

Drayton Christian School

2024/2025 Education Plan

Submitted June 2024



DRAYTON CHRISTIAN SCHOOL

School Profile:

Drayton Christian School is an alternative Christian program within the Wild Rose School Division. The school is located in Drayton Valley, Alberta, with **215 students** from **Pre-Kindergarten through Grade 8**. This January, the school relocated to the Powerhouse Campus which we share with H.W. Pickup Middle School. The new campus is located at 4301 43 Street. Drayton Christian School's 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.

PK- 16

K- 27

1- 25

2-22

3-27

4-17

5- 20

6-22

7-21

8-18

9- 0

Total: 215

We are a member of Wild Rose School Division and strive to be a strong professional learning community committed to providing powerful learning environments for our students. We believe that our students' success depends on a strong partnership and shared effort between the school, home, and community. Involving our parents, Drayton Christian School Society, and community stakeholders in the educational process is an important part of our work.

As a Christian alternative program, we partner with Prairie Centre for Christian Education to implement the Teaching for Transformation framework for learning design. Our philosophy is to invite, nurture, and empower each other to play our part in God's restoration story. We practice beauty creating, creation enjoying, community building, earth keeping, God-worshipping, idolatry discerning, image reflecting, justice-seeking, and order discovering.

Foundational Statements of Drayton Christian School:

Mission Statement:

We are a learning community that inspires academic success. Through example and instruction, we emphasize a Biblical worldview and recognize Jesus' Lordship in every dimension of life.

Vision Statement:

DCS will equip students to honour God in everything, 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.

Inquiry Question, Strategies & Measures

School Inquiry Question: What happens when we focus on following Jesus Christ?

Navigating seasons of high levels of prolonged stress negatively impacts individuals and organizations. Recently, we have navigated a global pandemic, wildfire evacuations, a new Alberta curriculum, and moving to a new campus mid-year. With so much change, much of it out of our control, it is worth celebrating that we have survived. As described in Appendix 1, our window of tolerance to effectively manage and cope with emotions decreases during these times. We simply have less capacity available and function at a lower level than normal. None of us have likely been working at optimal levels.

When we look at the data, it is clear that we have been performing at a lower capacity than normal. Our Alberta Education Assurance Measures results include many gaps because testing cycles have been disrupted due to factors such as those listed above, and the information provided clearly indicates that improvements are needed. Students have academic and social skills gaps and are prone to exhibit fight, flight or freeze responses. This has resulted in more suspensions and wrap-around support interventions than in the last seven years.

Parent and student surveys indicate areas to improve support for students with special needs, installation of playgrounds equipment, and landscaping. Although **89% of respondents indicated that they were satisfied with the level of learning**, there were surprisingly few mentions of the Christian aspects of our programs. We know that an increasing number of families in our local churches are choosing to homeschool. As an alternative program, we exist to provide strong Christian-based education.

As such, it is time to return to our roots and examine our foundations to ensure we underpin them as needed. Therefore, our goal for the 2024/2025 school is to return to our foundations as described in our vision and mission statements. Our inquiry question is, "What happens when we focus on following the example of Jesus Christ?" We are trying to find out what impacts that will have on both the culture and learning aspects of Drayton Christian School.

Our strategic plan includes:

- Teaching for Transformation 101 and Beyond: we will partner with Teaching for Transformation to provide staff training about how to design distinctly Biblically aligned powerful learning environments and experiences. We will explicitly link this to our WRSD Powerful Learning Framework.
- Christian Teaching Conference: emphasis of building a strong culture through following the example and teachings of Christ as evidenced through the Bible.
- Investing in staff and student education about foundational Christian beliefs so that our staff can go deeper in understanding our common faith foundations
 - Foundational Biblical Worldview Curriculum Resources
 - [Statement of Faith](#)
- Working with our Indigenous Education Team and PCCE/CACE to go deepen understanding of First Nation, Metis, and Inuit Perspectives & experiences, treaties, agreements, and the history and legacy of residential schools.
 - Include staff learning experiences as planned in collaboration with the WRSD Indigenous education team
 - Include consideration of [First Peoples Principles of Learning](#) in all our learning design templates (TFT framework)

Measures:

- Site Visit from PCCE to monitor progress in Teaching for Transformation Implementation
 - Our initial assessment was completed in 2022
- Surveys to staff, students, and parents
- Provincial Assurance Measures
- School based data collection such as detentions, wrap-around meetings, attendance
- Parent/Community engagement in events such as our Celebration of Learning and Chapel

This report has been shaped by the voices of students, staff, parents, and the Drayton Christian School Society. Most importantly, we have asked God for His direction for our school, and I submit this report believing that He will empower us to faithfully accomplish His will for Drayton Christian School. This report was presented to the staff and Society in June 2024.

