



# Dauphin Regional Comprehensive Secondary School (DRCSS)



## SCHOOL COMMUNITY REPORT

### 2016-2017

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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.

### School Profile

Dauphin Regional Comprehensive Secondary School is a grade 9-12 school in Dauphin, Manitoba. The school has an enrolment of approximately 640 students with a teaching staff of 40.5 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 77 FTE.

The student population is comprised of students from Dauphin and surrounding feeder communities. Students from the 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.

### Purpose of Report

- 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

**All the Best** - We wish the following staff the best as they move on to new and exciting opportunities outside of DRCSS: Mr. Dyck, Mr. Cherpako, Mr. Rankine, Mr. Fee, Mrs. Fisher, Mrs. Hutchison, and Mrs. Jensen.

**Welcome** - The following new staff will be joining us in the fall: Mr. Rudkavich, Mr. Cote, Mrs. Chapiel, Mrs. Forbes, Mrs. Fendick, Mrs. Szabo, Miss Glessman, Miss Pasternak, and Mrs. Hanna.

### Message from the Principal

As I reflected on the highlights of 2016-17, I was struck by the many successes of our students and staff. 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 managed to have a fantastic school year, with many students excelling in their studies and providing outstanding leadership throughout our community.

The last 10 months have certainly gone by quickly, but as we look back and reflect on the challenges, accomplishments, and successes that took place, we can be proud that our collective efforts—students, staff parents, and community—have ensured a productive year at DRCSS. I would like to extend thanks to the parents/guardians and community for your continued support of the school. The active involvement of parents makes a significant difference in ensuring a safe, positive environment that enhances student learning.

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**  
Principal  
Dauphin Regional Comprehensive Secondary School

# Believe \* Achieve \* Succeed

## School Staff 2016-2017

**Our hard-working and dedicated 2016-17 staff included:**

Agnew, Lindsay	Love, Jeremy
Alf, Jason	Love-Chubka, Sandra
Allen, Alice	Love, Tabi
Balanyk, Melanie	Lucas, Crystal
Baumung, Jodi	Luke, Kris
Bennet, Cam	Maguet, Lisa
Bernat, Allan	Mathe, Cindy
Bessi Kama, Bading	Matskiw, David
Byckal, Dave	McIntyre, Orrin
Casavant, Norman	Merasty, Kim
Cherpako, Colin	Michaluk, Kristjana
Chersak, Jerry	Milcharek, Lil
Coombs, Andrew	Molnar, Kim
Coombs, Courtney	Moss, Yvonne
Dalziel, Jill	Patterson, Magferti
Davies Thiele, Shannon	Pasternak, Kayla
Delaronde, Kara	Pasloski, Carla
Desroches, Don	Paziuk, Ryan
Dyck, Steven	Rankine, David
Dzikowski, Linda	Rea, Ted
Fisher, Dawn	Robinson, Valerie
Flett, Clifton	Rudkavich, Denise
Funk, Ed	Sanderson, Ray
Gamache, Melanie	Schmidt, Taylor
Genik, Anna	Shankaruk, Carole
Goodine, Patricia	Sheldon, Don
Graham, Brandi	Smendziuk, Darlene
Graham, Mark	Smendziuk, Elwyn
Hannibal, Bryan	Smigelski, Matt
Henderson, Chance	Smith, Aynsley
Hlady, Carri	Sochan, Steff
Houle, Wade	Souch, Phillip
Hupalo, Lori	Sparrow, Shey
Huska, Kim	Stadnyk, Kelt
Hutchison, Jill	Stashko, Sheldon
Iftody, Brian	Turchinski, Cara-Leigh
Jaddock, Stephen	Tymchuk, Marian
Jansen, Heather	Wellborn, Wendy
Jensen, Lesia	White, Lynn
Kenler, Joyce	Windsor-Burdeny, Shelley
Klyne, Frank	Wood, Gord
	Zurba, Susan

**Believe \* Achieve \* Succeed**



# School Improvement Plan

Planning for Continuous Improvement



## Background Information

The priorities in this school plan were completed for the 2016-2017 school year and staff began to work on implementing the revamped outcomes under each priority area. The outcomes were given a five year time frame with completion in June 2021. The Department of Education requires that each school develop a school plan. To create our school improvement plan for 2017-2021, 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. This data was all correlated and from it themes were established. In knowing the Mountain View School Division priorities, it was critical to align our school plan with all of the school division priorities. Through this planning process, representatives from Student Council and Parent Advisory Council offered input into the plan. In summary, there was meaningful involvement from all stakeholders of DRCS. Reflection and planning will continue to occur with our stakeholders at monthly meetings; the School Improvement Plan will be the basis of all decisions.

