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| mvlogo2 | **Dauphin Regional Comprehensive Secondary School**  **School Community Report**  **2014-15** |  |

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| **School Mission Statement** |
| DRCSS is dedicated to supporting students in maximizing their potential to become contributing members of society by providing high quality, relevant, engaging, and inclusive education in a safe, caring environment. |

| **Purpose of Report** |
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| * To celebrate the success of students within their learning environment. * To monitor school growth (strengths and weaknesses). * To inform parents and communities. * To contribute to continual school planning. |

| **School Profile** | **Message from Principal** |
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| The Dauphin Regional Comprehensive Secondary School is a grade 9 – 12 school in Dauphin, Manitoba. The school has an enrolment of approximately 680 students with a teaching staff of 42.5 FTE including administration, resource and guidance. Educational assistants, custodians, office staff, library assistants, computer technicians, and cafeteria personnel increase the school’s staffing to approximately 80 FTE.  The student population is comprised of students from Dauphin and surrounding feeder communities. Students from outlying communities with high schools choose to come to DRCSS because of the choice of programs available (vocational and academic) and the wide variety of extra-curricular and social activities. | As I reflected on the highlights of 2014-15, I was struck by the many successes of our students. We have had an amazing year in the areas of academics, sports, volunteerism and leadership. We are proud of our students’ accomplishments and marvel at their level of commitment. We have had a fantastic school year, with many students excelling in their studies and providing outstanding leadership throughout our community.  It truly has been an honor to serve as your principal this year. I love being part of this educational community and I look forward to the privilege of working together again next year in our combined efforts for continuous growth.  Take care!  **Mr. N. Casavant**  Principal  Dauphin Regional Comprehensive Secondary School |

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| **All the Best-** We wish the following staff the best as they move on to new and exciting opportunities outside of DRCSS:  Mr. Walker, Miss Smaluck, Mr. Reeve, Miss Kachkowski, and Mr. Kowalski.  **Welcome-** The following new staff will be joining us in the fall: Mr. Tabas, Ms. Lucas, Mr. McIntyre, Mr. Gottfried and  Mr. Bessi Kama. |

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| **Staffing 2014-15** |

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| Mrs. Agnew | Mrs. Genik | Mrs. Mathe | Mr. Schmidt |
| Mr. Alf | Mrs. Goodine | Mr. Matskiw | Mr. Sheldon |
| Mrs. Atamanchuk | Mrs. Graham | Ms. Meades | Miss Smaluck |
| Mrs. Balanyk | Mr. Graham | Mrs. Menard | Mrs. Smendziuk |
| Mr. Bennet | Mr. Hannibal | Mrs. Merasty | Mr. Smendziuk |
| Mr. Bernat | Mr. Henderson | Mrs. Milcharek | Mr. Smigelski |
| Mrs. Brading | Mrs. Hlady | Mr. Miller | Ms. Smith |
| Mr. Byckal | Mr. Houle | Mrs. Molnar | Miss Sochan |
| Mr. Casavant | Miss Howson | Mrs. Monson | Mr. Stadynk |
| Mr. Chersak | Mrs. Hupalo | Mrs. Moss | Mr. Stashko |
| Mr. Coombs | Mrs. Huska | Mrs. Nichol | Ms. Swedlo |
| Mrs. Davies | Mr. Jaddock | Mrs. Orr | Mrs. Thiele |
| Mrs. Delaronde | Mrs. Jansen | Mrs. Pasloski | Mrs. Turchinski |
| Mr. Desroches | Mrs. Jensen | Mr. Paziuk | Ms. Tymchuk |
| Mr. Dyck | Miss Kachkowski | Mrs. Priest | Mr. Walker |
| Mrs. Dzikowski | Mrs. Kenler | Mr. Rea | Mrs. Wareham |
| Mr. Fidierchuk | Mr. Klyne | Mr. Reeve | Mrs. White |
| Mrs. Fisher | Mr. Kowalski | Mr. Ricketts | Mrs. Windsor |
| Mr. Flett | Mr. Love | Mrs. Robinson | Mr. Wood |
| Mr. Funk | Mrs. Luke | Mrs. Rudkavich | Mr. Zalischuk |
| Mrs. Gamache | Ms. Maguet | Mr. Ryan | Mrs. Zurba |

