

REPORT TO BOARD OF TRUSTEES August 27, 2019

Deb Crawford, Director of Education

SUBJECT: 2018-2019 Short Term Targets: Status Report

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BACKGROUND:

Our Plan for Excellence in our Catholic Schools 2018-19 Action Plan Short-term Targets identify the focus for our work in service of the Board Strategic Plan. The purpose of this report is to provide information on the results of work for the 2018-19 school year with respect to the following Strategic Priorities: *Living our Faith* and *Promoting Educational Achievement and Innovation*.

LIVING OUR FAITH		
Target	Key Strategies/Actions	Results
Achieve measurable increase in the retention of Catholic students to secondary school	Utilize the Pathways support teachers to educate students about programming available at our Catholic High Schools (SHSM, OYAP, Dual Credit) Connect elementary and secondary students' pathways/experiential learning opportunities	Predicted retention over 80% at both secondary schools Revised <u>Pathways website</u> Pathways teachers have visited each intermediate classroom monthly to address: SHSM, OYAP, and Dual Credit and all secondary programming options available at St. Patrick's and UCC All Grade 8 and 7/8 teachers attended Pathways Days at UCC and St. Patrick's Multiple examples of elementary and secondary cross curricular connections via Innovation research proposals
Increase the variety of faith-building experiences across the system	Offer new opportunities for adult faith formation for staff Support student faith-building experiences connected to the OCGEs and the System Pastoral Theme "Wonderfully Made"	Wonderfully Made Lunches /partnership with Wellness Team: every staff from every employee group (school and CEC) highlighting the OCGE's, self-compassion exercise and Renewing the Promise Prayer through the Arts: Advent/Lenten Paint Nights Ontario Catholic Graduate Expectations stations- used with CFAC group, Curriculum Team, Department heads Development and implementation of Wonderfully Made Pastoral Theme deepened understanding and extended awareness of the Ontario Catholic Graduate Expectations

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<p>Support a Catholic culture of learning connected to the Ontario Catholic Graduate Expectations and the Religious Education curriculum</p>	<p>Implement the grade 5 religious education program</p> <p>Support ongoing professional learning for the religion program and the digital resources for grades 1-4</p> <p>Develop a consistent understanding of the Ontario Catholic Graduate expectations to engage learners in experiences that reflect a Catholic world view</p>	<p>45 Grade 5 teachers full day professional learning</p> <p>Term 1: 122 Grade 1-4 teachers half day session to explore the digital platform</p> <p>Term 2: 107 Grade 1-4 teachers half day session</p> <p>Sessions provided to build capacity with various stakeholders: administrators, CFAC, secondary school sessions</p> <p>Wonderfully Made wellness lunches highlighted the OCGE's with school staff teams</p>
<p>Build consistent understanding of Renewing the Promise pastoral letter with all stakeholders</p>	<p>Support opportunities to explore this document with a variety of stakeholders</p>	<p>Staff meeting item at all staff meetings/ monthly school newsletter inserts/Board Committees (BAC, CFAC, Catholic Leadership)</p> <p>Integration of document (e.g. Thought Exchange session, Catholic Leadership sessions)</p> <p>Deanery luncheon with principals, parents, students, Catholic parish personnel, union reps, CWL and KofC reps and other community partners</p>
<p>Build cultural awareness of the Indigenous Education perspective across the system</p>	<p>Work closely with the leadership teams at the high schools</p> <p>Support students and staff with resources and community partnerships</p> <p>Support elementary self-identified and Indigenous students within the classroom</p>	<p>Secondary Indigenous Student Leadership Groups: 30-35 students</p> <p><u>Term 1:</u> 40 Grades 3-6 teachers attended part 1 of 2 social studies sessions focused on learning from community partners about treaty relationships, local treaties, importance of treaties today, and explored curriculum connections and resources</p> <p><u>Term 2:</u> 40 Grades 3-6 teachers attended part 2 of 2 social studies sessions focused on learning from community partners about gifts as responsibilities, gifts of the four local First Nations, clan systems, governance, identity and diversity, Métis 101, engaged in land based learning, and explored curriculum connections and resources</p> <p>26 Secondary English Department teachers: sharing local community partner's stories session</p> <p>Principal learning session on belonging and inclusion with parent voices-impacts of intergenerational trauma and rebuilding the intergenerational wisdom</p> <p>School wide recognition of Orange Shirt Day</p> <p>Participation in Treaty Recognition Week</p>

