



REPORT TO BOARD OF TRUSTEES

February 26, 2019

Deb Crawford, Director of Education

SUBJECT: 2018-19 Short Term Targets: Progress to Date

PREPARED BY: Laura Callaghan, Superintendent of Education
 Lisa Demers, Superintendent of Education
 Scott Johnson, Superintendent of Education

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 progress to date in meeting these targets with respect to the following Strategic Priorities: *Living our Faith* and *Promoting Educational Achievement and Innovation*.

Target	Strategies and Actions to Date	Impact	Next Steps
Living our Faith			
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	The overall retention rate into our secondary schools last year was 77%. The three year average retention has increased from 72% to 78.3 % over the past 4 years.	Continue to leverage the Pathways teachers to highlight programming opportunities available in our secondary panel for our elementary students, teachers and parents. Continue to support innovation grants and experiential learning opportunities that facilitate cross panel exploration.
Increase the variety of faith-building experiences across the system	Offer new opportunities for adult faith formation for staff Support student faith-building experiences	Examples: Wellness Team Retreat Day, Faith and Healing/ Restoration of Statues, Scripture series Paint Nights (November: Advent), Wonderfully Made Lunches (14 schools), School retreats (OLOF, St. Mike's) Responsive prayer experiences upon request for school staffs (GPV, St. Ursula, OLOF, St. Anne's, UCC)	Remainder of the schools will participate Spring Scripture series Paint Nights BAC Spring meeting: Wonderfully made prayer will be explained and shared.

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	<p>connected to the Ontario Catholic Graduate Expectations and the System Pastoral Theme “Wonderfully Made”.</p>	<p>Wonderfully Made prayer widely shared (eg opening mass, Wellness conference, CFAC, CEC, NTIP, Catholic Leadership); Wonderfully Made banners and lanyards distributed</p> <p>Intentional integration of OCGE’s into school morning prayers, recognition awards</p> <p>Faith Ambassadors promote faith development every staff meeting</p>	<p>Create a staff evaluation process that incorporates the OCGE’s.</p> <p>Retreats: Spring UCC Women’s retreat, End of Year Retreat for wellness team</p> <p>OCGE inventory planning at Secondary level with department heads</p> <p>Wonderfully Made Portrait shows facilitated by faith ambassadors in each school</p> <p>Catholic Education Week Bulletin (Including Wonderfully Made Prayer) to be distributed at each parish</p>
<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 release</p> <p>122 Grade 1-4 teachers half day session to explore the digital platform</p> <p>intentional integration of OCGEs into prayer experiences, recognition awards</p>	<p>All grade 1- 5 teachers (169) will be involved in a follow-up half day session (small groups geographically) in April</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) Wellness lunches Continued integration of document (eg Thought Exchange session, Catholic Leadership sessions)</p>	<p>Deanery Events will share the pastoral letter with stakeholders in Lambton and Kent facilitated by Joe Bezzina</p> <p>All Chaplaincy leaders from SCCDSB will</p>

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		<p>Curriculum Consultant and System Chaplaincy Leader participated in Adult Faith conference on Renewing the Promise</p>	<p>attend diocesan retreat where this document will be discussed.</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>Both secondary schools have an Indigenous Student Leadership Group that consists of 30-35 students total. There are 11 educators along with community partners who meet 2-3 times per month to build capacity of the group and to spread cultural competency throughout the school.</p> <p>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>Engage in co-planning community connected experiential learning opportunities with classroom teachers and community partners.</p> <p>Classroom visits across the system to date has focused on learning about the legacy of residential schools, the importance of treaties, to learn from stories, and to build relationships and understanding among all students.</p> <p>9 schools participated in school wide recognition of Orange Shirt Day. 9 schools participated in Treaty Recognition Week. 2 schools included recognition and participation of Indigenous Veterans during Remembrance Day.</p>	<p>Continue to work with Indigenous Student Leadership Groups in 2-3 meeting per month. Connect Wellness Teams with Indigenous Student Leadership Group to gather student voice and identify actionable items for the groups to engage in. Promote leadership and build capacity among the group while reaching out to other classes and across the school.</p> <p>Two Grades 3-6 teachers from every school invited to attend part 2 of 2 social studies sessions.</p> <p>Two Secondary sessions planned to build cultural competency among staff.</p> <p>Support students in classroom and engage in continued community connected experiential learning opportunities.</p> <p>System wide professional development with Susan Dion on April 5.</p> <p>Lacrosse for Grade 6 students from 14 schools, 2 First Nations schools, and connection with secondary leadership groups.</p>