**Planning for Continuous School Improvement**

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| **Background Information** |
| The Department of Education requires that each school develop a school plan. The priorities of our school plan were completed for the 2014-2015 school year and staff began to work on implementing the revamped outcomes under each priority area. The outcomes were given a 3-5 year time frame with a proposed completion of June, 2016. To create our school improvement plan for 2013-2016, we gained input from students, staff, and the Parent Advisory Council. The first step in identifying our priorities for our school plan was to review the data collected. The data that was collected came from three large sources: staff, parents, and students. This data was correlated and from it themes were established. Knowing Mountain View School Division’s priorities, it was critical to align our school plan with one/all of the school division’s priorities. Through this planning process, representatives from Student Council and the Parent Advisory Council offered input into the plan. In summary, there was meaningful involvement from all stakeholders of DRCSS. Reflection and planning will continue to occur with our stakeholders at monthly meetings. The School Improvement Plan is the basis of all our decisions. |

|  | **Outcomes**  *(What we want)* | **Strategies**  *(What we will do)* | **Celebration of Learning**  *(What we accomplished)* |
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| 1. | By June 2016, Communication with the DR’s educational community will have improved from the current level 1 to a level 4 on the rubric for school communication. | * Collect data from the educational community to establish priorities for improvement. * Shift our focus to an emphasis on curricular excellence versus extra-curricular. * Utilize a student advisory committee as a voice to address student needs. * Improve school-community communication through a variety of mediums. | * Stakeholders were surveyed – the data is used to improve our school to a level that shows that the educational community understands, and is engaged in, the learning of all students. * Combine academic and extra-curricular achievement in one celebration. * Student Council was re-established to provide direction and promote student voice. * Increased communication with school community through use of website, emails, and weekly radio space. |
| 2. | By June, 2016 the learning climate will reflect best practice regarding the research for effective schools and student engagement. | ***Effectiveness:***   * Ensured that the competencies of effective schools were incorporated into everything we do.   ***Safety:***   * Student safety and well-being will continue to be a top priority. This will be reflected in our students’ sense of being cared for and an improvement of student safety. * Greater emphasis will be placed on smooth transitions for all students joining as well as leaving the DR. * Bullying awareness will become a focus which will be supported by peer mentorship, education, and classrooms for students to go when they have free time.   ***Learning Environment:***   * Improve the learning environment through: the establishment of an outdoor classroom; classrooms that are reflective of 21st century learning; personalizing the hallways with student artwork; creating a student lounging area; enhancing classroom spaces with natural light; establishing a welcoming environment for all stakeholders. * Enhance classroom learning space by de-cluttering areas within the school as well as focused on developing classroom environments supportive of learning. * Dedication to creating a warm, welcoming environment at DRCSS with a student-centered emphasis.   ***Equity:***   * Establish equity amongst our extra-curricular programming. * Establish equitable award opportunities for curricular and extra-curricular activities. | ***Effectiveness:***   * We have staffed the DR with instructional coaches for 2014-15 to ensure that effective school competencies are actualized by all. * Suspensions involving student safety and well-being were reduced by 10%. * Student suspensions have dropped by 75% from last year.   ***Safety:***   * A new transition plan was put into place for all Grade 9’s coming in 2014-2015. This was received very positively. * First phase in locker upgrades were completed over summer, 2014 to allow for increased visibility and safety.   ***Learning Environment:***   * The learning environment has been improved through re-furbishing the Advertising Art room, two classroom spaces, as well as the cafeteria. * We have four new 21st century classrooms that will be finished over the summer with another five anticipated to potentially be completed before the school year begins. The process of personalizing the halls with student artwork has begun in the “Bearpit”. * Revival of our school logo. * A number of areas painted with school colors and our Mission and Motto statements were put up throughout the building. * Televisions were purchased to serve as a tool to create a student centered atmosphere by displaying student photos from the year as well as to display school announcements.   ***Equity:***   * Extra-curricular fundraising, including the creation of a fundraising handbook, has been revamped to provide opportunities for all to engage. * Equitable opportunities for our extra-curricular programming have been established with consistent budgets for all activities and a fee structure that allows all to have access. * Through surveys and conversations, students had opportunity for input with the decision making process. * Students, Parent Council, Parents/Guardians, and Staff all provided input into creating our new school: Mission Statement, Vision Statement, and School Motto. |
| 3. | To improve student achievement through the enhancement of instructional practice and assessment. By June 2016, 90% of teachers at the DR will have reached mastery on the DR’s rubric of effective instructional practice. | ***Assessment Practices:***   * Support teachers in best assessment practices (such as authentic assessment of student learning, reporting student achievement, gradebook organization).   ***Student Engagement and Accountability:***   * Develop an attendance policy that supports student engagement. * Establish a student accountability model to enhanced student achievement.   ***Classroom and Whole School Practices:***   * Establish an “Effective Practices” rubric to measure where every teacher is in the area of effective teaching practices. * Support the integration of instructional technology * Establish student learning profiles and interest inventories to support classroom planning, instruction, and assessment. * Establish a nutrition policy that supports student achievement. * Review our guidance services to ensure they met our students’ holistic needs. * Review course offerings to ensure they align with student needs and interests. | ***Assessment Practices:***   * Student learning was based entirely on achievement. * Overall summary grades were based solely on achievement. * Student work was assessed frequently and graded occasionally. * Student grades only reflect student achievement and not behaviors. * Grade book organization has begun initial stages of being revamped. * In the gradebook, the evidence of learning was organized by student learning outcomes. * Most recent evidence completely replaced out of date evidence when it was reasonable to do so. * Teachers have a clear understanding of the importance of providing feedback to students to improve the learning opportunity vs grading everything with no feedback. * Grades did not come as a surprise to students because (a) students understood the basis for the grade received (b) students had been involved in their own assessment throughout the process (c) teacher communication to students was frequent, descriptive, and focused on what they have learned as well the next steps in learning.   ***Student Engagement and Accountability:***   * Student attendance has improved overall. * An attendance policy has been established to hold students accountable for unconfirmed absences and student lates. * Examined student learning styles and the alignment of quality instruction.   ***Classroom and Whole School Practices:***   * All teachers were surveyed prior to the end of the school year. * The emphasis on instructional quality has been emphasized through Professional Development dollars and staff meeting focus. * The effective practices rubric has been created, Professional Learning Communities in all areas have been established, and Mrs. Gamache has been designated as our Differentiated Instruction Facilitator. * Student learning profiles were completed and incorporated into teacher planning. * Ensured we offered courses that support 21st century learning as well as student interest. * Course offerings continue to be revamped to ensure we are meeting student and employer needs. * Study hall was established to support those learners who required more time. * Nutrition policy was established along with community partners to support student achievement. * We established an instructional technology support position. * The Student Services team has been reviewed and will re-structured for 2015-2016. |

