

St. Jerome Plan for Continuous Growth 2019-2022

School Mission: To inspire and nurture spiritual growth and scientific inquiry within an inclusive Catholic environment.

School Vision: Providing hope, love and learning to all.

School Charism: Love into learning.

School Context: St. Jerome Science Academy serves the communities of Rundle Heights and Beverly Heights as well as students who have an interest in our science focus throughout the city of Edmonton. St. Jerome offers pre-kindergarten, full day kindergarten and grades one through six. This year we have two combined classes; a 3/4 and a 4/5. Our small population is made up of families of diverse cultural background. St. Jerome is a science focus school, infusing science through many activities including regularly scheduled community science walks, guest science presenters, many STEM (Science Technology Engineering and Mathematics) activities such as coding and robotics, as well as utilizing the Picture-Perfect STEM resource. It incorporates picture books with multidisciplinary projects related to science. Our school continues to increase the number of school pets both within individual classrooms and in other learning environments. At St. Jerome Science academy, classrooms are not held by the confines of our walls, we have many outdoor spaces that provide a backdrop for learning such as our gardens, forests and large green spaces. St. Jerome is a dedicated to discovery, rich questioning, and exploration through the many strands of science. Students will be provided opportunities to move deeper into the directions where curiosity leads them. This is all supported through project based learning and cross curricular initiatives, culminating in our school wide annual Science fair. Students take pride in the many traditions at St. Jerome, one of which is our school dress code where students proudly wear our school colours: blue bottoms and white or navy tops to school. St. Jerome Science Academy prides itself on being an open and inclusive environment, in which all are welcome to learn and share.

Review of Previous Year's Goals:

Goal	Achieved/continue	Evidence/data used
Increase the visible signs of Catholicity throughout the school and through student involvement in school spirituality and Social justice becomes more visible through the actions of the St. Jerome community.	Modify Continue	Satisfaction survey shows that students are placing more value on their faith and parents are still looking for more signs of faith.

Every student will progress in their literacy, resulting in an increased number of readers and writers in the school who are at or above grade level.	Continue	Assessment results indicate growth yet there are still students below grade level.
Provide professional development opportunities for all staff that build capacity throughout the school community and directly impact learner success.	Continue	Staff did develop capacity and there is still more capacity-building we can do.
Every student experiences wellness.	Continue/Modify	We implemented many strategies and we recognize there is still need for capacity building for staff and learning opportunities for students, supported by the Accountability pillar data on citizenship.
Every student will grow in their achievement in science.	Achieved	Assessment results showed improvement. We will continue to maintain the practices we have in place.
Maintain positive regression results for Provincial Achievement Tests	Modify	We maintained positive regression results for two areas and were very close to positive regression results in the other two subject areas.
St. Jerome Science Academy supports First Nations, Métis and Inuit students' success	Modify	See goal #4

Data Analysis:

Areas to celebrate

Accountability Pillar	Program of studies achievement is high Education quality is very high
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	<p>Number of students achieving level of excellence is very high</p> <p>Parental involvement, school improvement and work preparation are all very high</p>
District Satisfaction Survey	<p>More students enjoy learning about their Catholic faith, feel they have choices in their learning, find their classroom activities are meaningful and know how well they are doing in their schoolwork.</p> <p>Parents are aware of the social justice activities their children are involved in and are satisfied with the access to information about their children’s achievement.</p> <p>Teachers know the students are involved in social justice initiatives, feel the school is a safe place to learn and they feel the support of the parents, parish and community in the work we do.</p> <p>Our school provides staff opportunities for input, supports for students with special needs, PD for staff is relevant and is designed to improve learning.</p>
Regression Analysis	We continue to score very well in Science and Social Studies
PAT/Diploma analysis	<p>English Language Arts – Standard of Excellence</p> <p>Science – Standard of Excellence</p> <p>Social Studies – Acceptable Standard & Standard of Excellence</p>

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	Safe and caring school citizenship	#1
District Satisfaction Survey	Student collaboration, making choices about learning	#3

Data Source	Measures	Goals in response to data
Regression Analysis	Mathematics and English Language Arts moved from a + to an = by a measure of less than one confidence interval	#3
PAT/Diploma analysis	Mathematics results were 1% below province for acceptable standard and fewer students achieved standard of excellence. English Language Arts and Science results were also 1% below provincial acceptable standard but many students achieved standard of excellence, well above provincial average. Social Studies results were above province in both standards. Size of population enrolled has fluctuated and is consistently small.	#3

Goals:

<u>Catholic Identity Goal:</u> Students at St. Jerome will experience our charism of Love into Learning so that they will feel Jesus’ love and it will be the foundation of their educational experience and they will be welcomed and supported.	
<u>District Correlation:</u> Live and enhance the distinctiveness of Catholic education.	
<u>Strategy 1:</u> Build the community of St. Jerome so each child feels they belong.	
<u>Actions</u> Create a student leadership team Work with the student leadership team to offer more whole-school, student-directed events Provide more opportunities for student input on activities and school-related decisions through the leadership team Have school initiatives that allow students to practice actions that Jesus would engage in such as kindness, compassion, empathy, welcome	<u>Measures/ Evidence of effectiveness</u> Have a leadership team – did they organize events? Track the number of events and initiatives and track student participation Have the club and create the space and track frequency of use