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Promoting Educational Achievement and Innovation			
Target	Strategies and Actions to Date	Impact	Next Steps
<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 Session for 23 teachers supporting Year 1 and Year 2 schools co-facilitated by Catholic Learning Services and St. Elizabeth staff (Code Grant school)</p> <p>Youth Fusion Partnerships: St. Michael, Sarnia and Ursuline College staff Western Engineering We Made It workshop: 12 Intermediate teachers participated in Women in Science Day St. Anne Blenheim: 154 junior-intermediate girls Canada Learning Code sessions at 5 schools including 29 classroom teachers and students participating</p> <p>Innovation Proposals: 26 Elementary Schools, 1 music proposal 16 Secondary school departments</p>	<p>Continue to support the identified schools</p> <p>Support teachers in reflection and monitoring or impact to determine next steps</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>24 teachers/15 schools have received job embedded support- primary focus</p> <p>24 educators participated in Shared Reading Session 10 newest teachers at Gregory Hogan participated in shared reading session</p> <p>25 Supported schools/ 60 Teachers learning to build content knowledge and instructional strategies for best practice in a Mathematics Classroom</p> <p>Math facilitators partner with Special Education staff at 4 schools (St. Peter Canisius, St. Michael BG, St. Michael Ridgetown, M. Uyen) 13 Grade 4-6 teachers, 4 principals, 8 program resource teachers 1 professional learning session/ 2 school sessions with support to review student profiles and psycho-educational assessments Common assessments used in schools</p>	<p>Continued support responding to requests</p> <p>Second session will be offered Additional sessions to be offered responsively</p>

