


# Christ the Teacher Catholic Schools Level 2 Action Plan: Student Transitions

		<p><b>Priority Action:</b> Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.</p>		<p><b>Which PEP pillars and goals does this action plan support?</b></p> <ul style="list-style-type: none"> <li>○ Skills and Knowledge</li> <li>○ Connections and Relationships</li> <li>○ Inclusive, Safe and Welcoming</li> </ul>																																					
<p><b>Leader:</b> Trevor Baker</p>		<p><b>Secondary Leader:</b> Ashley Benko, Chad Holinaty</p>		<p><b>Team Members:</b> School-based staff</p>		<p><b>Project Manager:</b></p>																																			
<p><b>1. Where We Are: Current Situation</b></p> <p><u>Early Years</u></p> <ul style="list-style-type: none"> <li>• In 2024-25, approximately X% of children entering CTCS Kindergarten lacked appropriate levels of basic developmental skills. The Spring assessment showed approximately X% of students achieved readiness levels, an increase of X%.</li> </ul> <p><u>Key Transitions</u></p> <ul style="list-style-type: none"> <li>• Grade 9 to 10 transition can be measured by the percentage of Grade 9 students who attain 8 or more credits in the subsequent school year. In 2024-25, X% of CTCS students transitioning from Grade 9 to Grade 10 achieved eight or more credits, with X% of students who identified as FNMI achieved 8 or more credits.</li> </ul> <p><u>Pathways</u></p> <ul style="list-style-type: none"> <li>• In 2024-25, 18% of Gr. 7-12 CTCS non-Indigenous and 21% of students who identified as FNMI reported they are planning to pursue trade or apprenticeship programs. 60% of non-Indigenous and 38% of FNMI students planned on going to university. (OurSCHOOL student perceptual survey).</li> <li>• Baseline and more recent 3-year and 5-year graduation rates for both overall and for Indigenous students are noted below:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Grad Year</th> <th colspan="2">3-year</th> <th colspan="2">5-year</th> </tr> <tr> <th>All</th> <th>FNMI</th> <th>All</th> <th>FNMI</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>80%</td> <td>50%</td> <td>87%</td> <td>na</td> </tr> <tr> <td>2021-22</td> <td>71%</td> <td>29%</td> <td>90%</td> <td>71%</td> </tr> <tr> <td>2022-23</td> <td>84%</td> <td>60%</td> <td>88%</td> <td>64%</td> </tr> <tr> <td>2023-24</td> <td>90%</td> <td>57%</td> <td>76%</td> <td>38%</td> </tr> <tr> <td>2024-25</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Grad Year	3-year		5-year		All	FNMI	All	FNMI	2011-12	80%	50%	87%	na	2021-22	71%	29%	90%	71%	2022-23	84%	60%	88%	64%	2023-24	90%	57%	76%	38%	2024-25					<p><b>2. What Will Influence Our Actions: Effective Practices and Research</b></p> <ul style="list-style-type: none"> <li>• Engage parents/caregivers voices and insights to inform the work outlined in this action from Prekindergarten to grade 12.</li> <li>• Seek to understand and learn from Indigenous ways of knowing, being and doing.</li> <li>• Be inclusive of all cultures present in schools.</li> <li>• Seek to understand and respect roles, responsibilities, and mandates of partners.</li> <li>• Support and encourage innovation.</li> <li>• Recognize that graduation requirements are being revisited and may change.</li> <li>• Engage diverse Elders, Knowledge Keepers, immigration partners and others to provide guidance to the development of tools and processes.</li> <li>• Families and school staff collaborate with community members to connect students to expanded learning opportunities.</li> <li>• Align this work with documents such as:             <ul style="list-style-type: none"> <li>○ <i>Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework</i>;</li> <li>○ <i>Indigenous Education Responsibility Framework</i>;</li> <li>○ Kindergarten to Grade 12 curricula (recognizing curriculum will be renewed);</li> <li>○ <i>Inclusive Education</i>;</li> <li>○ <i>Play and Exploration Learning Guide</i>;</li> <li>○ <i>Leading to Learn</i>;</li> <li>○ <i>Family Engagement in Prekindergarten</i></li> <li>○ Resources/literature on family-centric engagement;</li> <li>○ Learnings from Following <i>Their Voices</i>;</li> </ul> </li> </ul>		<p><b>3. What Will Be Different</b></p> <p><b>(From Provincial Education Council Areas of Focus)</b></p> <ul style="list-style-type: none"> <li>• Encourage development of diverse skills and knowledge through experiential learning and provide alternative pathways to graduation.</li> <li>• Ease transitions to life beyond Grade 12 by providing more knowledge about diverse career pathways and encouraging partnerships with business and industry and social supports for students experiencing transitions.</li> <li>• From a strengths-based approach, create relevant and responsive family centric models, inclusive of students, staff, parents, families, cultures, and communities encompassing the entire framework.</li> <li>• Improve relationships among schools, educators, industry, employers, parents, and families and co-construct teaching and learning to ensure the success and wellbeing of students.</li> <li>• Deepen relationships with parents, families and community organizations to foster engagement, belonging and identity in education/schools.</li> <li>• Support students, parents, families and communities in facilitating students' transitions throughout Prekindergarten to Grade 12 education and beyond so that students achieve, are safe, confident and welcomed.</li> <li>• Improve transitions into school by decolonizing, by creating inclusive and welcoming spaces, and sharing knowledge tools and skills between schools and families so that students are safe, confident and successful throughout the entire educational journey.</li> <li>• Support effective leadership (teachers, principals, administrators, school staff, students, parents, families, community and teacher educators) to facilitate a change in organizational culture from school-centric to family-centric in approach.</li> </ul> <p><b>Division Targets</b></p> <p>Draft Targets</p> <ul style="list-style-type: none"> <li>• By 2027, all CTCS students will have a comprehensive graduation plan.</li> <li>• By 2030, increase the three-and five-year graduation rates for all CTCS students, with a focus on bridging the gap between Non-First Nation and Indigenous students.</li> </ul>		<p><b>Potential Measures</b></p> <ul style="list-style-type: none"> <li>• Percentage of students who attend at least 80 per cent of the time.</li> <li>• Percentage of PreK-12 students below 80 per cent attendance in the previous year, achieving 80 per cent or higher attendance in the current year.</li> </ul>	
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Date Last Updated: August 25, 2025

