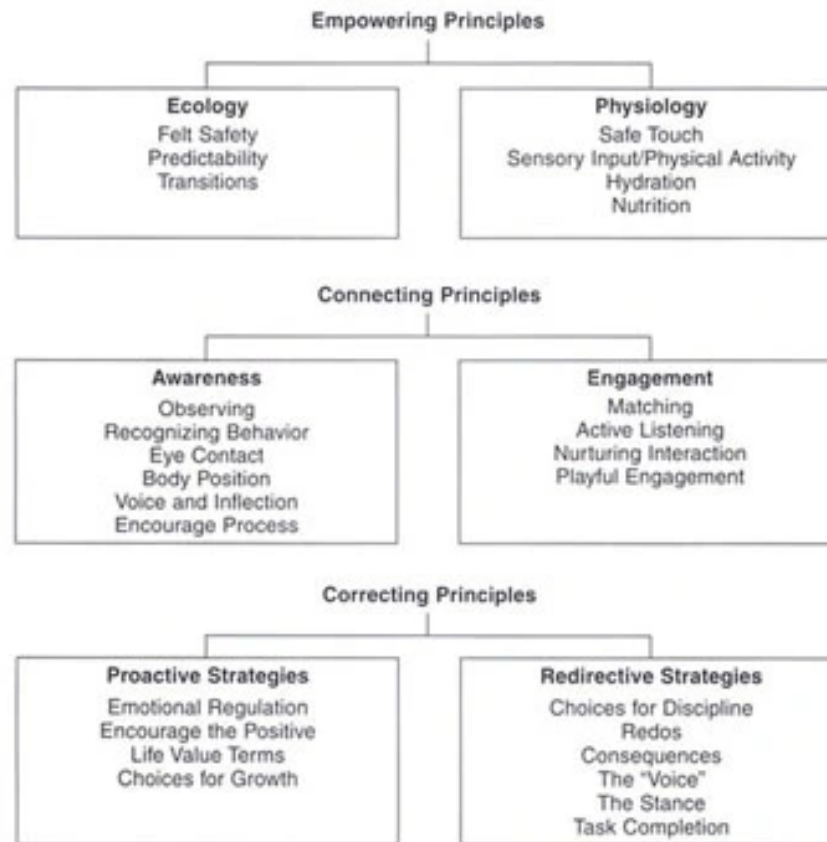


FIGURE 1

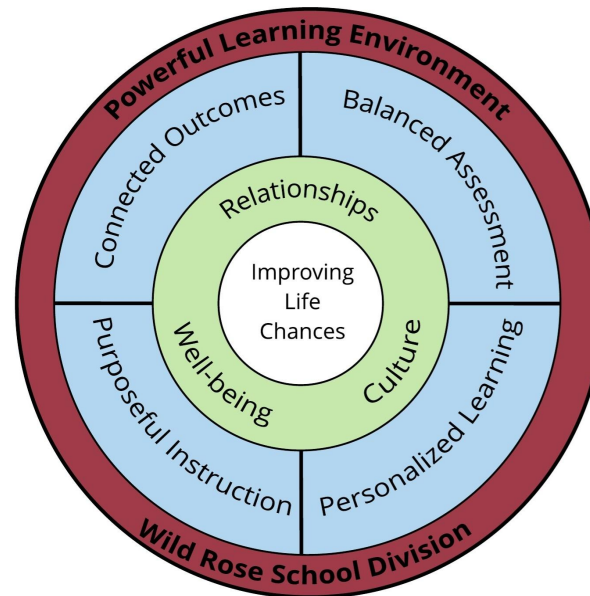
**An Outline of the Trust-Based Relational Intervention™
Interactive Empowering Principles, Connecting Principles,
and Correcting Principles**

Image Courtesy of [Transformational Families](#)

Strategies

Underpinning Research:

[Trust-Based Relational Intervention \(TBRI\): A Systematic Approach to Complex Developmental Trauma](#)

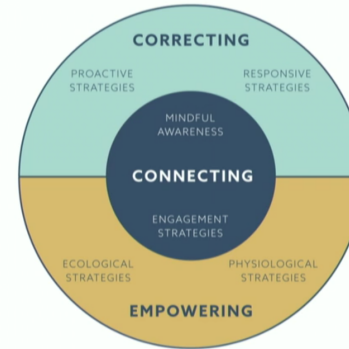


How can trust-based relational interventions help build relationships, well-being, and culture at DCS?

How can implementing trust-based relational interventions impact learning?