Professional Learning Plan 2024/2025

Date	Plan	CAAMSE Staff Attendance
August 20-21	Start-Up Administrator Conference - Sanctum Retreat (Caroline)	
August 22-23	Optional Summer Institute <ul style="list-style-type: none"> ● Aug. 22 Adrienne Gear in DV - Non-Fiction Reading & Writing Power Grades K-8 ● Aug. 23 Adrienne Gear in RMH- Non-Fiction Reading & Writing Power Grades K-8 ● Supporting Individuals through Valued Attachments (SIVA) ● Aug 22 First Aid Training (South) Hybrid Model - 1 day in-person/pre-learning online ● Aug 23 First Aid Training (North) Hybrid Model - 1 day in-person/pre-learning online 	
August 27	These 4 days will be school-set schedules to best fit their needs in the areas of: <ul style="list-style-type: none"> ● Teaching for Transformation 101 & Beyond ● Teacher Growth Plan Time ● Collaborative Response ● Organizational Tasks and Meetings ● Grades 4-6 New Science Curriculum ● Complex Needs Transitions 	AS II, SBC & SDLF
August 28		AS II, SBC & SDLF
August 29		All CAAMSE
August 30		All CAAMSE
September 20	School-Based Day: Focus Transitions/IPP/ELL Benchmarks/Growth Plans	All CAAMSE
October 11	School-Based Day Teaching for Transformation 101 & Beyond	
October 25	School-Based Day - Christian Teachers Convention	EA, VA, FWW, SLPA, LCF, LT

November 1 (North) / 8 (South)	Teaching for Transformation 101 & Beyond (am) Public School Works (pm)	All CAAMSE
November 29	Teaching for Transformation 101 & Beyond	EA, VA, FWW, SLPA, LCF, LT
February 5 North Only	Teaching for Transformation 101 & Beyond	AS II, SBC & SDLF
February 6 & 7	North Teachers' Convention (ATA)	
March 7	Teaching for Trasformation 101 & Beyond	EA, VA, FWW, SLPA, LCF, LT
April 17 (North) / April 22 (South)	7-12 School Based Day K-6 SS Possible New Curriculum Sessions Potential Implementation for Sept 2025 - Grade Levels TBD	
May 16	Teaching for Transformation & Beyond	EA, VA, FWW, SLPA, LCF, LT
June 6	School-Based Day Transition Focus	All CAAMSE
June 26	Organizational Day	AS II, SBC & SDLF

