

Fresh Start Cardinal Collins Plan for Continuous Growth 2019-2022

2019-20122 Goals:

<p><u>Catholic Identity Goal:</u> To ensure that every student and staff member has a way to express and share their gifts from God.</p>	
<p><u>District Correlation:</u></p> <p>3.1, 3.6,</p> <p>ECS Catholic Identity Plan Goal 2B</p>	
<p><u>Strategy 1: Creating an accepting environment.</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> ● Welcoming and acknowledging every student each day they come to school regardless of when they arrive or how long they have been away. ● Relationship building and connecting daily 	<p><u>Measures/ Evidence of effectiveness</u></p> <p>-Increased advisor/student interaction - minimum of one interaction a day by February 14, 2019</p> <p>- Student monthly attendance to increase by 10% by February 14, 2019– to be tracked on eLuminate</p>
<p><u>Strategy 2: Students feel free and safe to express and share their gifts from God.</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> ● Creating a sense of uniqueness by recognizing and celebrating each student for who they are – both their strengths and weaknesses ● Demonstrating empathy ● Helping students identify “faith” from within 	<p><u>Measures/ Evidence of effectiveness</u></p> <p>-Students along with the support of staff will initiate and plan activities for their site peers and staff recognizing and celebrating the diversity of each group.</p>

Strategy 3:

Instilling faith in each student that we believe that they can and will graduate.

Actions

Regular planning and goal setting as well as acknowledging progress.

Measures/ Evidence of effectiveness

- Number of projected students to successfully complete their high school diploma requirements by June 5, 2020 will exceed 30%.

Catholic Education Goal: To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community...academically, spiritually, physically, mentally and socially.

District Correlation:

Goal 1.3, 2.1, 2.2a, 3.4, 3.6

ECS Catholic Identity Plan Goal 3B

Strategy 1:

One student will be assigned a prayer day each week.

Actions

- Staff member will support a student in choosing a prayer/reflection on one day of and share this prayer/reflection with staff and students. The prayer will occur at 11:15am each day with exception to Wednesday.
- Staff member will also highlight social justice opportunities and Student Leadership initiatives before or after prayer

Measures/ Evidence of effectiveness

-One student per week will volunteer to participate in projects and making suggestions for future activities and initiatives.

<u>Strategy 2:</u> Develop Indigenous cultural and spiritual ceremonies awareness.	
<u>Actions</u> Invite students to participate in Indigenous cultural and spiritual ceremonies such as Elder visits, smudge, pipe and sweat ceremonies.	<u>Measures/ Evidence of effectiveness</u> The number of both Indigenous and non-Indigenous students participating in cultural activities will increase by 10% by February 14, 2019
<u>Strategy 3:</u> Career exploration, planning and pathways.	
<u>Actions</u> Grad Coach meets with each new student to identify interests and skills as well as potential careers and employment opportunities and routes. Post-Secondary presentations and career fair opportunities Advisor and advisee informal conversations	<u>Measures/ Evidence of effectiveness</u> -The number of students expressing interest and/or applying for post-secondary program will increase 10% by June 5, 2019
<u>Strategy 4.</u> <u>Fresh Start Cardinal Collins Catholic Education Passport</u>	
<u>Actions</u> Students will be provided with numerous diverse opportunities (presentations, celebrations, activities etc.) to develop to their fullest potential. They will be able to choose which of these opportunities fulfills their interests and	Document will be completed by June 5, 2019 based on 2019-20 activities. This document will be

passions and track them on a passport that can be kept in their Advisor’s binder.	implemented in the 2020-21 school year
---	--

Goal 3: Assist high risk students by creating non-academic goals that will meet student social-emotional needs. This will be achieved by identifying the individual needs of students with significant challenges. Appropriate supports can then be offered to these students to assist them to have greater success with attending school and completing courses.

District Correlation: 1.1, 1.5, 1.6, 2.1, 3.8

Strategy 1:
Building strong relationships with students through curricular interaction, advisee interactions and day-to-day check-ins.

<u>Actions</u> Acknowledging students upon arrival and departure. Have students feel “noticed” in a positive or neutral light.	- Student monthly attendance to increase by 10% by February 14, 2019– to be tracked on eLuminate
---	--

Strategy 2:
Regular student reviews with staff to assist in early intervention of students struggling with non-academic issues. Implement “Triage” strategy to identify students with highest needs.

<u>Actions</u> Approximately every six weeks, student reviews will be scheduled with staff which includes the Department Head, Teacher/Advisors, Social Worker, Psychologist, Learning Coach, Grad Coach, STAY Advisor, Assistant Principal. The goal will be to collaborate and share information regarding what is happening and being done for students and to identify any students that may require additional supports.	Plans for students who require “attention” from the various stakeholders will be put into place and results reviewed and modified at the following Client Review. This will be measured by the Triage colour coding system. The percentage of students who rise “one step” in this
--	--