What is TBRI?

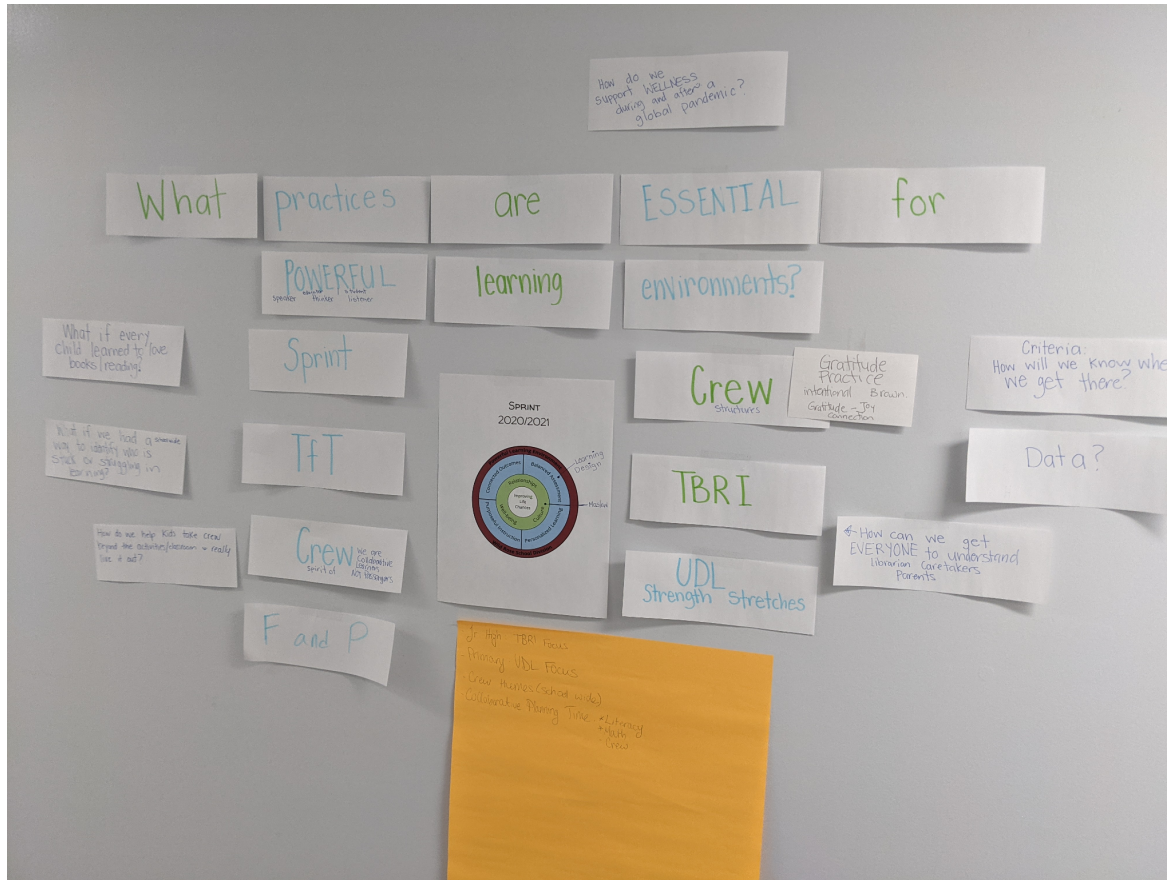
- Attachment Based
- Evidenced Based
- Whole-Child
- Multi-Systemic
- Trauma-Informed



Professional Learning: March 22, 2021, April 23, 2021, as well as five weekly Think Tank sessions

- January 2021 We unpack paradigms:
 - shame/pride vs trust/acceptance
 - Fixed vs growth mindset
 - Rule-based vs relationship-based
- March-May 2021 We unpack Trust-Based Relational Intervention three guiding principles:
 - Connecting Principle
 - Mindful awareness
 - Engagement strategies
 - Empowering Principles
 - Ecological strategies
 - Physiological strategies
 - Correcting Principles
 - Proactive strategies
 - Responsive strategies
- June - September 2021
 - Designing TBRI rhythms to teach and practice
 - Crew lessons
 - Transition plans

- Classroom rituals etc.
 - Communication to stakeholders
 - Student-made resources
- Timetable and resource rhythms and rituals
 - Embedded crew time at the beginning and end of each school day
 - Parent-involvement (offering training to parents Spring 2022)
- September 2021 - June 2022
 - Weekly reflection during embedded Sprint time with teachers and responsive, professional learning (i.e. generative dialogue) to support the implementation
 - Weekly conversations with teachers allow for a growth mindset to develop, coaching conversations, and next steps determined.
 - Role-playing to practice trust-based interventions.
 - As a staff, we dramatize different situations that arise with students who are dysregulated or struggling. First, we dramatize a non-trust-based intervention and then redo it with a trust-based approach. We discuss the things that the adult demonstrated in both examples.
 - Family Wellness Worker is supporting staff with mindfulness activities.
 - During the Prairie Centre For Christian Educators Conference, he led us in a mindfulness activity, including breathing, prayer, and meditation on scripture.



