



**EDMONTON
CATHOLIC SCHOOLS**

School Plan for Continuous Growth

St. Dominic Catholic School

10/17/2018

Act justly, love tenderly, walk humbly with your God. (Micah 6:8)

The Foundation of the Edmonton Catholic School District

District Vision:

Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

District Mission Statement

Inspired by

- Love of the Father
- Faith in Jesus Christ
- Hope from the Holy Spirit

We believe in God and we believe

- that each person is created in the image and likeness of God
- that each child is a precious gift and sacred responsibility
- in the goodness, dignity and worth of each person
- that Christ is our model and our teacher
- in celebrating and witnessing our faith
- in transforming the world through Catholic education
- that Catholic education includes spiritual growth and fulfillment
- that learning is a lifelong journey
- that all can learn and develop their gifts
- in building Christ-centred communities for service to one another
- that all have rights, roles and responsibilities for which they are accountable
- that Catholic education is a shared responsibility in which parents have a primary role

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

Eight Characters of Catholic Education

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| • Community | • Rationality |
| • Tradition | • Spirituality |
| • Humanness | • Justice |
| • Sacramentality | • Hospitality |

Core Values

- Dignity and Respect
- Honesty
- Loyalty
- Fairness
- Personal & Communal Growth

A Statement of 21st Century Learning in Edmonton Catholic Schools - *Preparing our students for a world not yet realized* -

In keeping with our Foundation Statement, the students and staff of Edmonton Catholic Schools commit to 21st century learning. In support of hopeful Christ-centred living, in a society transformed by globalization, technological innovation and human ingenuity, 21st century learning complements our commitment as a Catholic community of learners, leaders and educators.

Edmonton Catholic Schools fosters faith-based learning that deeply engages all staff and students in 21st century learning opportunities. All facets of the learning system—curriculum, instruction, assessment, professional learning, accountability and resource allocation—are in support of 21st century learning. Students will be creative, digitally aware, critical-thinking global citizens, analysts, communicators and producers engaged in learning that is conceptual and authentic within a faith-based environment.

Guided by our moral compass and focused on the common good, students and staff will be self-directed, adaptable, discerning and curious, as they engage individually and collaboratively in 21st century learning.

Defining Statement of Inclusive Education for ECSD: Katholos- Education for Life for All

In accordance with our District Foundation Statement, all resident* students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers. (*as defined by the School Act).

St. Dominic School Plan for Continuous Growth 2018-2021

School Mission:

St. Dominic Mission Statement for the 21st Century

The St. Dominic School community strives to develop positive, engaging relationships that encourage students to become reflective, global citizens.

We will achieve this within a collaborative, faith-based learning environment where children are challenged with innovative and authentic inquiry-based tasks that honour their individual needs.

School Vision:

The St. Dominic community strives to develop positive engaging relationships that encourage students to become global citizens.

School Charism:

Our Charism is in a faith-driven community we advocate for social justice and honour and respect all faiths who are present in our schools. We are, 'One World With Jesus'.

School Context:

St. Dominic Catholic School is located in Edmonton's near north side serving the St. Dominic Savio parish and communities beyond. We currently have a student population of 492 students ranging from Pre-Kindergarten (100 Voices) to Grade 6. St. Dominic over the last decade has evolved into a school that is characterized and partially defined by its high percentage of New Canadians. A high ELL population necessitates a strong literacy plan at its core. We continue to encourage and support parent engagement from our ELL and New Canadian families. We continue to work at establishing communication with our multi-lingual community; one in which ELL families feel comfortable and able to participate, notwithstanding their English language challenges. St. Dominic also has a relatively high non-Catholic population which on one hand makes this school wonderfully international and diverse in terms of spirituality, language and culture. However, as a school community it is recognized that St. Dominic School's mandate and commitment to Catholic Education must be unwavering and the foundation of all that we do as a school community.

St. Dominic this year is adjusting to a significant decrease in student population due to the opening of Christ the King School. The decrease in population primarily affects community members who live north of St. Dominic School. Our Literacy Plan program remains solid and will become only stronger as we continue to highlight literacy-based teaching and support strategies such as Guided Reading, Writing, and Home Reading programming. Provincial Achievement Test results and Regression Analysis support the assertion that we are reaching many of our literacy goals.