## **Priority #1: Enhance Student Numeracy**

### **Outcomes (What We Wanted)**

DRCS students will improve foundational numeracy skills and results on grade 12 Essential exams by 17% by 2020.

### **Strategies (What We Did)**

- Create a consistent, full time department of Math teachers with a Math background trained in using best teaching practices.
- Limit all Math classroom sizes to a maximum of 25 students.
- Develop a consultation process that includes students, parents, and teachers to determine placement for grade 10.
- Determine essential outcomes within Essential Math, at each grade level.
- Unpack curriculum to ensure teachers use consistent assessment and instructional practices in the same course.
- Develop explanatory questions to be included as part of assessment in all streams, at each level.
- Assemble common exam questions, unpack them, and integrate them in all 9-12 Math planning.

### **Indicators of Success (What We Accomplished/Measured)**

- Mr. Rea, Mr. Love, Mr. Bessi Kama, Ms. Tymchuk, Mr. Matskiw, Mrs. Luke, & Mr. Smigelski have all been assigned to serve in the Math department.
- Average class size in Math for 17-18 will be 19. There will be three Math classes in 2017-18 that will exceed 25.
- All teachers have had experience unpacking curriculum as part of a PLC.
- Math teachers have developed consistent instructional practices and assessment tools for a sampling of grade 9 math outcomes.
- Teachers unpacked verbs from specific learning outcomes to create consistent understanding of expectations for instruction, student learning, and assessment.
- All grade 9 teachers are utilizing a common pacing outline.
- Explanatory questions have been developed at all levels.
- Grade 9 teachers utilized the Manitoba Learning Resource Consortium Math Final Assessment.
- Assessment practices have been reviewed and a commercial assessment tool (Exam View) has been used to help make all testing more consistent.

**Priority #2: Enhance student positive mental health.**

**Outcomes  
(What We  
Wanted)**

By June 2021, there will be an increase in students who report positive mental health.

**Strategies  
(What We Did)**

- Educate students and staff on Mental Health awareness and understanding
- Engage the divisional Social Worker in supporting students who may have Mental Health needs.
- Establish a student advocacy group that meets monthly with the Response To Intervention team.
- Respect and celebrate Diversity
- Continue to strengthen transitions for students both in and out of DRCSS.

**Indicators of Success  
(What We Accomplished/Measured)**

- We had Constable Nadia Matwaychuk in to talk about Mental Health awareness with a variety of classrooms.
- At open house and other events we have had information about Mental Health supports that are available locally.
- Teachers have been incorporating Mental Health awareness in their courses (Grade 11 ELA, PE).
- Referrals and consultation with divisional Social Worker. The divisional social worker meets with many of our students and families regularly.
- Increased team support meetings for new students and to prepare students for life after the DRCSS.
- Staff attended Integrating Indigenous Perspective into Mental health and Wellness Practices.
- Alternative Education students have the opportunity to work on mental health help workbooks to address their needs.
- We are collaborating to develop a mentorship program for students in our school. This program will focus on leadership by example while demonstrating the qualities of the seven teachings.
- Student Council focused on diversity and have been designing activities that include all. Murals are also being displayed throughout the school.
- We have created a mural that is currently displayed in the foyer of our school. This project included as many students in the school as possible by asking them to put their hand print on the tree.



**Priority #3: Enhance the climate and culture by building strong relationships and an inclusive environment.**

**Outcomes  
(What We  
Wanted)**

By June 2021, there will be an increase in the percentage of students feeling a strong sense of safety and belonging.