<p>Start a mindfulness club and provide space for mindfulness and calming activities</p> <p>Organize a retreat day for our students</p>	<p>Get feedback from students about retreat day</p>
<p><u>Strategy 2: Provide opportunities for students to engage in Catholic traditions and practices, and learn more about them</u></p>	
<p><u>Actions</u></p> <p>Encourage all opportunities for students to lead and participate more completely in liturgies, celebrations and mass.</p> <p>Review and practice responses for mass</p> <p>Have students write prayers and read them on morning Broadcast, including prayers read in different languages</p> <p>Schedule more visits to the church, including teaching masses</p> <p>Explain the prayer shawl and how it can be used by students and provide a place that is accessible to the students</p> <p>Schedule a dramatic performance that has a faith focus</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Student involvement in leading liturgies increases</p> <p>Students increase familiarity and confidence in participating and knowing the patterns of liturgies and mass</p> <p>Count the number of times we celebrate mass at church</p> <p>Prayer shawl is used</p> <p>Performance is booked</p>
<p><u>Strategy 3: Encourage positive interactions in class and at recess</u></p>	
<p><u>Actions</u></p> <p>Work with students to teach/reinforce positive play examples</p> <p>Post conflict resolution guide and teach conflict resolution strategies</p> <p>Invite consultant to teach students and staff more games</p> <p>Increase variety and amount of equipment in recess kits and add some winter-specific equipment</p> <p>Establish a set of norms for behavior during recess that includes student input and is visible in play spaces</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Students play together with success and play different games</p> <p>Students seek adults less for conflict resolution and use the guide posted</p> <p>Recess bins are filled and used responsibly</p>

Increase the number of intramurals and include games that are cooperative	Student participation in intramurals and tracking the games that are most successful
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Catholic Education Goal: Increase the visible signs of Catholicity throughout the school

District Correlation: Live and enhance the distinctiveness of Catholic education

Strategy 1: Ensure that the school community sees Christ living within all areas of our school

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Order the Cree translation of the Our Father and Hail Mary to display in the school	Did it get done?
Invite consultant to teach us how to pray in Cree	Can students and staff recite the prayers in Cree?
Order and display the Cree stations of the Cross and use it during the Lenten season	

Strategy 2: Students discover the meaningfulness of faith through prayer and literacy

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Teachers will select faith-based picture books to use during their balanced literacy program	Books are purchased and used in classes
Students participate in a research the saints project and display their finished products in a highly visible place in the school	Project, celebration and retreat day are planned and executed
Celebrate the bicentenary of the Sisters Faithful Companions of Jesus using materials provided by the Sisters	
Have a retreat day for students	

Strategy 3: Social justice becomes more visible through the actions of the St. Jerome community.

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Students are encouraged to participate in social justice activities for our community (toiletry tree, Christmas cards for those who are homeless, recognition of our neighbours)</p> <p>Teachers emphasize and explain the social justice initiatives with students and identify the activities we participate in</p> <p>We highlight the social justice activities in the school newsletter and send messages out to parents more regularly using Swift</p>	<p>Amount of participation in activities, student and parent responses on surveys regarding social justice</p>

<p>Goal 3: Every student will progress in their literacy and numeracy resulting in more students at or above grade level and content will have a science focus.</p>	
<p><u>District Correlation:</u> ECSD students are successful, ECSD respects diversity and promotes inclusion</p>	
<p>Sub Goal a: Maintain a comprehensive literacy program that scaffolds for all learners</p>	
<p><u>Strategy 1:</u> Students are engaged in more purposeful reading</p>	
<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Grade 1 class participates in reading research project</p> <p>Implement a home reading program with incentives for student participation</p> <p>Support staff professional development for guided reading and LLI</p> <p>Offer family literacy nights</p> <p>Use data from grade 4 district exams and PAT results to direct learning gaps</p> <p>Implementation of the “First 20 Days” Fountas & Pinnell balanced literacy program in September</p>	<p>Grade 1 reading level progress from project</p> <p>Participation rate in home reading and literacy nights</p> <p>Increased skill levels for support staff</p> <p>Participation in literacy nights</p> <p>Reading levels for all students increase</p>