The St. Dominic teaching context may be characterized by and includes the following:

- 497 Students pre-K (100 Voices) – Gr. 6
- 23 teachers, 11 Educational Assistants, 1 Social worker, and 2 Early Learning Facilitators, 1 BCBA
- 3 Half Day Kindergarten programs
- 4 Half Day 100 Voices (two AM and two PM) Programs
- Large number of New Canadians (English Language Learners/English as a Second Language)
- 23 FNMI
- Large number of PUF and MM students

Review of St. Dominic School's Three-Year Plan (2017- 20 Plan):

As a staff continue to be pleased with the progress of many aspects our three-year plan to this point. We continue to excel in the academic as well as the spiritual realms. For example, regression analysis confirms that goals that revolve around a literacy goals are having an impact as is Provincial Achievement Test performance in English Language Arts, Social Studies, Mathematics and Science. Goals that relate to social justice and Catholicity continue to be well-represented and solid within the context of our three-year plan

As a community, we feel very pleased with all that we accomplished last year with our 2017- 20 *School Plan for Continuous Growth*. We continue to provide for the needs of our diverse community on physical, psychological, social and spiritual levels. We continue to strive to provide a robust educational model that is embedded within a context of spiritual, social and emotional support. We provide a safe and nurturing environment while doing a noteworthy job of creating an educational model, and complementary support, which adheres to the mandate of Transform and the Ministerial Order on Student Learning.

Given the continued shift of St. Dominic towards a high representation of ELL students and families, we continue to look at new ways to support our students and their families. Challenges continue to face many St. Dominic School families on a daily basis. We continue to welcome new families who have experienced significant strife in their lives (i.e. raised in refugee camps). A strong foundation of literacy must be in place. In order to remain steadfast in providing support, a number of our goals continue in our 2018-21 Growth Plan. We are confident that this plan continues to reach at those issues that strike at the heart of what we do.

Review of Previous Year's Goals:

Goal 1	<i>Live the Distinctiveness of Catholic Education - An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations and prayer life.</i>
Achieved/Continue/Modify	(Achieved - Continue)
Evidence	<p>This year we celebrated our 50th Anniversary at St. Dominic School. Our celebrations first and foremost celebrated in an over manner our role in the community as a Catholic centre of learning excellence.</p> <p>Our school Learning Commons (a.k.a. 'One World Garden') is complete and a distinctive Catholic component exists.</p> <p>Our One World Garden boasts an area that is dedicated to prayer and reflection.</p> <p>All teachers and classrooms continue to promote and support social robust justice projects (i.e. Sign of Hope; Kids Care) with an intent to go deeper into Level 2 and Level 3.</p> <p>Our connection between the school and our home parish</p>

	<p>representatives (i.e. St. Dominic Savio) remains vibrant and strong. Father Saga joins us for the majority of our celebrations and we also go to St. Dominic Savio Church for celebrations.</p> <p>We continue to focus on interfaith awareness of non-Catholic faiths that are present in our school (i.e. multi-cultural celebrations and events in the school).</p> <p>Daily prayer and reflection have been enhanced and remain a critical part of our school programming.</p> <p>We continue to actively solicit and support the Edmonton Catholic Schools Foundation.</p>
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Goal 2	<i>Ensure that the educational experiences at St. Dominic School, as a 21st century Catholic learning community, continue to meet the diverse needs of our learners, are available to all students, and are committed to improving student learning.”</i>
Achieved/Continue/Modify	(Achieved - Continue)
Evidence	<p>We have a number of teachers who are new to their calling and as such have had to refocus some of the supports that we have in place for our teachers. We continue to make great strides in actively training and implementing Guided Reading in the classroom context. We continue to purchase resources that are practical and useful for teachers. Teachers have been trained and supported in the administration of F and P testing as well as trained in the methodology and as it relates to Guided Reading. We continue to invest in literacy support resources and advocated for whole-school writing initiatives (i.e. Write-Ons).</p>

Goal 3	<i>Provide a solid model of student-centred learning and associated teacher support and coaching model will continue to be supported and further enhanced.</i>
Achieved/Continue/Modify	(Achieved - Continue)
Evidence	<p>This is key and central to the PLC model that we have in place in our building. We have continued to invest in the Praxis model of teacher support and coaching. Teachers are supported through praxis via weekly one-on-one support and through whole class instructional support.</p>

