Drayton Christian School

2020-2021 Annual Education Results Report

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 **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.   In addition, we offer both afterschool and intramural sports programs for volleyball, handball, basketball, badminton and track.

PK/K - 33
1- 28
2-11
3-16
4-20
5- 19
6-17
7-32
8-14
9-10
Total: 200

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.

Drayton Christian School:2289

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 2289 Drayton Christian School

Alberta Government

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	86.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	86.3	82.4	82.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	72.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	86.8	91.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.1	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.6	90.8	90.9	79.5	81.8	81.4	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Analysis of Results

Strengths:

100 %

- Students at your child's school help each other when they can
- Students at your child's school respect and care for each other
- Teachers at your school care about their students
- Your child is encouraged at school to try their best
- Of parents are satisfied with the quality of education your child is receiving at school
- Are satisfied with the quality of teaching at your child's school
- Students at your school are learning what they need to know
- Students at your school find work challenging and interesting

Stretches:

68% of Grade 4-6 and 76% Grade 7-9 students feel like they belong at school. That means 25 - 32 % of students feel like they do not belong.

My School Subjects are useful to me (Grade 7-9):

1. Language Arts (82 %)
2. Social Studies (79 %)
3. Science (76 %)
4. Math (71%)

My School Subjects are INTERESTING to me (Grade 7-9)

1. Social Studies (70 %)
2. Language Arts (69 %)

3. Science (67%)
4. Math (55 %)

School Inquiry Question:

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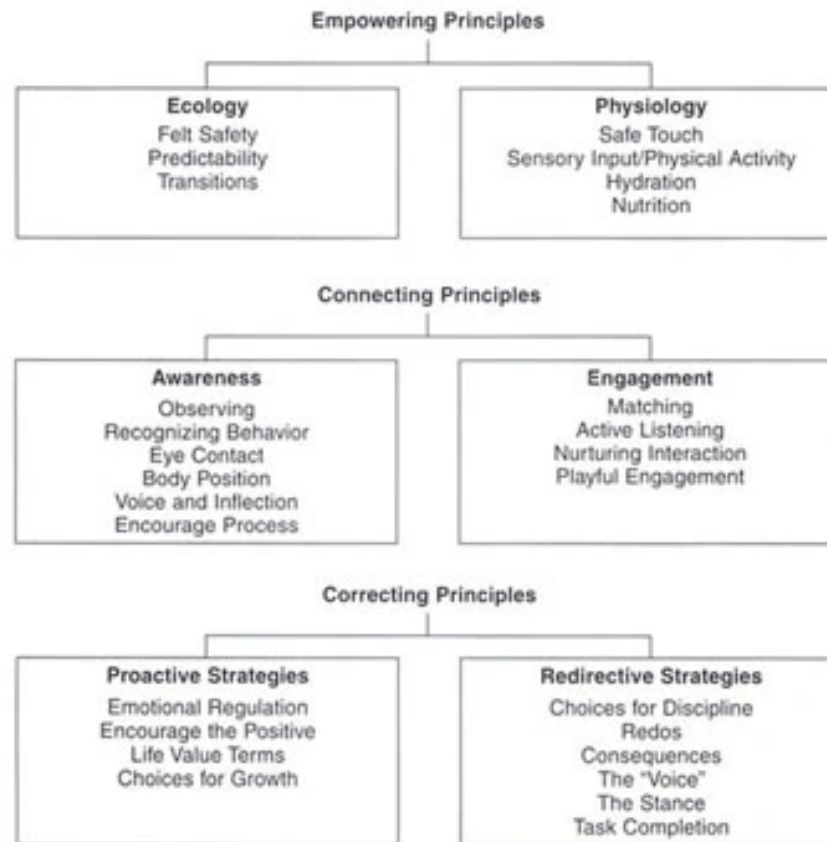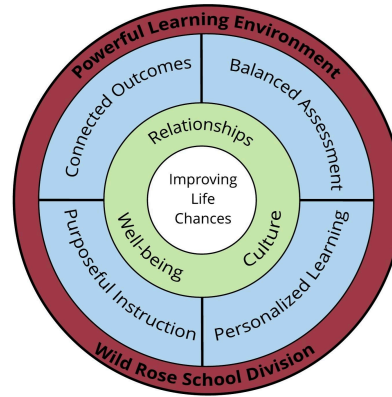

