EDUCATION PLAN

DRAYTON VALLEY COMMUNITY OUTREACH SCHOOL

2022-2023 School Year

Foundation Statements

VISION

Learners will successfully explore and pursue their own path to a life of purpose.

MISSION

We will build a flexible school community where a focus on wellness, personal responsibility and individuality empower our students to flourish.

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 9 to 12 WRSD students in Drayton Valley. The majority of our population are students for whom learning has been compromised because, primarily, they have either 'avoided' attending regular school classes or their compromised attendance has exacerbated severe anxiety problems. This avoidance has occurred for many reasons but, even with the provision of 'in-house' support 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 the traditional school context. 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 their life chances as they move beyond school. Included in this group are

approximately one quarter of our population who are accessing Tier 4 interventions, support beyond the school, and are involved with the justice system, mental health providers or addictions.

We also have an increasing cohort of students who are accessing us as an option due to flexibility in pace and space. Finally, we have shared students from all high schools in our school division who are needing to take one or two courses they are unable to take at their host school; who for whatever reason are choosing to access self-directed learning options.

2022/2023 Inquiry Question

Goal - To improve our assessment practices for all students and provide a breadth of opportunities for students to show they have achieved and/or mastered the curricular outcomes.

Inquiry Question - How can we as a staff and as a school develop and administer assessment that focuses on outcomes, rather than average scores, to improve teacher practices and provide informed and timely feedback to students?

What do we want to do?

- For Self-Directed Learning and Blended students, how do we properly assess student learning with different options for delivering instruction?
- Do we need to be traditional in how we assess students - Tests, Midterms, Final Exams
- Do our traditional methods actually measure what the student knows and if they are meeting the outcomes?
- We want to develop assessments that measure the outcomes and that provides feedback of what they know and do not know.
- Summative assessments focus on the outcomes the student has not yet achieved.
- Students can improve grades throughout the year, without averaging their marks, using their most recent and/or successful assessment for that outcome.

- Move away from traditional assessments to more interview based, online and authentic assessments.
- For Diploma Exams, do not teach for the test, teach the outcomes, assess, provide feedback, and repeat. This will prepare students for the exams. Teachers can take time at the end of the semester to teach students how to take a Diploma Exam.

How does this tie in with Powerful Learning Environments?

- Balanced Assessment
- Personalized Learning
- Purposeful Instruction

Why do we need to address how we assess students?

- In looking at the data from our accountability pillar from last May, we see a steady improvement in our delivery in the program of studies. Reflecting on this information, what else could we do to help raise this score? We looked at assessment, as it has been a strong topic of conversation over the last couple of years, especially now with COVID-19. Our assessment practices were static and not responsive to the needs of our students nor the delivery of our programs.There was too much cumulative overlap in our assessments. We wanted to look at how we could address the outcomes the students did not meet and focus on those instead of continuing to assess the outcomes they already mastered. By focusing on assessment we hope to improve our Program of Study results as well as possibly improve DIP results.
- Staff have been looking for changes in our assessment practices for sometime. Conversations usually included something along the lines of "can I do this with this test" or "can I try a different approach for this student because a traditional approach will not work". COVID -19 gave us permission to not only further the conversation about assessment but also to take risks and try new approaches. Some teachers tried phone interviews or google meets to interview students instead of giving them a written test or exam. The teachers enjoyed the practice because it allowed them to probe deeper into the students' answers or sometimes guide them to the right path, not directly leading them to the "correct answer". The conversations with the staff during this school year have been powerful and we want to develop and refine the practices we have developed this year into next year.

What are some of our strategies that we will use to help us answer our inquiry question?

- Challenge assumptions we have about assessments. Set aside time each Friday to discuss assessment and our practices and come up with a new philosophy and set of assessments.
- Meet with Kim Wedman quarterly to learn more about assessment practices and how they can work in an online environment and in a traditional classroom.
- Seek and read about best practices in assessment. Discuss how we can use them.
- How does our assessment work in PowerSchool? How can we set up our classes to reflect outcomes but still give percentage grades.
- The use of Formative Assessment vs Summative Assessment. When are both appropriate and what do they look like?
- Engage with host schools about our assessment practices and receive feedback.

How will we measure success?

- Use the assurance survey results to look at the data in the program of studies category and diploma exam results to see if there was improvement.
- Conversation changes with staff to talking about outcomes rather than talking about the tests, eg. Diploma Exams
- Discuss with staff how new assessments achieve vs our previous practices.
- Self reflection in assessment for each teacher but in how they give feedback and develop their courses.
- Teachers are willing to take risks in their assessment practices to help kids meet the outcomes. Teachers are flexible about how students can meet an outcome at any time in the course and their mark should reflect this (not just an average of grades).
- Informal feedback from students on our current assessment practices. What did they like? What would they change?

Implementation

August 2022	- Review evidence from last year - Qualitative data, quantitative date from assurance - Look at current strategies, after two month do they still make sense? Do we need to make adjustments? - Set monthly collaborative to review and collaborate
September 2022	- Look at enrollments in DVCOS and SDL/Connections to plan and make time for assessments with students. Coordinate with SDL/Connection Facilitators at other schools. - Recognition of Orange Shirt Day. Look into how to facilitate information about residential schools for our staff and students; presentations, workshops, etc...
October 2022	- Each teacher will present a section of one of their assessments to the team. Receive feedback - Review deadline dates
November 2022	- Review current strategies. Do we need to make changes? - Look at feedback we have received from students, other schools, etc..
December 2022	- Each teacher will present a section of one of their assessments to the team. Receive feedback - Review deadline dates - Collaboration and sharing of exemplars of embedding FNMI cultural knowledge into curriculum
January 2023	- Review current strategies. Do we need to make changes? - Look at feedback we have received from students, other schools, etc..
February 2023	- Review first semester progress. - Each teacher will present a section of one of their assessments to the team. Receive feedback - Review deadline dates
March 2023	- Review current strategies. Do we need to make changes? - Look at feedback we have received from students, other schools, etc.. - Collaboration and sharing of exemplars of embedding FNMI cultural knowledge into curriculum
April 2023	- Each teacher will present a section of one of their assessments to the team. Receive feedback - Review deadline dates
May 2023	Review current strategies. Do we need to make changes?

	● Look at feedback we have received from students, other schools, etc..
June 2023	● Review with staff progress. What worked? What did we learn? What do we keep? What do we get rid of? ● Celebrate the learning and progress. ● Have we reached a point where this is part of our instructional practice and culture? If so, what is next?

Stakeholder Involvement

- Non-instructional days at the beginning of the school year and half way through the year will be used to update or rework the objectives and strategies of the plan as needed with staff.
- Student survey - informal and/or formal feedback to collect data (qualitative and quantitative)