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		<p>Recognition and participation of Indigenous Veterans during Remembrance Day School wide culture day Hosting a pow wow Attendance at Lambton College Pow Wow 350 grade 6 students participated in a Lacrosse skill building and friendship day</p>
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PROMOTING EDUCATIONAL ACHIEVEMENT AND INNOVATION		
Target	Strategies and Actions to Date	Results
<p>The implementation of innovative learning experiences that foster the development of global competencies</p>	<p>Expand the development of collaborative learning spaces.</p> <p>Participate in Youth Fusion and investigate STEAM opportunities in our schools.</p> <p>Support development of global competencies through school-based innovation proposals</p>	<p>St. Peter Canisius, Watford/ St. Michael, Ridgetown Professional Learning- 23 teachers (Year 1 and Year 2 schools)</p> <p>International Day of Women and Girls in Science event: St. Anne School in Blenheim Grade 5-8 female students (St. Anne B, St. Michael R, St. Joseph T, and Good Shepherd) explored STEAM activities led by local and nationally recognized female professionals</p> <p>Youth Fusion Environmental Design program in three classrooms at St. Matthew Sarnia/ and three classrooms at UCC. Program ran from October to May and culminated in an expo gala in Toronto Ribbon cutting ceremonies at their school to unveil their projects planter boxes, pergola, gaga ball pits</p> <p>26 elementary schools, 1 music proposal 16 <u>secondary</u> school departments</p>
<p>Elementary achievement in literacy and numeracy</p>	<p>Develop consistent understanding and implementation of the components of comprehensive literacy to meet the needs of all learners</p> <p>Support learning opportunities to target the big ideas in math, cluster expectations and plan responsively sequenced lessons to improve consolidation of learning in math</p>	<p><i>EQAO data currently embargoed</i> Variety of opportunities to build capacity in literacy: 9 French Immersion teachers (Reading)/30 Teachers Shared Reading/ 30 Teachers Guided Reading/26 teachers NTIP literacy; 15 schools/ 38 teachers professional learning 24 elementary core FSL teachers explored literacy stations/ shared reading development of SCCDSB google site for literacy</p> <p><i>EQAO data currently embargoed</i> Term 1: 25 schools/60 teachers , PLC support for principals Term 2: Targeted School Support- responding to data: 10 Targeted Schools receive weekly support 21 schools in various PLC's, 75 classrooms 75 min PLC for every teacher from grades 1-8 sharing the scope and sequence supporting effective planning 4 French Immersion Schools/1 Full-day/ SK/1 - Grade 3 25 classroom teachers, PRT's and Administration</p>

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Elementary achievement in literacy and numeracy	<p>Extend the use of common assessments and moderation</p> <p>Foster cross-panel connections and collaboration</p>	<p>8 new schools participated in this process that began with the RMS focus schools</p> <p>Cross-panel team developed Scope and Sequence for Math for grade 1-9</p> <p>Grade 7, 8 and 9 Numeracy Collaboration</p> <p>Observations in grade 8 and 9 classrooms and an opportunity to meet for reflection and discussion</p>
Grade 9 applied math achievement for students with and without IEPs	<p>Support the further intersection of special education support and applied mathematics classroom teachers</p> <p>Implement pilot program at both schools for students who are not successful in the academic stream</p>	<p><i>EQAO data currently embargoed</i></p> <p>6 PLC per school per year, including the special education, student success, administration and mathematics teachers</p> <p>Opportunity for fluid change of academic to applied programming</p>
Student achievement in OSSLT	<p>Increase intersection with EQAO outreach services and secondary school literacy teams</p>	<p><i>EQAO data currently embargoed</i></p> <p>Outreach services not available during the school year</p> <p>Collaborative learning sessions with literacy teams from each secondary school</p>
4-5 Year Graduation Rate	<p>Continue to emphasize early identification of at risk students using student success teams</p> <p>Offer flexible learning environments for students to accrue credits (eg. SWAC, Dual Credit, SHSM, Co-Op, OYAP)</p>	<p>80.4% 4 year</p> <p>90.1% 5 year (last provincial comparator 86.5%)</p> <p>97.4% 5 year graduation rate for those students who start and remain in our secondary schools</p> <p>SWAC North and South Graduation (31 graduates)</p> <p>Dual Credit programming North and South</p> <p>Summer Dual Credit for those students at 29 credits</p> <p>Summer Co-Op 2 Credit program to support SHSM programming</p>
Number of Students Earning 16/16	<p>Support early identification of those students at risk during each semester using student success teams and flexible opportunities for credit intervention</p>	<p>92.37% earn 16/16 (last provincial comparator 86%)</p>
Student achievement on EQAO grade 9 mathematics	<p>Participation in RMS/AEAC programming</p> <p>Increase cross panel opportunities to four times per year</p>	<p><i>EQAO data currently embargoed</i></p>

