



Dauphin Regional Comprehensive Secondary School (DRCSS)

SCHOOL COMMUNITY REPORT

2015-2016

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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 41 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 the best as they move on to new and exciting opportunities outside of DRCSS: Mrs. Orr, Mr. Ricketts, Miss Feenstra, Mrs. Sparrow, Mrs. Priest, Mrs. Rudkavich, Mrs. Turchinski, Miss Howson, Mrs. Wareham, Mr. Tabas.

Welcome - The following new staff will be joining us in the fall: Mr. Sanderson, Mr. Rankine, Mr. Cherpako

Message from the Principal

As I reflected on the highlights of 2015-16, 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 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 and parents-have ensured a productive year at DRCSS. I would like to extend thanks to the parents/guardians 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 honour 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

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School Staff 2015-2016

Our hard-working and dedicated 15-16 staff included:

Agnew, Lindsay	Lucas, Crystal
Alf, Jason	Luke, Kris
Atamanchuk, Luella	Maguet, Lisa
Balanyk, Melanie	Mathe, Cindy
Baumung, Jodi	Matskiw, David
Bennet, Cam	McIntyre, Orrin
Bernat, Allan	Menard, Diane
Bessi Kama, Bading	Merasty, Kim
Byckal, Dave	Michaluk, Kristjana
Casavant, Norman	Milcharek, Lil
Chersak, Jerry	Miller, Doug
Coombs, Andrew	Molnar, Kim
Coombs, Courtney	Moss, Yvonne
Dalziel, Jill	Nichol, Suzanne
Davies Thiele, Shannon	Orr, Lynne
Delaronde, Kara	Pasloski, Carla
Desroches, Don	Paziuk, Ryan
Dyck, Steven	Priest, Jade
Dzikowski, Linda	Rea, Ted
Feenstra, Amanda	Ricketts, Ron
Fidierchuk, Ron	Robinson, Valerie
Fisher, Dawn	Rudkavich, Denise
Flett, Clifton	Ryan, Tom
Funk, Ed	Schmidt, Taylor
Gamache, Melanie	Sheldon, Don
Genik, Anna	Smendziuk, Darlene
Goodine, Patricia	Smendziuk, Elwyn
Graham, Brandi	Smigelski, Matt
Graham, Mark	Smith, Aynsley
Hannibal, Bryan	Sochan, Steff
Henderson, Chance	Souch, Phillip
Hlady, Carrie	Sparrow, Shey
Houle, Wade	Stadnyk, Kelt
Howson, Brandi	Stashko, Sheldon
Hupalo, Lori	Tabas, Ryan
Huska, Kim	Turchinski, Cara
Iftody, Brian	Tymchuk, Marian
Jaddock, Stephen	Wareham, Carlou
Jansen, Heather	Wellborn, Wendy
Jensen, Lesia	White, Lynn
Kenler, Joyce	Wiese, Marius
Klyne, Frank	Windsor-Burdeny, Shelley
Love, Jeremy	Wood, Gord
Love-Chubka, Sandra	Zurba, Susan

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School Improvement Plan

Planning for Continuous Improvement



Background Information

The priorities in this school plan were completed for the 2015-2016 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 completion in June 2016. The Department of Education requires that each school develop a school plan. 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. 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 one/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 DRCSS. Reflection and planning will continue to occur with our stakeholders at monthly meetings; as well the School Improvement Plan will be the basis of all decisions.

Priority #1: Improving Communication

Outcomes (What We Wanted)

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.

Strategies (What We Did)

- Stakeholders were surveyed – the data will be used to improve to a level that shows that the educational community understands and is engaged in the learning of all students.
- Our focus has been to move to an emphasis on curricular excellence versus extra-curricular.
- A student advisory committee has been utilized as a voice to address student needs.

Indicators of Success (What We Accomplished/Measured)

- The 13-16 awards banquet was a celebration of both curricular and extra-curricular excellence.
- The revamped student advisory committee was established and began in the 2014-15 school year.
- PowerSchool has been implemented for student attendance and grades.

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Priority #2: School Learning Climate

Outcomes (What We Wanted)

By June 2016, the learning climate will reflect best practice regarding the research for effective schools and student engagement.

Strategies (What We Did)

- Ensured that the competencies of effective schools were incorporated into everything we do.
- 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 has been placed on smooth transitions for all students joining as well as leaving the DR.
- Bullying awareness has become a focus which is supported by such means as peer mentorship, education, and classrooms for students to go when they have free time.
- Improved 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; and establishing a welcoming environment for all stakeholders.
- Established equity amongst our extra-curricular programming.
- Established equitable awards opportunities for curricular and extra-curricular opportunities
- Enhanced classroom learning space by de-cluttering areas within the school as well as focused on developing classroom environments supportive of learning.
- Dedicated to creating a warm, welcoming environment at DRCSS with a student-centered emphasis.
- Through surveys and conversations, students had opportunity for input with the decision making process.
- Increased communication with school community through use of website and emails.