	system will increase by 10% by February 14, 2020.																								
<p>Goal 4: Fresh Start Cardinal Collins staff will collect data on module completions per month. We will continue the strategies and actions started last year to support student learning and increase the number of course completions. New data will be compared to the baseline data from 2018-19</p> <p>2018-19 <i>(110 course completions for Semester 1 and 147 course completions for Semester 2 821 single modules completed in total for the 2018-19 school year).</i></p> <table border="0"> <thead> <tr> <th><u>2018-2019</u></th> <th><u>2019-20</u></th> </tr> </thead> <tbody> <tr> <td><i>Sept. - 0</i></td> <td><i>212</i></td> </tr> <tr> <td><i>Oct.- 81</i></td> <td><i>103</i></td> </tr> <tr> <td><i>Nov.- 102</i></td> <td></td> </tr> <tr> <td><i>Dec.- 84</i></td> <td></td> </tr> <tr> <td><i>Jan.- 94</i></td> <td></td> </tr> <tr> <td><i>Feb.- 71</i></td> <td></td> </tr> <tr> <td><i>Mar.- 70</i></td> <td></td> </tr> <tr> <td><i>Apr.- 129</i></td> <td></td> </tr> <tr> <td><i>May- 116</i></td> <td></td> </tr> <tr> <td><i>June- 74</i></td> <td></td> </tr> <tr> <td> <i>Total- 821</i></td> <td></td> </tr> </tbody> </table>		<u>2018-2019</u>	<u>2019-20</u>	<i>Sept. - 0</i>	<i>212</i>	<i>Oct.- 81</i>	<i>103</i>	<i>Nov.- 102</i>		<i>Dec.- 84</i>		<i>Jan.- 94</i>		<i>Feb.- 71</i>		<i>Mar.- 70</i>		<i>Apr.- 129</i>		<i>May- 116</i>		<i>June- 74</i>		 <i>Total- 821</i>	
<u>2018-2019</u>	<u>2019-20</u>																								
<i>Sept. - 0</i>	<i>212</i>																								
<i>Oct.- 81</i>	<i>103</i>																								
<i>Nov.- 102</i>																									
<i>Dec.- 84</i>																									
<i>Jan.- 94</i>																									
<i>Feb.- 71</i>																									
<i>Mar.- 70</i>																									
<i>Apr.- 129</i>																									
<i>May- 116</i>																									
<i>June- 74</i>																									
 <i>Total- 821</i>																									
<p><u>District Correlation:</u></p> <p>1.2, 1.3, 1.4, 1.5, 1.6, 2.1</p>																									
<p><u>Strategy 1:</u></p> <p>Advisors will track and review progress of each of their advisees.</p>																									
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Advisor will meet/contact regularly with each advisee to discuss progress (these contacts will be noted in PowerSchool log entries)-New Academic goals and further course planning can be done at these meetings (this planning will be noted in student PLP document) 	<p>-Student progress will be tracked effectively through PowerSchool log entries and on the student PLP's</p>																								

Strategy 2:	
Teachers will circulate and work with students “shoulder to shoulder”	
Actions	
Throughout the day, teachers will circulate around the room and interact with students formally and informally.	2019-20 number of module completions each month will be <i>greater</i> than the 2018-19 school year data.
Strategy 3:	
Monthly student challenge to promote attendance and module completion.	
Action:	
<ul style="list-style-type: none"> Each month staff will determine a student and/or site challenge to promote attendance and module completion. Incentives will be used to acknowledge progress. 	Students will successfully meet each of these monthly challenges and receive both group and individual incentives 6/7=80% of the time by June 5, 2020.

Goal 5: The “dual registered” students are defined as being registered in Ascension classes and registered with Fresh Start Cardinal Collins self-paced courses during the same school year. We will focus on identifying and monitoring “dual registered” students and determine the course completion rates of this group of students.	
District Correlation:	
1.1, 1.2, 1.3, 1.4, 1.5, 2.1	
Strategy 1:	

<p>Implement protocol similar to the one used in PASS to register, gather student information, set deadlines and monitor dual registered students. This protocol will be used by both Fresh Start and Ascension staff.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Course planning will be done by Cardinal Collins Student Services to determine appropriate Fresh Start courses required by student • Student Services will also check prerequisites needed for course registration • Fresh Start course Teachers/Advisors will continue to track student progress and work with dual students to support success • Use of site cell phone and Remind 10 to communicate deadlines as we do not often see these dual registered students 	<p><u>Measures/ Evidence of effectiveness</u></p> <p>2019-20 completions will increase by 10% from the 2018-19 school year by February 5, 2020</p> <p>2018-19 - results</p> <p>Semester 1 – 56 students registered – 19 completions</p> <p>Semester 2 - 28 registered -9 completions*</p> <p>*some of the courses were carried over from Semester 1</p>
<p><u>Strategy 2:</u></p> <p>In some cases, students will be encouraged to consider classroom instruction in Math Prep and Science Prep before 30-Level Ascension courses are attempted</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Students who lack the necessary course prerequisite for the 30 level Ascension classroom course they seek can 	<p><u>Measures/ Evidence of effectiveness</u></p>

<p>be encouraged to first complete Math Prep or Science Prep. These bridging courses will improve their knowledge and skills and better prepare these students for success at the 30 level.</p> <ul style="list-style-type: none">• Fresh Start teachers and/or advisors can discuss this alternative to self-paced learning with Fresh Start students.	<p>-The number of students taking 30-level courses in Ascension will increase by 10% by June 5, 2020.</p>
---	---

Review Date 1: February 14, 2019

Review Date 2: June 5, 2019