Assurance & Accountability:

September 2021 - Staff and School Council reflected on the Spring 2021 Assurance Survey Results strengths and stretches and determined that our Trust-based Relational Intervention goal is addressing student's needs

March 2021 - Staff and School Council reflected on the 2020/2021 school goals and co-created the 2021/2022 school plan. In the spring of 2022, the staff asked that we continue with the school goals with a particular focus on EMPOWERING and CORRECTING principles.

- What is Drayton Christian School doing well?
- Where can Drayton Christian school improve?
- Are the strategies that we have been implementing just right?
- Is there anything that we are missing? Do you see needs that we aren't targeting?

Allocation of Resources that will be required to implement your strategies

- Embedded time to meet with teachers weekly to provide individualized support in line with school goals
 - SPRINT Time: (based on the Agile Leadership Skills by Simon Breakspear.) A focused conversation occurs weekly with the administrator and teacher to collaborate on their Professional Growth Plan and align their practice to our school goals.
- Hope for the Journey Conference (April 2022) as professional learning in TBRI practices.
 - Parents and church members will attend with staff.
 - Regular conversation and reflection about how we are implementing our learning.

Professional learning on non-instructional days will be responsive to where our staff crew is on our TBRI journey.

- The lead team members will collect evidence and direction from weekly conversations with teachers along with classroom visits.
- Embedded Crew time in the schedule for all PK - 9 students at the beginning and end of the school day
 - Crew is always two things:
 - It is a structure. It is a group of students who meet together to support and push each other in school and life.
 - It is a spirit, a way of being. To be "Crew" means to pitch in to help each other, to step up and take responsibility for everyone's well-being around you. EL Education
 - Although we use non-instructional days to practice our skills, occasionally, the school will provide sub coverage to allow teachers and EAs to collaborate and integrate principles on a case-by-case basis (as

- deemed necessary through the Program Planning and Lead Team processes).
- When a need arises, and the team is stuck, solution-focused collaborative conversations can occur in a collaborative setting.

May 2022- Staff reflected about the progress that we have made on our school goal. Staff came to the consensus that we need to dig deeper into learning and implementing the Empowering and Correcting Principles.

Process for monitoring progress:

- Regular conversations with teachers
- Classroom visits
- stakeholder surveys
- school discipline debriefing data
- Observations during the school day

Evidence of Success

- Staff members describing challenging behaviours from a need/survival perspective rather than a punitive/willful defiance interpretation.
- Teachers share resources with new staff members without prompting
- Staff behaving as crew.
 - When a need arises, staff step up to assist without prompting
- Despite a high needs profile of diverse learning needs, very few suspensions are necessary
- Evidence shows that our school is growing from the middle, not top-down

Stakeholder Involvement:

Systemic Change requires all stakeholders to be included in the implementation process.

- Students- in partnership with Aim for Success, a Youth Action Team team will promote wellness and regulation skills through positive events and activities.
- Parents - inviting parents to Hope for the Journey conference, where the TBRI practices will be unpacked, modelled and supported

- Staff- interwoven review of TBRI practices at weekly Sprint meetings, monthly staff meetings and non-instructional days, classroom visits
- Community - share information through the Hope for the Journey conference with church communities to build a multi-systemic approach (i.e. trauma-informed in school, home, and church)

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**

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

SPRINT - A simple professional development process that supports overloaded educators to continuously enhance their expertise. **TEACHING SPRINTS IS A MANAGEABLE AND MEANINGFUL APPROACH TO EVIDENCE-INFORMED PROFESSIONAL LEARNING FOR TEACHERS.**

CREW- Crew is always two things:

1. **It is a structure—a** group of students who meet together to support and push each other in school and life.
2. **It is a spirit, a way of being.** To be "Crew" means to pitch in to help each other, to step up and take responsibility for everyone's well-being around you.

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.