Goal 4	<i>Continue to establish and nurture community partnerships in order to create a learning environment that is safe and educationally sound.</i>
Achieved/Continue/Modify	(Achieved)
Evidence	<p>We worked extremely hard to work to create a physical plant that is modern and up-to-date in terms of its physical and structural condition. New landscaping, sidewalks, painting and new signage have been key. With the emergence of newer more modern schools in the area, we worked hard to ensure that St. Dominic though not as new as some, has heart and provides programming that is academically robust and Catholic-centred.</p>

Areas to celebrate

Accountability Pillar	<ol style="list-style-type: none"> 1. List any <u>Measure Category</u> that is Excellent (or Good provided it has not declined from last year) <ul style="list-style-type: none"> ✓ Safe and Caring Schools, Student Learning Opportunities, Student Learning Achievement, Preparation for Lifelong Learning, World of Work, Citizenship Continuous Improvement 2. List any <u>Achievement Measure</u> evaluation that is very high (or high provided it has not dropped from last year) <ul style="list-style-type: none"> ✓ Safe and Caring Schools, Program of Studies, Education Quality, PAT Acceptable, Citizenship, Parental Involvement 3. List any Improvement Measure evaluation that is improved or significantly improved <ul style="list-style-type: none"> ✓ Maintained 4. List any Overall Measure evaluation that is excellent (or good provided it has not declined from last year) <ul style="list-style-type: none"> ✓ Safe and Caring, Program of Studies, Education Quality, PAT: Acceptable, PAT Excellence, Citizenship, Parent Involvement
District Satisfaction Survey	<p>List your 5 scores that are highest above the District average</p> <ul style="list-style-type: none"> ✓ School PD helps me to improve my work skills (Staff) ✓ All faiths are welcome (Staff) ✓ Satisfied for programming for special needs students (Parents) ✓ My child is developing math skills for the future (Parents) ✓ I enjoy learning about the Catholic faith (Students)
Regression Analysis	<p>Go to the file titled Regression Table that gives regression scores and Provincial test scores</p> <ul style="list-style-type: none"> ✓ All subjects have a positive regression “+” ‘ELA, Math, Science, Social Studies’
PAT/Diploma analysis	<p>Go to the file titled <i>Regression Table</i> that gives regression scores and Provincial test scores and the <i>Five Year Multi Year Report</i> that shows trends over time.</p> <ul style="list-style-type: none"> ✓ All areas warrant celebration - Math, ELA, Science, Social Studies
Tell Them From Me	<p>Students at St. Dominic enjoy attending a Catholic school and religious celebrations and prayer are important in their lives.</p>
5 Marks of Catholic School Identity Assessment	<p>Connections with our parish remain strong and Catholicity is strong within the school. St. Dominic has a strong Catholic worldview and continues to work even harder to create evidence of this within our school.</p>

Areas to target for growth

Data Source	Process	Goals in response to data
Accountability Pillar	<ol style="list-style-type: none"> 1. List any Measure Category that is a concern, an issue, or that has declined from last year <ul style="list-style-type: none"> ✓ Work Preparation 2. List any Achievement Measure evaluation that is low, very low, or has dropped from last year <ul style="list-style-type: none"> ✓ N/A 3. List any Improvement Measure evaluation that is declined <ul style="list-style-type: none"> ✓ Continuous Improvement 4. List any Overall Measure evaluation that is a concern, an issue, or has declined from last year <ul style="list-style-type: none"> ✓ N/A 	<ul style="list-style-type: none"> ✓ Continue to support work towards school improvement in both academic and environmental contexts and in the development of skills that will prepare students for the world of work.
District Satisfaction Survey	<p>List your 5 scores that are furthest below the District average</p> <ul style="list-style-type: none"> ✓ Child is learning attitudes that make them successful in the world of work (Parents) ✓ Support development of students as global citizens (Staff) ✓ Access to more technology (Students) ✓ My Parent/Guardian helps me with my learning (Students) ✓ Effectiveness of Parent Council (Parents) 	<ul style="list-style-type: none"> ✓ Provide more opportunities to enhance global citizenship and social justice (Catholicity) ✓ Continue enhancing the availability of tech – a variety of tech that will give students a variety of e-methods to share their learning.
Regression Analysis	<ul style="list-style-type: none"> • N/A – All positive regression. 	<ul style="list-style-type: none"> ✓ Literacy – continue to pursue excellence in the high needs, ELL and FNMI populations.
PAT/Diploma analysis	<ul style="list-style-type: none"> • N/A 	
Tell Them From Me	Access to clubs	<ul style="list-style-type: none"> ✓ Provide a breadth of after school AND lunch hour/recess activities.
5 Marks of Catholic School Identity Assessment	Continue to create a multicultural environment that is inarguably Catholic at its core. Emphasis on daily prayer and student led liturgical celebrations.	<ul style="list-style-type: none"> ✓ Catholicity – continue to reinforce St. Dominic’s role as a Catholic school within a multicultural context.