**Celebration of Learning**

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| 2014-2015 proved to be a very successful year with many celebrations at DRCSS:   * 120 students graduated in June. * For the University of Waterloo Math Contest, our Grade 10 team were zone champions. Zach Demeria and Cassandra Van Humbeck finished with scores in the top 25%. * Student academic achievement and extra-curricular involvement was honored at the Awards Ceremony on June 18th. * Skills Manitoba: Gold – Workplace Safety and Health – Helena Thiessen   Silver- Carpentry – Patrick Nolan   * Skills Canada National Competition: 4th –Workplace Safety and Health - Helena Thiessen * Our student lounge continues to be a focal point of our school. * We had several students volunteer to manage the Clipper Cove. * Attendance rates improved with the addition of some attendance incentives. A huge thank you to all of our sponsors. * Suspension rates were down approximately 10 percent from last year. * DRCSS hosted several international students throughout the school year. * Another successful Musical, ‘Seussical’ was staged this year. * Another successful year of Band occurred with concerts that were well attended and appreciated by all. The outdoor concert was a hi-lite. * The Grade 9 Concert band was given a Superior Achievement award for their performance at the Optimist Festival in Winnipeg. They were also invited to perform at the National Music Festival next year. * The Senior Concert Band travelled to the Canadian national band festival called MusicFest in Toronto, and received an overall performance rating of Silver. * A very successful “Meet the Teacher” night was held in September. * Students participated in the Remembrance Day Ceremony held in November. * Both boys and girls had great success throughout the sports season. * Kelsey Nepinak won 2 silver medals (100m & 200m) at the Provincial Special Olympic track & field competition. * AAA Varsity Girls Volleyball were provincial Bronze Medalists. * The Clipper girls soccer team won the Minnedosa soccer tournament and also represented Zone 8 for the third straight year in soccer provincials. * JV Boys’ volleyball team repeated as zone champions. * Taylor Schmidt named Volleyball MB's AAA Boys Coach of the Year * Football team won Murray Black Cup in the RMFL. Lucas Y named top Offensive lineman. * Numerous field trips occurred to a variety of destinations including the Museum of Human Rights. * Caitlin Haggerty and Erin Gray placed a team in the Greek cooking competition at the Watson Art Centre. They did very well, had fun, and represented DRCSS. * Steven Desroches was selected to represent the DRCSS on the Arctic Expedition. * We hosted the annual French Students Jamboree at the DRCSS, with 70 students from Flin Flon, Swan River, The Pas and Dauphin participating. Students played games, spoke French, and got to know the students that they share video conference classes with throughout the year. * Ashton Beals, Wyatt Roncin, Jared McQueen, and Travis Keena were a part of the Hovercraft team who reached the provincial finals. * Zhemaak Youth Conference - the DRCSS hosted its 4th annual youth conference this past spring with nearly 100 MVSD students in attendance. The keynote speakers for the event were philanthropist Althea Guiboche, and entrepreneur Erica Daniels. * The 4th annual MVSD Graduation Powwow was hosted at Winnipegosis Collegiate, due to the closure of the DRCSS gymnasium. Another successful event with over 30 dancers and over 30 graduates being honored. * Students participated in the *Tell Them From Me Survey*, presented by the Government of Manitoba, which provided the school with feedback on areas such as student engagement, advocacy, and bullying. * Clipper Twitter account- 826 Tweets , 226 followers |

**Intentions for 2015-16**

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| 2014-15 was a year we used to increase the level of learning expectation for all at the DRCSS. Our goal was to raise the expectations in meeting our Mission Statement for our learning community. 2015-16 will see us focus on building the leadership capacity of our students, teachers strengthening their understanding of their curricula, as well as strengthening our instructional practices to engage students and improve student learning outcomes.  The team at DRCSS looks forward to an exciting 2015-2016 school year! |