

St. Oscar Romero High School
Plan for Continuous Growth 2020-2023
2020 - 2021



School Mission:

To meet the varied needs of students in the school community: academic, spiritual, social, and physical. All courses will include a collaborative student-centered component to promote team building and problem-solving.

School Vision:

As each student has gifts, our Vision is to foster those gifts to promote success and personal growth. We want all students to feel that they are part of a community.

School Charism:

Social Justice was the mainstay of what St. Oscar Romero stood for. Romero High School will strive to build a learning community that focuses on social justice issues and human relationships.

"We plant the seed that one day will grow"

St. Oscar Romero

Edmonton Catholic Schools Division Goal: Live and enhance the distinctiveness of Catholic education

ECSD Strategy: C.4 Provide faith formation opportunities for students and staff that further their personal and communal growth as participants in a Catholic educational community and enable them to discern the presence of God in their lives.

School's intended outcome from working in this area:

A community of love, acceptance, compassion, support, and empathy - where God's love for us is evidenced by our thoughts, words, and actions towards each other.

Actions we will take:

- Set the expectation that we treat others as we would like to be treated
- Celebrations will integrate thoughts on God's for us
- Celebrate Mass
- Religion classes, where relevant discussions and coursework lead students towards knowing God
- Morning prayers chosen and read by a variety of staff and student volunteers
- Recognition that everyone is a unique child of God, and encouraging staff and students to explore and share their gifts and talents
- At General Staff meetings, make it a standing item to reflect on our community, and what God looks like in our day-to-day lives
- From the Academic standpoint:
 - a) Students will complete research on local, national and international Christian Action Organizations (their choice) and complete a reflection on how they will try to volunteer when the pandemic is over, as well as how they will try to help out their own families
 - b) Religion teachers will focus on providing native spirituality as an option when presenting choices for research of World Religions in class.

Measures/Evidence we will use to check our progress and confirm our growth:

At the February 2021 midpoint review:

On February 12, 2021, we will:

- Reflect on our actions to date
- Discuss ways that our school can continue to be a loving, accepting community
- Discuss how we can support each other in discerning God’s love for us and presence in our lives
- Share resources that have been personally helpful – to ourselves, or our students
- From the Academic standpoint:
 - a) Completion of Action Project will be posted on PowerSchool and be worth 15% of grade.
 - b) Teachers will track the number of Native Spirituality projects completed.

At the May review:

- We will undertake the same process as in February, 2021

February 12, 2021 Review Meeting Notes:

Review your progress in point form filling in the **broad** details of the work that you have done and outlining the measures and evidence that you used to check your progress as well as any changes in plan that need to be made.

ECSD Goal One: ECSD students are successful

ECSD Strategy: 1.4 Continue to support students’ diverse needs through best practice and responsive and flexible programming.

School's intended outcome from working in this area:

Our intended outcome is that students maintain their pre-pandemic grades through engagement with their instructors and positive, supportive school relationships.

Actions we will take:

School Administration / All Departments

1. At home learners will be asked to turn their cameras on for the last five minutes of each class
2. Students will be provided feedback on their academic performance and if necessary, information on various ways to receive extra help (on-line tutoring, etc.)
3. The Romero Booster Club will start up, with on-line and in-school activities designed to fuel school spirit and forge relationships
4. The Students' Union will start up and provide on-line and in-school opportunities for leadership, fun, and community building
5. Various lunch time activities will be made available for students to participate in
6. Ask for Student feedback / feed-forward on academic success and school engagement. At the end of Quarter 2 and 3, we will informally ask students (via Instagram) about these issues (what helped/hindered, and what suggestions they have for the future)

Language Arts

7. Survey students within subject-specific classes to discover learning preferences, platforms, etc.
8. Scaffold student work with feedback (formal and informal), so student learning and growth are supported.
9. Promote and model the use of online review/learning platforms i.e. ReadTheory, Exambank.ca, Quest A+, Quizlet, etc.

Science

10. Practice test taking strategies using diploma questions at the end of each chapter. Use document camera to go through questions with students: annotating, highlighting and underlining.
11. Teachers will complete more frequent higher-level thinking written response questions so that online students have additional practice prior to the final written exam.

Math

12. Show exemplary problems to students where both standard of excellence and acceptable standards questions are given so students become aware of the high level of critical thinking that is expected of them on assessments.
13. Allocate additional time to review concepts such as exponent laws and algebra from Grade 9, to help identify gaps that students may have, and create SNL (Summary, Numeracy & Literacy) sheets to help students learn to create student notes to preparing for assessments.

Social

14. Teachers will use collaborative time to plan student activities that focus on independent research.

Phys-Ed

15. Establish a mental health/wellness committee to create innovative ways to improve the staff and student mental wellbeing.
16. Scheduled time in every PE class dedicated to the improvement of the social-emotional learning of students.
17. Continue offering daily opportunities for all students to be physically active in a variety of ways (fitness center, intramurals, quality physical education, etc.)