School Goal #1

**Guided by Mark Two of the 'Five Marks of Catholic School Identity':
- Imbued With A Catholic Worldview -**

An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations and prayer life.

District Alignment	Goal 1 - "Live and enhance the Distinctiveness of Catholic Education"
<i>"Which District Goals align with our school goals?"</i>	<p>1.1 <i>Demonstrate the distinctiveness and advantages of Catholic Education.</i> (b) Cultivate and support a Catholic ethos/environment within each site. (c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service. (d) Ensure that permeation of faith remains central in all our day to day practices.</p> <p>1.2 <i>Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.</i> (c) Support and promote the work of the Edmonton Catholic Schools Foundation</p>

School Strategy Used To Meet These Goals

"Students will have increased opportunity to experience and practice environmental stewardship"

Action	Measures/Evidence of effectiveness
1. Students will be involved in and lead courtyard projects that celebrate their connection to the natural world and emphasize how we must look after God's natural gifts (i.e. planting, composting within the courtyard space).	<ul style="list-style-type: none"> -Qualitative feedback as expressed from the community via social media (i.e. Instagram) -Qualitative feedback as expressed via school newsletters and informal parent commentary (i.e. Parent Council) -Students will be able to articulate their experiences in terms of the connections between their projects and God's natural gifts. -Community feedback from 50th anniversary video that illustrates through imagery concrete examples of students engaging in environmental stewardship throughout the school and community. -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity
2. Have students engage in a school-wide Artist in Residence project, and other focused artistic endeavours that are collectively intended to celebrate God's natural gifts and their place in the world.	<ul style="list-style-type: none"> -Meaningful engagement of students in the creation of an Artist in Residence tile mosaic that celebrates students as environmental stewards in the seasonal context. -Students will be able to purposefully share the connection of their creation to their role as environmental stewards (i.e. All elements of nature are fragile as depicted in the mosaic.) -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity
3. Continue to advocate for Environmental Stewardship (i.e. environmental projects such as recycle and composting programs).	<ul style="list-style-type: none"> -Students will meaningfully discuss and advocate for initiatives such as recycling and composting through classroom presentations, school public forums (i.e. announcements, newsletters, social media (i.e. Instagram) -Student involvement in school projects that advocate environmental stewardship. -Tell Them From Me Survey data -Satisfaction Survey Data -Staff feedback from year end Social Justice debrief.

4. Staff and students will engage in celebration and prayer within our One World Garden.	<p>Increased use, by staff and students, of our prayer/celebration area that exists within our courtyard garden. Students will actively seek, both formally and informally, to commune with nature within this area that is dedicated to prayer, reflection and celebration.</p> <ul style="list-style-type: none"> -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity
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School Strategy Used To Meet These Goals

“Strive to explore, know and strengthen The Five Marks of Catholic School Identity within the school context; in particular Mark Two – Imbued with a Catholic World View.”

Action	Measures/Evidence of effectiveness
1. Create Mindfulness Space in an effort to support Mental Health awareness and to facilitate spiritual connections	<p>Effectiveness will be measured via students and staff using the Mindfulness Space both within the set schedule AND requests to use the space outside of the formal timetable (i.e. classroom, gym, student engagement).</p> <p>Community feedback (Instagram, newsletter, etc.)</p> <p>Qualitative feedback from professional practitioners (i.e. Yoga who will be using this space)</p> <ul style="list-style-type: none"> -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity
2. Creation of Staff/Student, ‘One World With Jesus’ photo wall that celebrates Catholicity and diversity.	<ul style="list-style-type: none"> -Parent, student, staff and visitor commentary (anecdotal) -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity
3. Continue to enhance the school’s outward celebration of its Catholicity through artwork, school merchandise, and other interior and exterior design elements (i.e. School Logo redesign, new graphic elements which express our Catholic identify)	<p>Increased presence of our school logo via marketing, new school merchandise (i.e. clothing), creation of a new school Web Store where the community can purchase merchandise.</p> <ul style="list-style-type: none"> -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity
4. All teachers and classrooms promote and support social just projects (i.e. Sign of Hope; Kids Care)	<p>-Students and teachers will discuss and articulate the social justice projects that they have chosen in terms of the Levels of Social Justice (Social Justice Year-end debrief).</p> <ul style="list-style-type: none"> -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity
5. Continue to strengthen the connection between the school and our home parish representatives (i.e. St. Dominic Savio) with regular visits from Father Saga and other Parish officials.	<ul style="list-style-type: none"> -Teacher participation in booking of parish officials. -Teacher attendance at Parish functions (i.e. Staff Appreciation) and requests to have Parish representation at school celebrations. -Tell Them From Me Survey data -Satisfaction Survey Data -5 Marks of Catholic School Identity