Indicators of Success (What We Accomplished/Measured)

- We have staffed the DR with instructional coaches for 14-16 to ensure that the effective school competencies are actualized by all.
- Student suspensions have dropped by 50% from 2013.
- A new transition plan was put into place for all Grade 9s coming into the DR. This was received very positively.
- We have six new 21st century classrooms that are fully implemented.
- The process of personalizing the halls in order to make the school more inviting has occurred.
- Equitable opportunities for our extra-curricular programming has been established with consistent budgets for all activities and a fee structure that allows all to have access.
- Students, Parent Council, Parents/Guardians, and Staff all provided input into creating our new school: Mission Statement, Vision Statement, and School Motto.
- A 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.

Priority #3: Instructional Practice and Assessment

Outcomes (What We Wanted)

To improve student achievement through the enhancement of instructional practice and assessment. By June 2016, 90% of teachers at DRCSS will have reached mastery on the DR's rubric of effective instructional practice.

Strategies (What We Did)

- Established an effective practices rubric to measure where every teacher is in the area of effective teaching practices.
- Overall summary grades were based solely on achievement.
- Student work was assessed frequently and graded occasionally.
- Grade book organization - 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.
- 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, and (c) teacher communication to students was frequent, descriptive, and focused on what they have learned as well the next steps in learning.
- Developed an attendance policy that supported student engagement.
- Established a student accountability model that enhanced student achievement.
- Supported the integration of instructional technology.
- Examined our students' learning styles and the alignment of quality instruction.
- Established a nutrition policy that supports student achievement.
- Reviewed our guidance services to ensure they met our students' holistic needs.
- Ensured we offered courses that support 21st century learning as well as student interest.

Indicators of Success (What We Accomplished/Measured)

- We fell short of our target with 70% of our teachers achieving mastery in the effective teaching practices survey.
- The emphasis on instructional quality has been supported 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.
- Mrs. Gamache, Mrs. Jensen, and Mrs. Merasty were awarded the Minister's award for outstanding teaching in the Team Collaboration award.
- Student grades only reflect student achievement and not behaviors.
- Teachers have a clear understanding of the importance of providing feedback to students to improve the learning opportunity vs grading everything with no feedback.
- An attendance policy has been established to hold students accountable for unconfirmed absences and student lates.
- A nutrition policy has been established.

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Celebrating Learning!

Check out some of the wonderful things that have happened.

2015-2016 proved to be a very successful year with many celebrations at DRCSS.

- 131 students graduated in June.
- The Clipper Football Team captured the Rural Football League Championship for the sixth time in 7 years.
- The Clipper Cove had sales nearing \$50,000.
- The hairstyling classroom was completely revamped.
- We received furniture for one collaborative learning classroom.
- The gym was re-furbished.
- DRCSS hosted several international students throughout the school year.
- Another successful Musical: “Hairspray” was staged this year, which included 75 students.
- Breakfast Program ran throughout the school year, feeding anyone who wanted nutrition.
- The Graduation Powwow was hosted by DRCSS.
- Another successful year of Band occurred with concerts that were well attended and appreciated by all.
- A very successful “Meet the Teacher” night was held in September.
- Both boys and girls had great success throughout the sports season.
- We had several students volunteer to manage the Clipper Cove.
- Numerous field trips occurred to a variety of destinations.
- Mrs. Gamache, Mrs. Jensen, and Mrs. Merasty received the Manitoba Minister’s award for outstanding teaching in the Team Collaboration category.
- 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.
- Student academic achievement and extra-curricular involvement was honored at the Awards Ceremony on June 29th.
- Helena Thiessen won Gold at the Provincial Skills Canada competition in the Workplace Safety and Health competition and went on to the National competition in Moncton, NB.
- Paulina Huschenbett won Gold at the Provincial Skills Canada competition in the Job Search competition and went on to the National competition in Moncton, NB.
- The Clipper Girls Soccer team beat Swan Valley 5-1 at Zone play downs to qualify for a trip to Provincials for a fourth straight year.

- Girls Curling achieved 3rd place at MHSAA provincials.
- Varsity Girls won Gold at MHSAA Volleyball Provincials.
- Boys baseball won Gold at MHSAA Provincials.
- Girls golf team finishes second overall at MHSAA provincials.
- Sheyan Schroeder (gr. 11) and Novo Vuksanovic (gr. 9) finished in the top 25% in Canada in the University of Waterloo Annual Math Contest.

Plans for 2016-2021

2013-16 were years of change. Our goal was to reaffirm the expectations for our Mission and the level of expectation for our learning community. 2016-21 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.