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	<p>Extend the use of common assessments and moderation.</p> <p>Foster cross-panel connections and collaboration.</p>	<p>supported by the math team (fall, winter, spring)</p> <p>Math Facilitator partnership/secondary numeracy support teachers</p> <ul style="list-style-type: none"> - 2 secondary schools (3 teachers) - 3 elementary schools (4 teachers) - 1 full day (2 - ½ days) in classroom visits - opportunity for ongoing collaboration 	<p>Continue to expand use across the system</p>										
<p>Grade 9 applied math achievement for students with and without IEPs</p>	<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>59% of grade 9 applied level students in mathematics with and IEP earned a level ¾ on the Term 1 report card (52% five year average)</p> <p>58% of entire grade 9 applied cohort earned a level ¾ on Term 1 report cards.</p> <p>Special education teachers being added as participants to AEAC meetings (commencing Fall 2018).</p>	<p>Investigate how we can further support the engagement and achievement of students with IEPs in grade 9 mathematics.</p> <p>Continued participation in AEAC planning sessions and offering continued opportunities for both Numeracy Support teachers to co-plan together.</p>										
<p>Student achievement in OSSLT</p>	<p>Increase intersection with EQAO outreach services and secondary school literacy teams.</p>	<p>Current target population for Literacy support teachers is grade 10 applied english students.</p> <p>47 % of ENG2P earned a level ¾ on Term 1 report cards.</p>	<p>Support targeted at risk learners in ENG2P until the OSSLT on Wed. Mar 27, 2019.</p> <p>Following the test, screening will begin to identify at-risk learners in ENG1P.</p>										
<p>4-5 Year Graduation Rate</p>	<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 (e. SWAC, Dual Credit, SHSM, Co-Op, OYAP)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">2013/2014</td> <td style="text-align: center;">89.5% (96.6 %same school)</td> </tr> <tr> <td style="text-align: center;">2012/2013</td> <td style="text-align: center;">91% (85.5)</td> </tr> <tr> <td style="text-align: center;">2011/2012</td> <td style="text-align: center;">91.5% (84.3)</td> </tr> <tr> <td style="text-align: center;">2010/2011</td> <td style="text-align: center;">91% (83)</td> </tr> <tr> <td style="text-align: center;">2009/2010</td> <td style="text-align: center;">83% (82)</td> </tr> </table>	2013/2014	89.5% (96.6 %same school)	2012/2013	91% (85.5)	2011/2012	91.5% (84.3)	2010/2011	91% (83)	2009/2010	83% (82)	<p>Continue to explore a variety of alternative learning environments to support at-risk learners (i.e. summer school, travel for credit, Step Forward, SWAC).</p>
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<p>Number of Students Earning 16/16</p>	<p>Support early identification of those students at risk during each semester using student success teams and flexible opportunities for credit intervention.</p>	<table border="1"> <thead> <tr> <th></th> <th>% Tracking 8/8</th> <th>% Tracking 16/16</th> </tr> </thead> <tbody> <tr> <td>2018/2019</td> <td>91.58</td> <td>80.76</td> </tr> <tr> <td>2017/2018</td> <td>91.38</td> <td>85.94</td> </tr> <tr> <td>2016/2017</td> <td>90.4 (85.7)</td> <td>84.1 (78.7)</td> </tr> <tr> <td>2015/2016</td> <td>91.0(85.8)</td> <td>82.1 (78.8)</td> </tr> <tr> <td>2014/2015</td> <td>88.8(85.7)</td> <td>85 (77.9)</td> </tr> </tbody> </table>		% Tracking 8/8	% Tracking 16/16	2018/2019	91.58	80.76	2017/2018	91.38	85.94	2016/2017	90.4 (85.7)	84.1 (78.7)	2015/2016	91.0(85.8)	82.1 (78.8)	2014/2015	88.8(85.7)	85 (77.9)	<p>Continue to utilize SS teams to identify and support at risk learners from the start of their high school experience.</p>									
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<p>Number of students achieving level 3 and 4 in grade 9 and 10</p>	<p>Focus on the impact of high teacher expectations on student achievement and the implementation of engaging real world problems for all students.</p>	<table border="1"> <thead> <tr> <th>COURSE</th> <th>Term 1 Final</th> <th>5 Yr Average</th> </tr> </thead> <tbody> <tr> <td>ENG1P</td> <td>60</td> <td>61</td> </tr> <tr> <td>CGC1P</td> <td>58</td> <td>59</td> </tr> <tr> <td>MFM1P</td> <td>58</td> <td>58</td> </tr> <tr> <td>SNC1P</td> <td>60</td> <td>52</td> </tr> <tr> <td>ENG2P</td> <td>47</td> <td>60</td> </tr> <tr> <td>CHC2P</td> <td>67</td> <td>62</td> </tr> <tr> <td>MFM2P</td> <td>50</td> <td>53</td> </tr> <tr> <td>SNC2P</td> <td>64</td> <td>51</td> </tr> </tbody> </table>	COURSE	Term 1 Final	5 Yr Average	ENG1P	60	61	CGC1P	58	59	MFM1P	58	58	SNC1P	60	52	ENG2P	47	60	CHC2P	67	62	MFM2P	50	53	SNC2P	64	51	<p>Continue to increase conversation within mathematics departments.</p> <p>Continued participation in AEAC planning process. Provide cross departmental numeracy opportunities.</p>
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<p>Student achievement on EQAO grade 9 math</p>	<p>Participation in RMS/AEAC programming.</p> <p>Increase cross panel opportunities to four times per year.</p>	<p>No EQAO data to report at this time.</p> <p>Both secondary schools continue to participate in 6 Achieving Excellence in Applied Education (AEAC) planning sessions over the school year.</p> <p>Decreased cross panel opportunities occurred this year:</p> <ol style="list-style-type: none"> 1. absence from classrooms 2. qualified supply teachers 3. increased focus on relevant curriculum, pedagogy and assessment 	<p>Waiting to hear achievement data from January and June, 2019 to determine a needs assessment and identify possible next steps</p>																											
<p>Number of OYAP registrations</p>	<p>Provide OYAP information sessions for elementary students, teachers, parents leveraging the Pathways to Success Teachers, Leader of Experiential learning and the OYAP lead.</p>	<p>Semester 1 OYAP participation was 37 students which was slightly lower than last year. Current OYAP participation stands at 51 with a total of 80 expected by the end of semester 2 which is slightly above last year.</p> <p>Two students for Level 1 Welding at Lambton College and 2 students registered for Level 1 General Machinist at St Clair College.</p> <p>OYAP information sessions delivered to Careers classes and to parents at Board Advisory Council.</p> <p>OYAP and trade related careers supported at Grade 7/8 by Pathway Teachers through myBlueprint.</p>	<p>Continue to enroll students into OYAP during their coop placements.</p> <p>Continue to promote the Level 1 OYAP opportunities to current grade 11's.</p> <p>Continue to promote trade related careers at every opportunity at secondary and elementary levels, Open House events.</p>																											