School Goal #2 In collaboration with our Indigenous communities (and Indigenous Learning Services – ILS) we will continue to develop and enhance practices which not only ensure the success of First Nations, Metis and Inuit students, but also increase knowledge and understanding amongst all students at St.Dominic School.

<p>District Alignment</p> <p><i>“Which District Goals align with our school goals?”</i></p>	<p>Goal 2 - “ECSD Supports First Nations, Metis and Inuit Students’ Success”</p> <p>2.1 <i>Increase academic success and cultural knowledge by promoting successful practices to support FNMI students.</i></p> <p>b) <i>Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of FNMI standard as outlined in the Alberta Education Teaching Quality Standards.</i></p> <p>2.2 <i>Provide and promote cultural diversity</i></p> <p>c) <i>Provide opportunities for on-going professional development for all District staff in cultural awareness</i></p> <p>2.4 <i>Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.</i></p>
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School Strategy Used To Meet These Goals

Strive to develop and enhance practices which not only ensure the success of First Nations, Metis and Inuit students, but also increase knowledge and understanding amongst all students at St.Dominic School.

Action	Measures/Evidence of effectiveness
<p>1. Ensure that all students are aware of and understand Treaty 6 (i.e. Staff and students read Treaty 6 Acknowledgement weekly during announcements, school celebrations, etc.) Seek guidance and resources from District Indigenous Learning Services.</p>	<p>-Staff will actively engage ALL students in discussions and students will be able to articulate what a treaty is at its most basic level – i.e. a treaty is a promise)</p> <p>-Increased presence of FNMI resources and consultant presence in our building.</p> <p>-Increased depth and level of discussion and regard for FNMI culture and tradition by both staff and students.</p> <p>-Increased physical presence of areas, artifacts, in our school that facilitate the celebration and knowledge of First Nations culture and traditions.</p> <p>-Accountability Pillar – FNMI Report</p>
<p>2. Utilize ILS personnel and resources (i.e. Talking Stick, smudge, blanket ceremony – courtyard and staff PD)</p>	<p>-Staff will engage in purposeful planning and practices that are more directly connected to FNMI teachings.</p> <p>-Staff and school engagement with Treaty 6 will become more pervasive within the school.</p>
<p>3. Student attendance at Victoria Park for Aboriginal Awareness Month</p>	<p>-Accountability Pillar – FNMI Report</p>
<p>4. School-wide celebration of Orange Shirt Day</p>	<p>-Enhanced use of strategies and communicative approaches by school FSLW and BCBA personnel.</p>
<p>5. Create an area of the school that is intended for reflection for our FNMI students (i.e. includes drumming music, visual art, etc.)</p>	<p>-Rate of use and participation of this area by not only FNMI students but all students. This area will provide a context where students and staff can center themselves in a manner that is connected to both indigenous and Catholic spirituality.</p>

School Goal #3	<i>“Ensure that the educational experiences at St. Dominic School, as a 21st century Catholic learning community, continue to meet the diverse needs of our learners, are available to all students, and are committed to improving student learning.”</i>
District Alignment	Goal 4 - “ECSD has excellent teachers, school and school district leaders.
<i>“Which District Goals align with our school goals?”</i>	4.1 <i>Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.</i>
	4.4 <i>Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.</i>
	4.7 <i>Support teachers and system leaders to implement technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.</i>
	4.6 <i>Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.</i>
	a) <i>Engage in professional learning aligned with our district plan, Literacy and Numeracy: Learning Deeply, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and continue to focus on the foundations of literacy and numeracy and Alberta Education’s key competencies.</i>
School Strategy Used To Meet These Goals	
<i>“Students will be given additional opportunities to enhance their literacy through <u>reading</u> initiatives”</i>	

