

The School Improvement Plan adopted by Gesu Catholic School in June 2009 is a five year strategic plan. This plan has been approved by the Ohio Catholic Schools Accrediting Association which requires each school to create two goals, one which focuses on Catholic Identity and one which targets Student Performance.

The faculty of Gesu Catholic School has identified these goals based on intensive self-study. Standardized test scores (*ACRE, Riverside Writing, and ITBS/COgAT*) and comprehensive surveys of all stakeholders in the Gesu Catholic School community were used to determine the goals.

Additionally, the faculty is committed to these initiatives suggested by the self-study:

- Reduction in class size
- Additional personnel support for primary students
- Expanded foreign language instruction
- Intensive writing workshop for junior high students
- Elective offerings for junior high students
- Introductory Latin for grades 7-8
- Focus on building a school culture where CARING is emphasized and valued

Gesu Catholic School Mission Statement

Gesu Catholic School is a faith community in the Jesuit tradition, where education is the shared responsibility of the student, home, school, and community. Students develop into lifelong learners in a nurturing Christian environment focused on academic excellence, service, and personal growth.

-adopted November, 2008



School Improvement Plan

*a five year strategic
plan for the
Gesu Catholic School
community*



*Accredited by the
Ohio Catholic School
Accrediting Association
OCSSA # 322*

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Goal One

Students will demonstrate respect and empathy by modeling the spiritual teachings of St. Ignatius.

Staff will participate in professional development which focuses on the creation of a school community characterized by empathy and respect.
Fall 2009

Staff will participate in professional development to increase understanding of the spiritual teachings of St. Ignatius with emphasis on respect and empathy.
Fall 2009

Students will study one Ignatian principle each year through school-wide and classroom activities.
2009-2010 School Year and continuing each year

Students will participate in yearly retreats that will develop the Ignatian principle for the year.
2009-2010 School Year and continuing each year

Students will participate in the Novena of Grace.
March 2010 and continuing each year

Students will take part in social skills lessons designed to reinforce attitudes of respect and empathy.
Winter 2010

"Whether or not young bystanders act when they observe bullying depends on adults' willingness to provide them with backup and assure their safety. We must help them reject risky or ineffective solutions and create a wide range of realistic, safe and effective options for action. Their action or inaction also depends on adults' willingness to listen to and collaborate with young people over time to build a student culture in which peers reject the code of silence and value and actively work toward inclusion and justice."

Empowering Bystanders by Stan Davis, 2007

Ignatian Principles to be Developed

We are persons for others.



The Daily Examen will help us know ourselves and assess how we have been persons for others.



Personal prayer and reflection are habits that help us focus on how Jesus taught us to be persons for others.



As we continue to develop our relationship with Jesus we will look for new ways to be persons for others...the Magis.

Goal Two

Students will improve writing skills across the curriculum in the areas of organization, word choice, and conventions.

Staff will participate in professional development in the areas of Cornell notetaking, prewriting strategies, and assessing with rubrics.
Fall 2009

Students will learn to utilize the Cornell notetaking format in all areas of the curriculum.
2009-2010 School Year

Students will examine and employ a variety of mandatory prewriting strategies for all written assignments in the content areas.
Winter 2010

Students will focus on the type of organization required for each genre of writing (persuasive, expository, narrative). Students will also study the type of organization required for essay questions and reports in all areas of the curriculum.
2010-2011 School Year

Students will analyze models of writing using rubrics for organization, word choice, and conventions.
2011-2012 School Year

Students will edit and assess their own writing using rubrics for organization, word choice, and conventions.
2011-2012 School Year

Students will publish writing for the wider school community in an anthology format.
2012-2013 School Year