**Strategies  
(What We Did)**

- Increased active supervision in hallways & outside area near Kerr Street and Daycare
- Expand our camera system in the locker bays & outside
- Gender neutral washrooms
- Increasing class space to access natural light
- Education for staff & students regarding social media and bullying
- Increased consequence for premeditated violent behaviours and drug use
- Engage students in mandated intervention for violent behaviour as well as drug use
- Establish a risk assessment / intervention team
- Educate staff on characteristics of drug use and response

**Indicators of Success  
(What We Accomplished/Measured)**

- We have enhanced supervision protocols within the hallways. A supervisor has been assigned prior to school and at breaks to increase supervision by the daycare and Kerr street. The daycare will be moving back to Macneil for 17-18.
- We are working with the school division to address the lack of cameras within our locker bays as well as outside. We hope to have a plan in place to address this need by no later than the end of the 17-18 school year.
- We are currently in discussions with the School Division to support us in the establishment of two gender neutral washrooms.
- The DR will undergo an extensive renovation this summer and fall to address the natural light in classrooms.
- The RCMP ICE (Internet Child Exploitation Unit) unit presented to the DR student body on the appropriate use of social media and the consequences for offenders.
- Any premeditated violent behavior received a 5 day suspension with the recommendation that the suspension be extended to 6 weeks. We had two violent behaviors where the aggressor received the recommended 6 week suspension. Drug use made up over 75% of the suspensions this year. Consequences involved 5 day suspensions with mandatory addictions counselling.
- Currently working with the John Howard society to bring mediation services to the DR as alternatives to suspensions.
- A group of Grade 9 students were involved in the RCMP computer giveaway where they were taught the appropriate use of technology.
- We played our national anthem in different languages and served different cultural foods in the Cafeteria.
- We hosted the divisional pow wow and purchased a teepee to serve as an outdoor learning center.
- Ukrainian dancers participated in our assembly's
- Course offerings in French and Ojibway
- We have conducted several Aboriginal cultural activities including the blanket activity and smudging ceremony for staff and students in English and French.
- We offer different avenues for learning and demonstrating understanding of outcomes in and outside the classroom to meet the diverse needs of the students i.e. Project based etc.

**Priority #4: Enhance Student Literacy**

**Outcomes  
(What We  
Wanted)**

DRCSS students will improve foundational literacy skills and results on grade 12 ELA exams by 7.1% by 2021.

**Strategies  
(What We Did)**

- Create a consistent, full time department of ELA teachers with an ELA background and trained in using best teaching practices.
- Match students with the ELA stream that meets their needs, interests and to build the skills that the student requires.
- Limit all ELA classroom sizes to a maximum of 23 students.
- Schedule grade 9 ELA for every day, all year (ELA10F + Reading is Thinking) to ensure essential skills are mastered to reduce future credit recovery or failures.
- Schedule ELA credit recovery as part of the daily schedule with a teacher trained in ELA who can support and monitor ELA learning.
- Use a commercial assessment tool to identify literacy skills that need to be intensively taught.
- Determine priority strategies for grade 9, 10, 11, and 12.
- Assemble common exam questions, unpack them, and integrate them in all 9-12 ELA planning.
- Identify an app/extension for dictation to be used for students struggling with reading/writing.
- Train teachers to use and teach the app/extension for dictation.

**Indicators of Success  
(What We Accomplished/Measured)**

- Mr. Alf, Mrs. Gamache, Mrs. Graham, Mrs. Hlady, Mr. Houle, Miss Glessman, Mrs. Merasty, and Mr. Paziuk have been assigned to the ELA department.
- Teachers provide information to students regarding the three different focuses of ELA with specific tailored recommendations for their plans after graduation.
- The average ELA class size for 17-18 will be 17. There are four classes that have enrollments in ELA over 23.
- Grade 9 ELA has been assigned all year by the introduction of RIT semester 1 and ELA 10 semester 2.
- Grade 9 ELA credit recovery has been assigned for the students who were retained.
- Grade 9 RIT priority outcomes and strategies were established to build reading and thinking strategies across core curriculum areas. Grade 9 ELA outcomes established to focus common assessment tools to collect data on student literacy skills.
- The ELA PLCs have determined: Common exam question themes including identifying main ideas, explaining main ideas, and developing written texts using a specific audience, purpose, and form have been created for grade 9 ELA. An emphasis on direct teaching of visual analysis/reading visual text for grades 9-12.
- Identify an app/extension for dictation to be used for students struggling with reading/writing.
- Followed the Divisional direction of using Kurzweil to support students struggling with reading/writing.
- Used additional extensions related to Google to further support students struggling with reading/writing.
- A group of 3 teachers and several students were trained to use Kurzweil in the regular classroom.