FIGURE 1

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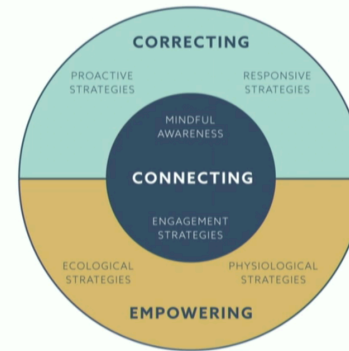
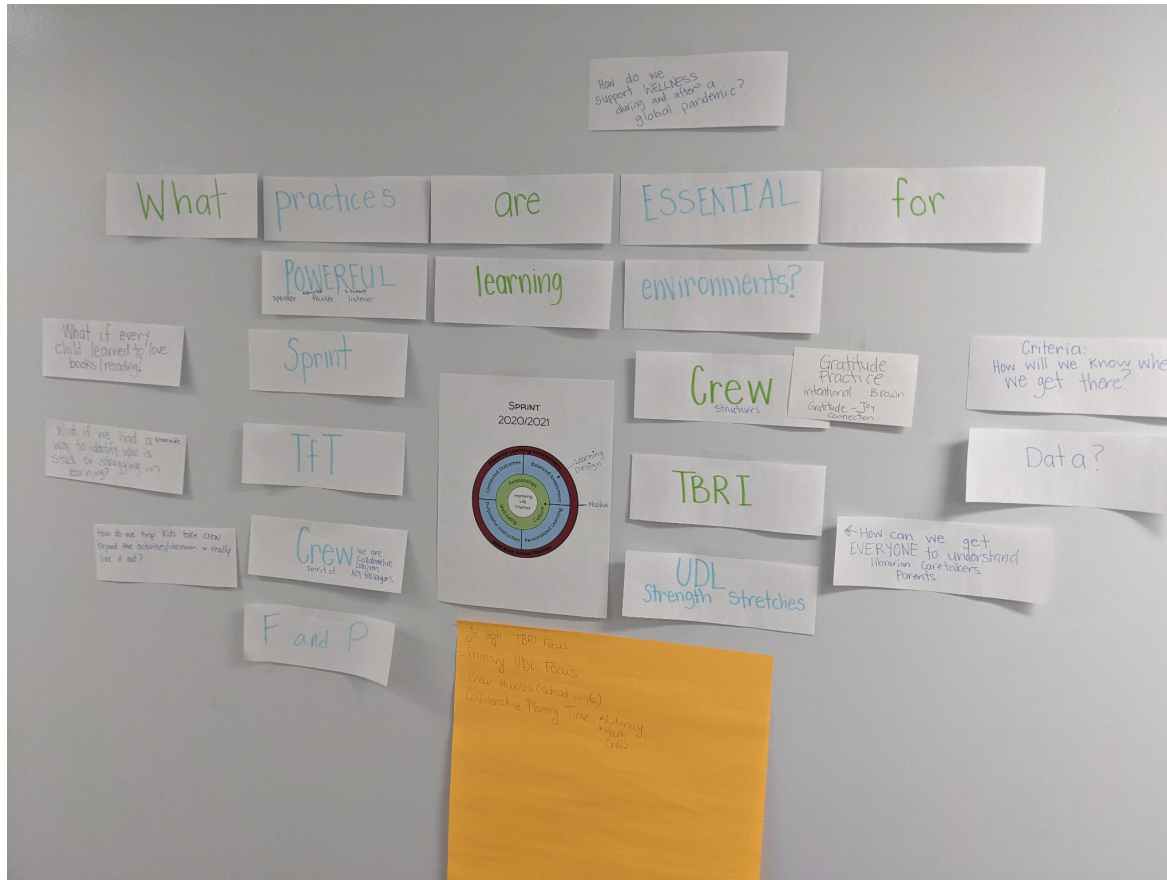| How can trust-based relational interventions help build relationships, well-being, and culture at DCS? |
|---|
| How can implementing trust-based relational interventions impact learning? |

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.

- 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.

Process for monitoring progress:
- Weekly conversations with teachers
- Classroom visits
- stakeholder surveys
- school discipline data
- Observations during the school day

Evidence of Success
- Staff members using the shared vocabulary without prompting
- 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
- Weekly meetings with staff, staff share how they are connecting with students rather than asking for disciplinary measures
- 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

<u>**ATA**</u> **-** Alberta Teachers Association

<u>**CAAMSE**</u> **-** Central Alberta Association of Municipal and School Employees

<u>**CRM**</u> **-** collaborative response model **(<u>Jigsaw Learning</u>)**

<u>**F & P**</u> **-** Fountas and Pinnell Literacy

<u>**MIPI**</u>- Math Intervention Programming Instrument

<u>**PCCE**</u>**- Prairie Centre for Christian Education**

<u>PLE</u> - Powerful Learning Environments

<u>TBRI</u>- Trust-based Relational Intervention

<u>**TFT**</u>- Teaching for Transformation (Program for Christian Education affiliated with PCCE)

<u>**WRSD**</u>- Wild Rose School Division

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

CREW- <u>Crew is always two things:</u>

1. **<u>It is a structure—a</u>** <u>group of students who meet together to support and push each other in school and life.</u>

2. **<u>It is a spirit, a way of being.</u>** <u>To be "Crew" means to pitch in to help each other, to step up and take responsibility for everyone's well-being around you.</u>

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 → **TRAUMA SENSITIVE** → **TRAUMA RESPONSIVE** → **TRAUMA INFORMED**

Objective:
Increase Awareness

Become aware of the need for trauma informed care.

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.

Objective:
Implement Change

Implement trauma informed principles and practices individually and organizationally.

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.

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