<p>School wide use of the “Key Links” literacy program for guided, shared and independent reading.</p>	<p>Teachers can develop and deliver effective lessons using these resources and students reduce their learning gaps in literacy</p>
<p><u>Strategy 2: Students are engaged in more purposeful writing</u></p>	
<p><u>Actions</u></p> <p>Increase frequency of school-wide writes and include writes that focus on Science topics and use non-fiction prompts</p> <p>use PAT exemplars and develop a writing continuum to guide teachers in assessing writing and planning lessons that address specific weaknesses in student written work</p> <p>increase the use of personal dictionaries and word walls in our classrooms</p> <p>ensure word walls include science vocabulary that is common to all classrooms and teachers use the common terms consistently</p> <p>implement guided writing for English Language Learners and other students requiring</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Student writing quality and confidence with writing process increases</p> <p>Students use personal dictionaries; classes have well developed word wall and students use the common science terms correctly</p> <p>Outcome based assessment shows growth</p>
<p><u>Strategy 3: Staff utilizes the Collaborative Response Model (CRM) to identify and support students with their unique learning needs.</u></p>	
<p><u>Actions</u></p> <p>Professional development sessions on the collaborative response model and assessment</p> <p>Participation in the Division CRM Professional Development community of practice</p> <p>Hold collaboration meetings and follow up on actions from the meetings</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Staff are involved in CRM and can give examples of student learning that has improved based on the use of the process</p> <p>Teachers build their capacity as instructional leaders</p>

<p>Continue with using the learning coach as instructional coach and organize opportunities for teachers to model and coach each other</p>	
<p>Sub Goal b: Develop a numeracy program that allows students to address learning gaps</p>	
<p><u>Strategy 1:</u> Students are engaged in numeracy-building activities</p>	
<p><u>Actions</u></p> <p>Offer a family numeracy night</p> <p>Math club activities and games focus on the skills students find challenging</p> <p>Add numeracy component to “Moving in the Hallways” floor displays</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Attendance at numeracy night is tracked</p> <p>Interest and participation in math club is tracked</p> <p>Numeracy is practiced as students transition in the school</p>
<p><u>Strategy 2:</u> Teachers deepen their knowledge of numeracy instruction and utilize school resources</p>	
<p><u>Actions</u></p> <p>Teachers within a division collaborate and share teaching strategies and student numeracy challenges</p> <p>Use of Jump Math resources and professional development for all grades</p> <p>Attend Division numeracy professional development</p> <p>Invite consultant to work with teachers and students to increase the number strategies and best practices used when covering challenging math concepts, as identified from assessment analysis</p> <p>Choose to have a grade 6 class that is not combined with another grade so these students will get more 1:1 time from their teacher</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>math scores on outcome-based assessments increase</p> <p>PAT results in math improve for areas identified as challenging</p> <p>Teachers will use more strategies and explain concepts in different ways and student understanding and confidence will increase</p>

Strategy 3: Emphasize the connection and overlap of content between science and math	
<u>Actions</u> <p>Create a whole-school Science fair weekly timeline</p> <p>Create a student friendly book the helps break down the tasks in doing a science project and include the mathematics connections, data collection or graphing, for example</p> <p>Add and use terms that have meaning in both science and math curricula on classroom word walls</p> <p>Teach more mini lessons on research, using the Science carousel days</p>	<u>Measures/ Evidence of effectiveness</u> <p>Students know the meanings of the terms, know these subject areas are related, and understand how to use data and research within their Science project</p>
Goal 4: St. Jerome Science Academy increases their knowledge and understanding of First Nations, Metis & Inuit and FNMI and ELL students are successful	
<u>District Correlation:</u> ESCD respects diversity and promotes inclusion	
Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Metis and Inuit Students	
Strategy 1: St. Jerome students experience First Nations culture	
<u>Actions</u> <p>Use division department kits to introduce new games, crafts and teachings</p> <p>Invite an elder or indigenous community member to join in class nature walks</p> <p>Participate in a drumming and song residency</p> <p>Celebrate Aboriginal Day with more indigenous games</p>	<u>Measures/ Evidence of effectiveness</u> <p>Did we do these things?</p> <p>Student participation and response to the cultural experiences</p>
Strategy 2: Provide supports for First Nations students and English Language Learners and their families	
<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>

<p>Access Jordan’s Principle for funds to provide the needed supports</p> <p>Build relationships with families and encourage participation in school events</p> <p>Work with families to demonstrate technology that may assist in communication and understanding of student progress such as immersive reader or translation programs</p> <p>Ensure the students and families that could benefit from supports of the Learning Coach, Family School Liaison Worker, English language learner designate, and Emotional Behavioral Specialist are offered, and communication of supports is ongoing</p>	<p>Are additional supports in place from Jordan’s principle and has student learning improved?</p> <p>Families are more involved in school events and ask for assistance more often</p> <p>Look for positive results from Satisfaction survey and Accountability pillar regarding supports</p>
<p><u>Strategy 3: Provide opportunities for cultural sharing and understanding</u></p>	
<p><u>Actions</u></p> <p>Increase the amount of literature in the school with First Nations content</p> <p>Increase the amount of literature that highlights other cultures that are common within our school demographic</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Books have been purchased and are used in classes</p>

Review Date 1: March 5, 2020

Review Date 2: June 11, 2020