Student Services

18. Students will be observed by the MDT team so essential data will be gathered and appropriate strategies will be offered as per observations.

19. Learning Coach to create a school profile of students as a community of diverse learners. LC to provide background information using multiple sources of combined data such as conversations with past teachers, F&P diagnostic data, review of existing files, PAT data, IPP, etc. to address students' learning needs in each educational environment in each Quarter.
20. Using universal strategies, the Learning Coach will complete all IPPs in consultation with teachers.
21. ELL Designate and LC to create a School Profile of all ELL Students. ELL Designate will support teaching staff and ELL students in their educational programming.
22. Foster a strong and collaborative partnership with Student Services and Braided Journeys Program to facilitate the needs of our FNMI population. Each FNMI student will meet the Braided Journeys Grad Coach for mentoring and to develop a Career/Post Sec Action Plan.
23. Scheduled bi-weekly MDT and Administration meetings to identify and support all students referred for specialized services.
24. Student Services will provide students with a welcoming and accepting space, as per the current school climate and culture. Additionally, alternative environments will be provided as necessary.
25. A website for Student Services (<https://sites.google.com/ecsd.net/studentservices/home>) has been created for all learners (in class and remote) so they have access to the various services offered by Student Services.

Fine Arts / CTS

26. FACTS teachers will increase the Creative Fluency of their students by which artistic proficiency adds meaning through innovative design, art, and storytelling.
27. FACTS teachers will provide learners with ways to increase self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, and improved emotional expression through the various projects offered in class.

Measures/Evidence we will use to check our progress and confirm our growth:

At the February 12, 2021 midpoint review:

School Administration / All Departments

1. Teachers will provide feedback as to the level of compliance with the request
2. Teachers will provide broad feedback on the number of students reaching out for help, and number of students attending tutoring sessions
3. Teacher Sponsors will provide feedback on participation of Booster Club activities
4. Teacher Sponsors will provide feedback on participation of SU activities
5. Teachers will provide feedback on participation rates and student-teacher relationships
6. Compile and share (with staff) the results of the Instagram surveys

Language Arts

7. Analyze the results of student surveys. Identify possible shifts in teaching and learning to suit student learning styles and the diverse learning contexts resulting from Covid-19.
8. Students will demonstrate improvement on both formative and summative assessments as a result of applied feedback and strategies.
9. Teachers can monitor student engagement or use of various platforms through logins, completed activities, etc.

Science

10. Teachers will collaboratively review samples of practice diploma questions and will see that more than 50% of students are clearly annotating the questions as modelled by the teacher in class.
11. Students will learn to pull key words and statements to better understand diploma style questions. The improved written response results will measure the effectiveness of these strategies.

Math

12. Students can identify a standard of excellence vs acceptable standard questions. That is, students are able to match questions with their corresponding curricular outcomes.

13. Increase student literacy and numeracy. Teachers will collect and review students' SNL sheets to ensure they are engaging in their own learning. In addition, teachers will work through guided examples as a group with the class and individually and give feedback to students on common misconceptions and errors.

Social

14. Teachers will touch base with other disciplines to see how research skills can continue to improve (perhaps during a PD day)

Phys Ed

15. Student Satisfaction Survey as well as continued informal questionnaires and surveys on social media.
16. PE staff will monitor the student engagement and growth throughout the semester and make formal or informal feedback on PowerSchool on the social-emotional improvement.
17. PE staff will keep track of numbers in the gymnasium and fitness center for Quarter 2 and send out a survey on social media near the end to track engagement and success.

Student Services

18. MDT staff to develop a "Student at a Glance" Profile for each coded student. This document will offer observations seen in the following 4 dimensions: Instructional Supports, Self-Regulation, Social Skills, Executive Functioning. Strategies will be offered to support the observations noted in these 4 dimensions.
19. A digital school profile has been created and shared with all teaching and support staff. The profile lists the students with a code, accommodations, SEBSP (linked to document), "Student at a Glance" (linked to document), and an IPP. A separate document has been created to identify the specific accommodations students are accessing in their classes.
20. LC will review IPPs in collaboration with teachers in order to identify the necessary supports for successful education programming of identified students. Teachers will measure and/or are able to identify which strategies they used during the quarter to support the educational programming of identified students. This will be documented in the IPP reviews. Reviews will occur in November 2020, April 2021, and June 2021.

