

2016 -20 Outcome Plan: Improving First Nations and Metis Student Engagement & Graduation Rate



Christ the Teacher Catholic Schools
 As a Christ-Centred learning community, we...
 Engage and challenge all learners,
 Model and form character,
 Know Christ and make Him known.

Date of Original Draft: January 19, 2016
Date Last Updated: August 28, 2017

Outcome: By June 2020 improved understandings of FNM educational needs, targeted support of student achievement and well-being, along with improved positive relationships will result in an increased 3 year graduation rate of 70%.

Primary Owner: Chad Holinaty and Shannon Hahn

Other Team Members: TBD

1. Current State

In Christ the Teacher Catholic Schools First Nations and Metis students are not achieving or graduating at the same rate as their non-Aboriginal peers(Source: 2016 Core Indicators Report):

	Prov.	CTCS
3 Year Graduation Rate - Overall	75.6%	80.9%
3 Year Graduation Rate - FNM	41.8%	55.0%
5 Year Graduation Rate - Overall	83.3%	86.3%
5 Year Graduation Rate - FNM	59.6%	61.5%

Percentage attaining 8 or more Credits by Grade (Source: 2016 Core Indicators Report)

	Grade 10		Grade 11		Grade 12		Total	
	Prov.	CTCS	Prov.	CTCS	Prov.	CTCS	Prov.	CTCS
All	61.1%	67.7% (86/127)	61.2%	74.7% (71/95)	61.1%	36.7% (51/139)	61.1%	57.6% (208/361)
Non-FNM	71.4%	85.2% (75/88)	71.4%	83.1% (64/77)	71.4%	39.4% (43/109)	71.4%	66.4% (182/274)
FNM	31.2%	28.2% (11/39)	37.84%	38.9% (7/18)	31.2%	26.7% (8/30)	31.2%	29.9% (26/87)

Note: The numbers in parentheses is the ratio of students that comprise the percentage listed.

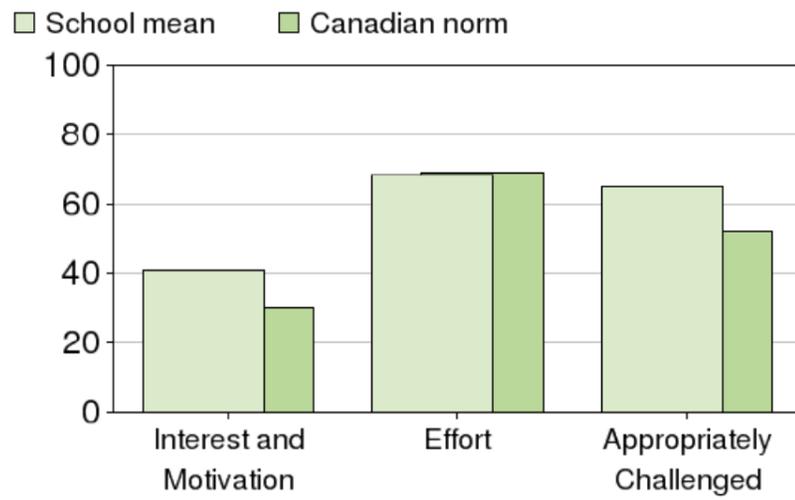
The May 2017 *OurSchool* data indicates the following related to “Student Engagement”, “Positive Sense of Belonging”, and “Intellectual Engagement”:

	Elementary Survey (Gr. 4 -6)		Secondary Survey (Gr. 7 – 12)	
	CTCS	Can.	CTCS	Can.
Students who are trying hard to succeed	89%	91%	68%	73%
Students who are interested and motivated	83%	71%	44%	34%
Positive learning climate	67%	74%	63%	60%
Positive teacher-student relations	82%	79%	64%	62%
Students that value school outcomes	95%	96%	87%	80%
Students with a positive sense of belonging	75%	86%	64%	73%

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in the Detailed Implementation Plan.]*