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

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

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

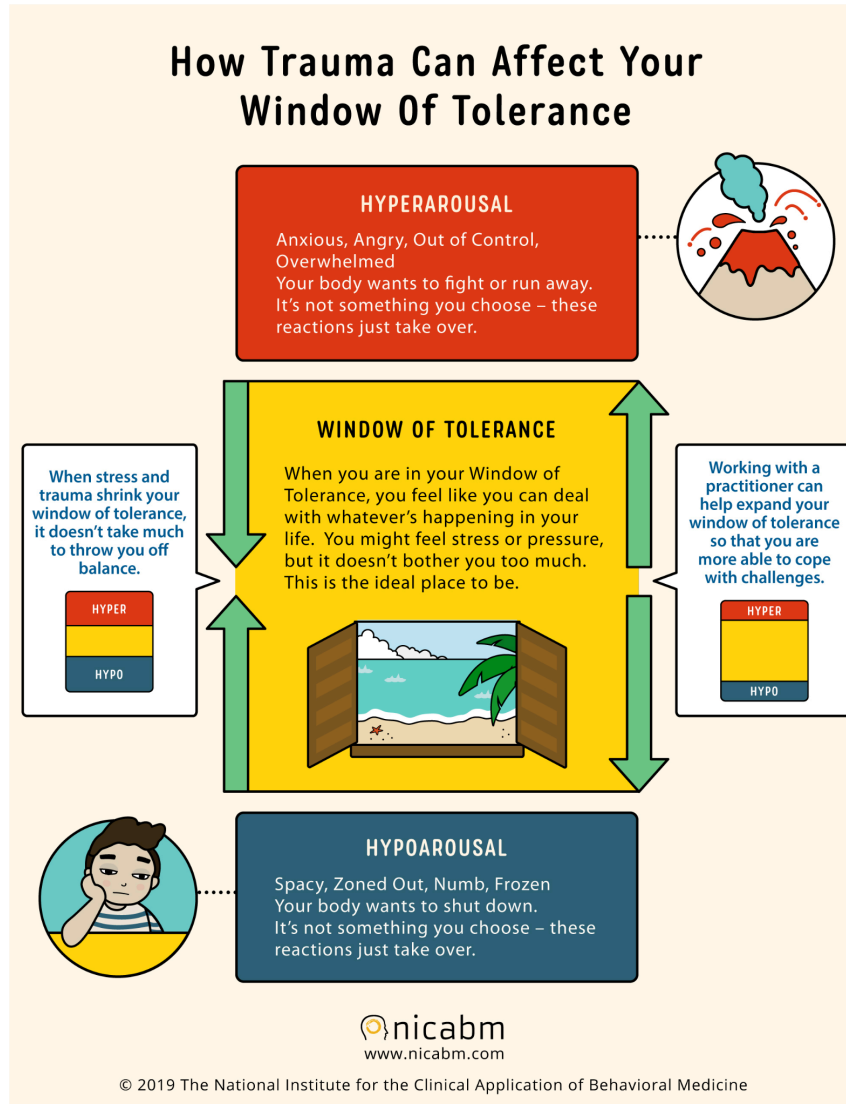
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Chairperson, School Council

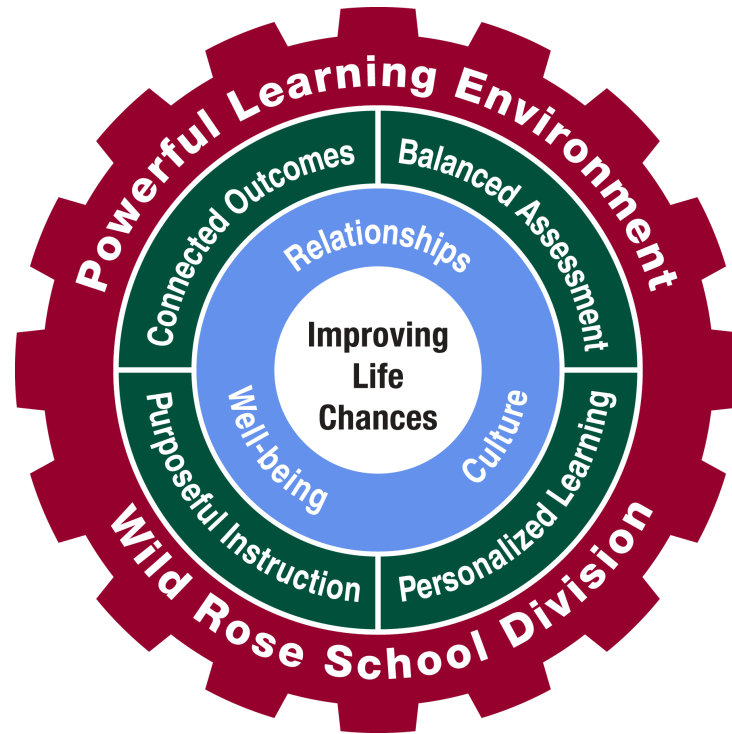
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Appendix 1

How Trauma Can Affect Your Window Of Tolerance



Appendix 2



Appendix 3



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 2289 Drayton Christian School

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	78.8	77.6	79.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	64.0	77.8	79.5	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PATs: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PATs: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PATs: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PATs: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.0	82.0	83.8	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.5	85.4	86.5	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	69.3	80.9	75.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	61.6	92.6	85.6	79.5	79.1	78.9	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (Be année), French Language Arts (Be année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.