21. A digital ELL school profile has been created and shared with all teaching and support staff identifying their Benchmark Levels, their IPT scores, year of ESL, and their home language. ELL Designate available Monday to Friday to support teachers and students in ELL programming. ELL Designate will do pull-out, small group work, team teaching, etc.
22. Bi-weekly conversations with Students Services staff and Braided Journeys Grad Coach regarding students and their progress/concerns. The Braided Journeys Grad Coach hosts a Braided Journeys Leadership Team that enables FNMI students to develop positive relationships, create a sense of belonging and participate in social justice activities. Career counseling includes education planning, career exploration, Post-Secondary tours/sessions was provided to all students. All grade 12 FNMI students complete all requirements to ensure a continued increase in high school completion rates.
23. Targeted supports for specific students will be identified and implemented resulting in the following: improved attendance; consistent work completion; improved organizational skills; academic success; safe space; improved well-being. Meetings will consist of close communication and consistent collaboration with grade coordinators to follow-up with individual students regarding student well-being and HS completion.
24. Qualitative data gathered from students and both staff and student surveys will reflect our current practice. (Division Surveys)
25. Website has been active since September, and contains information regarding accommodations, remote learning tools, resources from the Mental Health Therapist and the Family School Liaison Worker, incorporating Archbishop Smith's message to us on a bi-weekly basis during this challenging time, etc. MHT, EBS, FSLW will be creating videos for our Student Services Channel addressing concerns and topics pertaining to mental health and wellbeing for the school community.

Fine Arts / CTS

26. The FACTS Department will reflect on the learning environment that we created, and make changes as required to students are engaged as thinkers and ethical citizens.
27. See number 24 above.

At the May review:

We will take the same approach as at the February 2021 review

February 12, 2021 Review Meeting Notes:

Review your progress in point form filling in the **broad** details of the work that you have done and outlining the measures and evidence that you used to check your progress as well as any changes in plan that need to be made.

ECSD Goal Two: First Nations, Métis, and Inuit students in ECSD are successful

ECSD Strategy: 2.3 Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and

School's intended outcome from working in this area:

1. Through our Braided Journeys Program, First Nations, Métis, and Inuit students will have a caring, welcoming, and positive place where they are offered support, encouragement, and guidance through their educational journey.
2. From Alberta Teacher Quality Standards, teachers develop and apply foundational knowledge about First Nations, Métis, and Inuit students for the benefit of all students.

Actions we will take:

- 1a. – Offer Academic Supports, such as course selection, study skills, tutoring, exam preparation, and help with post-secondary exam preparation
- 1b. – Offer Career Development Supports, such as career exploration and preparation, post-secondary exploration, scholarship applications and career mentorship

1c. – Offer Cultural Supports, such as access to Elders and Knowledge Keepers, community building, and cultural ways of knowing and land-based learning

1d. – Offer Leadership Development Opportunities, through social justice initiatives, community volunteering opportunities, and mentoring skill development

1e. – Offer Transition Supports, through bridging programs and preparation for new environments

2a. – Provide teachers with FNMI resources that may be used to educate themselves, and/or shared with students

2b. – Investigate PD opportunities for teachers that build an understanding of FNMI culture and traditions

2c. – Investigate the opportunities for student led initiatives that facilitate growth and understanding of the FNMI culture and traditions

2d. – Investigate the opportunities for integrating aspects of FNMI culture, traditions, and ceremonies into staff mental wellness initiatives.

2e. – Offer a student led approach to Métis week. Post Resources and the list of learning activities online for all staff/students.

Measures/Evidence we will use to check our progress and confirm our growth:

At the February midpoint (February 12, 2021) review:

- Administration will meet with our FNMI Lead, and our Braided Journeys Grad Coach to:
 - gauge participation and success in our outlined actions and our progress towards Goal Two
 - discuss ways that Administration can lead and/or support efforts directed at teachers embracing their TQS responsibilities, as noted above
 - discuss how Administration can lead and/or support initiatives that contribute to FNMI student success

At the May review:

We will take the same approach as at the February 2021 review

February 12, 2021 Review Meeting Notes:

Review your progress in point form filling in the **broad** details of the work that you have done and outlining the measures and evidence that you used to check your progress as well as any changes in plan that need to be made.

ECSD Goal Three: ECSD has excellent teachers, staff, and school and school authority leaders

ECSD Strategy: 3.6 Continue to create an excellent Catholic educational working environment through the provision of faith formation, health, and wellness opportunities and supports for all staff.

School's intended outcome from working in this area:

Staff wellness, in the areas of Social, Emotional, Physical and Spiritual health

Actions we will take:

- Form a mental wellness committee that plans wellness activities and provides resources to staff
- Staff will participate in reciting the daily prayer at school
- Administration will recognize the great work being accomplished by staff during trying times
- Staff are encouraged to take part in several physical and spiritual wellness activities available at school, for example – yoga and use of the fitness center
- Staff are encouraged to find ways to rest and rejuvenate
- Staff are encouraged to actively support the social wellness of each other while at school. This includes participation on Committees, small group activities during PD, or Departmental meetings
- Staff wellness becomes a standing item for Leadership Meetings

Measures/Evidence we will use to check our progress and confirm our growth:

At the February 12, 2021 midpoint review:

- We will allocate a significant portion of time for checking in with Department Heads to see how they, and their staff are coping with challenges associated with this unique school year. Actions to date and their effectiveness in supporting staff will be discussed. Actions and approaches will be revised, as necessary.

At the May review:

We will take the same approach as at the February 2021 review

February 12, 2021 Review Meeting Notes:

Review your progress in point form filling in the broad details of the work that you have done and outlining the measures and evidence that you used to check your progress as well as any changes in plan that need to be made.