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<p>Number of SHSM registrations and completions</p>	<p>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.</p>	<p>193 students registered in SHSM up from 162 last year. 2 new SHSM programs at St Pats - Manufacturing and Hospitality.</p> <p>Increased access to information and awareness of the SHSM opportunities within our system via a new pathways website, information session for all grade 7/8 teachers and BAC presentation.</p> <p>Rebranding of SHSM completed with new SHSM icons, new student/parent brochures and new public website designs.</p>	<p>Continue to evaluate our impact by monitoring the SHSM registration and completion data.</p> <p>Continue to provide experiential learning opportunities and reach ahead activities to support SHSM programming.</p> <p>Monitor completion of SHSM certifications.</p>
<p>The number, depth and diversity of community connected partnerships that increase experiential learning opportunities to prepare all students for the future.</p>	<p>Foster relationships between the Leader of Experiential Learning and new and existing community partners that offer real world learning opportunities for our students.</p>	<p>Leader of Experiential Learning (LEL) supporting all schools with innovation projects that include fostering community partnerships, which include (but not limited to): Walpole Island First Nation, Nutrients for Life, Sarnia and Chatham Health Units, EcoSchools, Contact House, Rondeau Provincial Park, Local Nursing Homes, Communities in Bloom, St. Vincent de Paul, Inn of the Good Shepherd, Community Living (jobPath)</p> <p>Liuna Partnership for elementary and secondary students and teachers Supporting the development Catholic social justice opportunities. 14 schools implementing or planning to implement WE service learning initiatives this school year</p> <p>Developing framework to extend the impact of the Muskoka Woods experience to a year long reflective and experiential opportunity.</p> <p>Youth Fusion Programming (Year 1)</p>	<p>Looking at connecting with other trades in addition to Labourers to help develop pathway opportunities for Gr. 7-12 students</p> <p>Additional schools adopting WE service learning initiatives</p> <p>Continue to develop resources and community partnerships to build system capacity around experiential learning and real world problem solving</p> <p>Developing partnership with The Learning Partnership to support experiential community based learning opportunities for our students (Sept. 2019)</p>
<p>Collective efficacy by fostering the conditions for collaboration to ensure staff,</p>	<p>Create opportunities for meaningful collaboration. Enhance understanding and implementation of meaningful collaborative inquiry cycles to respond to learning needs.</p>	<p>Data indicates positive response to collaborative learning opportunities in various contexts (eg Edsby, Innovative Learning Proposals, Pathway Teachers, math team, literacy support)</p> <p>Math Learning Cycles monitored through SO learning visits throughout the year</p>	<p>Examining survey data and observing learning environments</p>

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<p>students and parents feel connected and empowered</p>	<p>Support documentation to capture, reflect upon and share learning.</p>		
<p>The promotion of the principles of equity and inclusive education</p>	<p>Identify resources, strategies and supports that improve achievement and well-being for all learners. 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. Build capacity in the integration physical literacy strategies. Expand the scope of the student well-being committee to ensure representation of all populations. Enhance alignment of the school climate survey data to school goals and targeted actions. Extend the knowledge, skills, and attitudes of principals and vice-principals through the CPCO SEA AQ course.</p>	<p>We have added 250 additional Lexia licenses bringing the total to 750. We continue to provide licenses to students who began the program in grade 2 last year who did not reach grade level and are currently in grade 3, and to students in grade 2 this year who were identified as struggling readers at the end of grade one. Licenses have also been provided to students who have been assessed with Communication learning disability and who are reading below grade level in grades 4,5,6,7,8. We have introduced the Power Up program to which is a more user friendly program for intermediate students and we have trained grade 6,7,8, teachers who currently have students using Lexia licenses. We are continuing to provide two half day Collaborative and Pro-active Solutions training sessions to principals, program resource teachers, classroom teachers, itinerant teachers, early childhood educators and educational assistants. To date this year we have trained 19 principals, 27 program resource teachers, 41 classroom teachers, 36 itinerant teachers, 4 early childhood educators and 51 educational assistants. To date have implemented Mind UP in 133 classrooms from JK to Grade 8 involving 3,458 students. Evaluations are showing that students are increasing their social emotional learning skills and also Tier 2 students are being referred for supports as early intervention strategy. Provided small group and one to one supports to 834 students to set goals on mental wellbeing and connecting to our community resources. Held three student wellbeing conferences involving over 220+ student leaders with 35 staff. Focus was on wellbeing and the link to inclusivity and diversity. All schools created action plans based on information from school climate data and</p>	<p>The next steps with Lexia are to continue to monitor program results and the various implementations models</p>

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		<p>will report back at end of year on their impact in schools.</p> <p>Held 16 staff wellbeing and faith trainings and focus groups at lunch involving over 500 staff to date. Staff were involved in self compassion, faith activities aimed at enhancing their own wellbeing and critically thinking as to how it impacted student wellbeing.</p> <p>Trained staff on specific mental health issues and wellbeing and how to support students in our schools. Future training will be held in March and April. Purpose is to enhance skills of front line staff in dealing with our students.</p> <p>Partnering with Chatham Kent Public Health, Sport for Life, Ophea on the implementation of physical literacy in 5 elementary schools in CK.</p> <p>Partnering Lambton Public Health and Chatham Kent Public Health on the planning, development and implementation of a comprehensive substance abuse strategy in our communities.</p>	
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RECOMMENDATION:

That the St. Clair Catholic District School Board receive the report: *Short Term Targets: Progress to Date*, for information.