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Support literacy and numeracy instruction to achieve FNMEA targets. (a, b, d)	1. <i>Saskatchewan Reads</i> Implementation Plan 2. Mathematics Instruction Plan	1. Supervisor 2. Supervisor	1. September 2013	1. Ongoing	Professional Learning	Evaluation of the implementation of Saskatchewan Reads approaches. Availability of financial resources to participate in professional learning opportunities.
Develop criteria and processes to monitor FNM attendance.(c, e)	1. Implementation of the Early Warning System (EWS) as per Grad Rates outcomes.	1. Superintendent and School Administrators	1. September 2016	1. Ongoing		
Collect disaggregated FNM reading, writing, and math achievement for grades 1-9 (as per reading, writing, and math outcome) and course completion for grades 10-12. (g)	1. Data set to monitor FNM achievement	1. School Administrators Central Office Administration	1. September 2016	1. Ongoing		
In response to TRC’s Calls to Action, ensure learning environments are responsive to student needs, including positive	1. Professional development about TRC for school-based administrators	1. Superintendent School Administrators	1. September 2017		Possible need for individual school staff presentations. Large division presentation might not be as effective.	Financial restraints of individual school budgets. Inservice time availability.

Figure 3: Percentage of students intellectually engaged in SK Christ the Teacher Catholic Schools



Percentage of FNMI Students in Grades 1 to 4 Reading at or Above Grade Level (March 2017):

Grade 1	Grade 2	Grade 3	Grade 4
42%	56%	86%	85%

relations and shared responsibility. (a, b, c, e, f, g)

2. Root Cause Analysis of Current State

Following Their Voices research and Student First findings indicate that Métis and First Nations students identify the following supports to their success are missing: (May need to re word this).

- a. Relationships with teachers based upon a high level of care and high expectations for learning success.
- b. Strategies that support Métis and First Nations students to apply their prior knowledge, interests and experiences to their learning.
- c. Environments and contexts that reflect Métis and First Nations content and perspectives.

<p>Also missing and critical for supporting Métis and First Nations student success are the following:</p> <p>d. Ongoing, systemic, relational and culturally responsive professional learning and development for teachers, administrators and other staff in regards to the legacy of residential schools and its impact on both family and student engagement.</p> <p>e. Effective relationships with Métis and First Nations parents, educational leaders, Elders and communities to support students to reach their full potential.</p> <p>f. The sector needs to build capacity to assist students in overcoming incidents of individual and systemic racism and other barriers to First Nation and Metis student success.</p> <p>g. Some existing policies (ministry and/or division) are contrary to the outcome (i.e. Adult 12, Attendance Policies, and Graduation Requirements).</p>		
<p>3. Future State (How will the situation will be different because of the actions taken to improve it?) [List targets that address the problem(s) in the problem statement.]</p>	<p>5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i></p>	<p>6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i></p>
<p>Future success of FNM students in school will be at the same rates as or exceeding their non-aboriginal peers.</p> <p>Culturally responsive teaching and improved relations between teachers and students of all cultures will support FNM students to reach their full potential.</p> <p>As engagement and attendance improve so will achievement at all grade levels, along with the successful attainment of secondary credits and ultimately to an increase in on-time and extended-time graduation rates.</p> <p>By the end of June 2018, 85% of our grade one to four FNM students will be reading at or above grade level (as measured by the Fountas & Pinnell Benchmark Assessment or GB+ Benchmark Assessment).</p>	<p>Support for reading, writing, and numeracy instruction is in place. The approaches identified in <i>Saskatchewan Reads</i> have been implemented in grades 1-9 by June 2018, and grades 10-12 by June 2019.</p> <p>Professional development for school-based administrators focussing on the needs of FNM students.</p>	<p>Board of Education to provide resources to support the plan and advocate for FMN students.</p> <p>Teachers engaged in professional opportunities provided, and participating in and implementing strategies that are responsive to students' needs.</p> <p>School Administration engaged in data collection and leadership that advocates the TRC's call to action and instructional practices that support the needs of FNMI students.</p> <p>Central Office Administration:</p> <ul style="list-style-type: none"> - Support coordinating professional development about TRC; and - Monitor the compilation of data.