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Number of students achieving level 3 and 4 in grade 9 and 10	Focus on the impact of high teacher expectations on student achievement and the implementation of engaging real world problems for all students	Grade 9 applied English 61.2% Grade 9 academic English 79% Grade 10 applied English 55.5% Grade 10 academic English 85.1% Grade 9 applied mathematics 57.9% Grade 9 academic mathematics 69.6% Grade 10 applied mathematics 50.8% Grade 10 academic mathematics 66.3%
Number of OYAP registrations	Provide OYAP information sessions for elementary students, teachers, parents leveraging the Pathways to Success Teachers, Leader of Experiential learning and the OYAP lead	Revised Pathways website/information sessions for all elementary intermediate students/ teachers 86 OYAP participants Maximized 4 OYAP training agreements Board Advisory Committee student presentations on OYAP, SHSM, Co-Op
Number of SHSM registrations and completions	Revise SHSM infographic, banners and website. Foster elementary connections for students staff and parents leveraging Pathways to Success Teachers, Leader of Experiential learning and the SHSM lead. Explore alternative venues for students to earn certifications in SHSM program	Revised pathways website Revised and school branded SHSM information packages by economic sector 193 SHSM students (106 in Grade 12) Potential 57 red seal graduates
The number, depth and diversity of community connected partnerships that increase experiential learning opportunities to prepare all students for the future.	Foster relationships between the Leader of Experiential Learning and new and existing community partners that offer real world learning opportunities for our students	Grade 7 and 8 students and educators explored local colleges (Chatham, Windsor, Sarnia) Grade 7 and 8 students from Holy Rosary and St. Philip explored opportunities at LiUNA training centre and the St. Patrick's technology department. Communities in Bloom, Canadian Legion, City of Sarnia, Municipality of CK, Youth Fusion Aarkel Tool and Die International Day of Women and Girls in Science event at St. Anne School in Blenheim. WE Campaigns and Service Learning Opportunities in the System: 11 schools running at least one WE Campaign this school year 20 schools involved with at least one service learning campaign Summer Civics & Careers - Experiential Travel for credit: 80 students

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Collective efficacy by fostering the conditions for collaboration to ensure staff, students and parents feel connected and empowered	Create opportunities for meaningful collaboration. Enhance understanding and implementation of meaningful collaborative inquiry cycles to respond to learning needs. Support documentation to capture, reflect upon and share learning.	Professional learning / school support model reflect meaningful collaborative opportunities. Examples: <ul style="list-style-type: none"> • Transition Committee/ St. Angela Merici- parents, staff and students working collaboratively to determine and implement strategies to bring the three schools together • Innovation proposals- schools identified focus, strategies, connection to School Improvement Plan • Math and literacy support- job embedded, teacher driven, invitational, responsive, aligned/connected
The promotion of the principles of equity and inclusive education	Expand training opportunities for staff to build capacity in the implementation of collaborative proactive solutions strategies Build capacity through Lexia training to respond to student data through targeted instruction Implement the MIND-UP program to develop student social-emotional skills	<p><u>Collaborative Support Team</u> CST Team completed 32 placements involving students in the board and elementary support teachers joined the CST team and completed and additional 33 placements 3 educational assistants added to the CST team 201 staff have been trained</p> <p><u>Lexia</u> Added 250 licenses (total 750) All grade 3 teacher to implement the Core5 Program Added Power Up program Trained grade 6,7,8 teachers to implement the Power Up program 76 students to date have completed their grade level which has allowed to redistribute 62 licenses</p> <p><u>Mind Up</u> Facilitated Mind Up, a resilience and wellbeing, science based curricular program, to Grades JK to 8 (10 week program) to 163 classes involving 4564 students Notable increases were shown in the evaluations: 75% of students would like to participate in mind up next year 50% of teachers practice the mind up strategies daily in their classes with students</p> <p><u>Emotional Supports</u> Provided 1379 students with one to one counseling and group work focused on coping skills, wellbeing and resilience. For these students: 59% were counseled with the development of a plan (anxiety, wellbeing, brisc, etc.) 10% were screen via Child and Youth Mental Health Instrument 47% were referrals to other supports 33% involved school based team meetings 10.2% had suicidal ideation</p>

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<p>The promotion of the principles of equity and inclusive education</p>	<p>Expand the scope of the student well-being committee to ensure representation of all populations</p> <p>Enhance alignment of the school climate survey data to school goals and targeted actions</p> <p>Build capacity in the integration of physical literacy strategies</p> <p>Extend the knowledge, skills, and attitudes of principals and vice-principals through the CPCO SEA AQ course</p>	<p>22 School Wellness action plans were developed and implemented in our schools- student voice was instrumental in these plans- alignment with school climate data was intentional and focused</p> <p><u>Building Staff Capacity</u> Held 4 staff training sessions on trauma, mental health and self harm to create awareness and help staff understand how they can support students in their schools - 450 staff have been trained this year</p> <p><u>Physical Literacy</u> Hosted workshops on physical literacy for staff to improve knowledge and obtain tools for implementation Incorporated PL activities into MIND up and individual planning for students 5 pilot schools received intensive support and instruction for an 11 week period</p> <p>All Administrators received certification in the CPCO Additional Qualifications program in Special Education for Administrators</p>

RECOMMENDATION:

That the St. Clair Catholic District School Board receive the report: *2018-2019 Short Term Targets: Status Report*, for information.