<ul style="list-style-type: none"> <li>In the CTCS 2024-25 OurSCHOOL survey, 57% students in Grade 7-12 reported being intellectually engaged, as compared to the national norm of 58% for these grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Truth and Reconciliation Commission's Calls to Action;</li> <li>Kindergarten to Grade 9 Treaty Education Learning Resource.</li> <li>United Nations Declaration on the Rights of Indigenous Peoples; and,</li> <li>Saskatchewan Curriculum Broad Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of PreK-12 students below 60 per cent attendance in the previous year, achieving 60 per cent or higher attendance in the current year.</li> <li>Percentage of students in a cohort earning the minimum credits required for three-year graduation by the end of Grades 10, 11, and 12.</li> </ul>
<p><b>Progress Monitoring</b> –Review of credit attainment to be completed following each reporting period. Review division and provincial transition data. Review data following student perception survey collections.</p>		

#### 4. Implementation, Evidence and Progress Monitoring – *To be completed by the Priority Action Team*

<b>Milestones</b> What sequence of milestones are required to complete the outcome and move the project forward?	<b>Steps/Deliverables</b> What are the <b>key</b> actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	<b>Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables</b>		<b>Action Leads</b> Who among the PEPIT will provide leadership/management of the work related to each action?
		<b>Start Month/Year</b>	<b>End Month/Year</b>	
1. Create shared understanding of family engagement approaches in Prekindergarten to Grade 12 education utilizing the provincial framework.	1.1 Strengthen relationships with parents, families, parish and community organizations to foster engagement, belonging and identity in education/schools.  1.2 Adopt the provincial framework and evergreen playbook related to family engagement.  1.3. Deliver professional development aligned to 1.1.	2023   2026	Ongoing  Ongoing	School-based administrators  School-based administrators
2. Partner with families and providers of early learning, childcare and intervention programming (e.g., Headstart, Early Childhood Intervention Program, Prekindergarten) to identify and provide supports to young children and their families as they enter schools.	2.1 Partner with families and early learning partners to utilize the existing transition roadmap ( <i>Moving On Up</i> ) across early learning programs and services to support children and families as they enter schools.  2.2 Collaborate with early learning partners to actualize the provincial transition roadmap, screening and assessment tools, and processes for sharing data and assessment results.	2023  2027	2027  Ongoing	Ashley Benko School-based Administrators SSSTs
3. Identify and support student engagement at key transition points as students progress through school.	3.1 Facilitate transition plans and engagement opportunities for students moving into, through, and beyond Pre-K to Gr. 12 education.  3.2 Implement the early adolescent engagement audit tool to understand areas of strength and challenge associated with student attitudes towards school and learning.  3.2.1 Use data to analyze changes in grade 6-8 student social/institutional/intellectual engagement with a focus on researched areas of impact: <ul style="list-style-type: none"> <li>Warm, caring relationships with teachers.</li> <li>Cognitively challenging academic work.</li> <li>The opportunity to express autonomy and make choices during the school day.</li> <li>A sense of belonging in the school community.</li> </ul>	2023  TBD  TBD	Ongoing  Ongoing	School-based staff
4. Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business, and industry.	4.1 Increase student choice and flexibility in programming toward graduation requirements to engage and prepare students for diverse future lifepaths.	2023		School-based administration

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	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Investigate opportunities for students to access credit options.</li> <li>Investigate curricular options to strengthen post-secondary readiness.</li> </ul> <p><b>Transition Planning</b></p> <ul style="list-style-type: none"> <li>Partner with organizations to support students with disabilities to gain valuable experience in the workforce before leaving the K-12 system.</li> </ul> <p>4.2 Create partnerships between K-12 post-secondary and industry stakeholders to identify and advertise various lifepaths for students.</p> <p><b>Lifepath Planning</b></p> <ul style="list-style-type: none"> <li>Implement provincial guides/resources to support career counseling for students and families in Grades 6 to 12.</li> <li>Investigate and share best practice for support programs, such as mentorship, tutoring, and counseling, tailored to the needs of Indigenous students.</li> <li>Utilize the provincial tool to share with families and track students' high school course plans with aligned goals and interests in Grades 6 to 12.</li> </ul> <p><b>Awareness of Lifepath Options</b></p> <ul style="list-style-type: none"> <li>Promote opportunities for project-based learning, research initiatives, and innovation competitions.</li> <li>Increase awareness of trades pathways through enhanced regional and provincial skills competitions and events (that highlight student talent in various industry, trades, and technologies), connect students with potential employers and post-secondary institutions, and promote the Saskatchewan Youth Apprentice program.</li> <li>Spotlight various industries and occupations to increase diversity in career choices and pathways.</li> </ul>	2026-27		Chad Holinaty School-based administrators