<b>Priority #5: Enhance awareness and skill development for career opportunities</b>		
<p><b>Outcomes (What We Wanted)</b></p> <p>By June 2021, there will be an increase in the number of students who will report knowledge of available career opportunities for them.</p>	<p><b>Strategies (What We Did)</b></p> <ul style="list-style-type: none"> <li>• 100% of Gr. 9-12 students will have completed the appropriate level within career cruising</li> <li>• 100% of 9-12 students will have participated in a career awareness activities.</li> <li>• All Grade 9 students will have completed a resume and Grade 10 students will have started an employability skills portfolio.</li> </ul>	<p><b>Indicators of Success (What We Accomplished/Measured)</b></p> <ul style="list-style-type: none"> <li>• Career development awareness activities were provided for 100% of our students. This included in class sessions, “Career Conversations” event hosted by DRCSS, attendance at Parkland Job Fair, Take Our Kids to Work day as well as job shadowing opportunities within the community.</li> <li>• This year the majority of our students were connected to career PowerSchool accounts and Career Cruising. We did this for all of our students. 476 of our students have logged into career cruising and many of these students have had an Intro session on the program as well as have completed assessments such as matchmaker assessments (matches occupations to skills/interests of students). Students are familiar with the program and will be ready to begin building profiles.</li> </ul>

### **Plans for 2017-2021**

- 2013-2017 were years of change. Our goal was to reaffirm the expectations for our Mission and the level of expectation for our learning community.
- 2017-2021 will see us focus on strengthening our Numeracy and Literacy results. It will be a time where we put emphasis on building a stronger sense of belonging for our students and strengthening everyone’s sense of security. Lastly, we will pay particular attention to ensuring our students have the supports necessary for their positive mental well-being.



The team at DRCSS looks forward to the challenges and celebrations that will occur during this time. There are exciting times ahead at DRCSS.

## Celebrating Learning 2016-2017

### ***2016-2017 proved to be a very successful year with many celebrations at DRCSS:***

- 127 students graduated in June.
- Four Pep Rallies that celebrated everything that is awesome at the DRCSS!
- University of Waterloo Math Contest- Medal Winners: Grade 9 Sammi Rea, Grade 10 Novo Voksanovic, Grade 11 Mervin Li. All finished in the top 26% with Novo and Mervin receiving certificates for finishing in the top 13% and 7% respectively.
- Hosted the provincial curling championship. The boys were finalists.
- Two Students won medals at the Skills Manitoba Competition: Jessika Anderson – Bronze in Workplace Safety and Health and Megan Brunen – Silver in Public Speaking
- The nutrition program served approximately 6000 breakfasts to students.
- Mrs. Gamache received the Outstanding Educator award from Brandon University.
- Clipper girls rugby team: finalists at Provincials. All stars- Girls:Kaila Stratuliak, Gabbie Robbins, Taylor Davidson, Kaylie Carberry, Kalee Dyck, Carly Ryz. Boys: Logan Conrad & Brayden Tomchuk
- Girls Soccer: Finished the season with a 9 win 3 loss record. Zone 8 provincial representative for 5 consecutive years. 3 and 1 record at provincials winning the consolation side (5<sup>th</sup> place). Ranked 9<sup>th</sup> going into provincials. Nicki Bich was selected to the provincial all-star team. This is the first time a Clipper has been selected since the 2004-2005 season.
- The Senior Concert Band- 46 Grade 11 and 12 Band students traveled and performed at the Canadian Rocky Mountain Festival in Banff, Alberta.
- Re-introduction of our rock band program that supported the inclusion of our international students.
- Another RMFL win for the football program. The 7th banner in 8 seasons.
- Varsity Girls Volleyball were Provincial Finalists – they finished 2nd, 3rd, 1st and 2<sup>nd</sup> in the last 4 years.
- The Clipper Cove had sales nearing \$50,000.
- Renee Desroches was selected as the Manitoba High School Athletics AAA female athlete of the year.
- The hairstyling classroom was completely revamped.
- We received furniture for one collaborative learning classroom.
- The gym was re-furbished.
- Between Countryfest 50/50 and Clipper Card sales, we were able to help students with \$16,183.34 in extra-curricular fees!
- DRCSS hosted several international students throughout the school year.
- Another successful Musical: “The Wiz” was staged this year.
- The Graduation Powwow was hosted by DRCSS.
- Students participated in the Tell Them From Me Survey (Government of Manitoba) which provided the school with feedback on areas such as student engagement, advocacy, and bullying.
- Student extra-curricular involvement was honored at the Awards Ceremony on June 27<sup>th</sup>.
- Student curricular awards will occur at our Welcome back evening on September 6<sup>th</sup> at 6:00 p.m.