Action	Measures/Evidence of effectiveness
1. Creation of School Specific Data Management System (School Profile) that will be used to track and compare disparate modes of student assessment in order to view long term data trends (i.e. student specific).	-Compare data in School Profile which has been gathered over time. Establish and assess growth patterns. -Increased levels of achievement in school-based assessments. -Learning Coach Praxis feedback -Principal One on One discussion of student progress -School Profile Results (Local) -Regression Analysis -PAT Results
2. Actively promoting and supporting Guided Reading within the classroom in a blocked literacy format.	-Status as measured in student ‘Guided Reading Log’ progress (Student participation and engagement with teacher) -Learning Coach Praxis feedback -School Profile Results (Local) -Regression Analysis -PAT Results
3. Support through monthly reading running record assessment	-Measured student progress via four times per year F and P assessments.
4. Reports AND Term F and P assessments	-Principal One on One discussion of student progress
5. Train/re-train teachers in the art and the methodology that is behind formative assessment so as to enhance student reading and comprehension.	-Student ability to articulate growth that has occurred via documentation panels. They will be able to articulate growth and progress to fellow students, to teachers, to parents and to themselves through reflection.
6. Continue to evergreen and nourish printed resources that are in school library and in classroom libraries.	
7. Continue to demonstrate student learning (journey) via ‘Documentation panels’	

School Strategy Used To Meet These Goals	
<i>Students will be given additional opportunities to enhance their literacy through <u>writing</u> initiatives</i>	
Action	Measures/Evidence of effectiveness
1. Fountas and Pinnell Literacy Continuum 2. Adoption and adaptation of 6 + 1 Writing Traits Program. 3. Continue to enhance literacy by actively promoting and supporting formal writing programs within the school. For example, actively support a year-long Write-On literacy component that aligns standards with those mandated and advocated by the province and district. 4. Dedicated school-wide literacy blocks 5. Demonstrate student learning (journey) – Documentation panels	-Learning Coach Praxis feedback -School Profile Results (Local) -Regression Analysis -PAT Results -Principal One on One discussion of student progress -Student ability to articulate growth that has occurred via documentation panels. They will be able to articulate growth and progress to fellow students, to teachers, to parents and to themselves through reflection.

School Strategy Used To Meet These Goals	
<i>“Support and enhance classroom tech-based resources that are conducive to student learning”</i>	
Action	Measures/Evidence of effectiveness
1. Enhancement of School Makerspace – skills to help prepare students for world of work (i.e. Programming, 3D Printer) 2. Continue to purchase tech-based devices that will enhance student learning (i.e. Chromebooks) 3. Host school-wide maker space day.	-Student engagement in Tech-based school initiatives. -Teacher sign-outs of centralized tech resources. -Rate of utilization of classroom-based tech resources. -Tech Coach feedback -Learning Coach feedback -Social media feedback (i.e. Instagram) -Satisfaction Surveys -Accountability Pillar Results

School Goal #4	<i>In keeping with and in support of the Ministerial Report on Student Learning, provide a solid model of student-centred learning and associated teacher support and coaching model will continue to be supported and further enhanced.</i>
District Alignment	Goal 3 - “ECSD respects diversity and promotes inclusion” Goal 4 - “ECSD has excellent teachers, and school and school authority leaders”
<i>“Which District Goals align with our school goals?”</i>	3.1 <i>Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.</i> 4.6 <i>Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.</i> a) <i>Engage in professional learning aligned with our district plan, Literacy and Numeracy: Learning Deeply, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and continue to focus on the foundations of literacy and numeracy and Alberta Education’s key competencies.</i> 4.1 <i>Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.</i> 4.4 <i>Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.</i>

School Strategy Used To Meet These Goals

“Continue to enhance student learning by created structured opportunities for our Learning Coach to work one on one with teachers and to follow up with teachers in an authentic manner in their classrooms, with students.

Action	Measures/Evidence of effectiveness
1. Maintain in-class/out-of-class Learning Coach support model (1.0) FTE in order to support modified weekly Praxis Model. This ‘Praxis’ model is intended to serve at the core of the St. Dominic Teacher PD plan.	Presence of increased planning time with grade level partners and the Learning Coach Increased Learning Coach time in the classroom (with Peer Coaching focus) -Learning Coach Praxis feedback -School Profile Results (Local) -Regression Analysis -PAT Results -Measured student progress via four times per year F and P assessments. -Principal One on One discussion of student progress
2. Create a supplement to our existing PLC/Praxis model that will facilitate learning and leadership for our ‘Innovators and Early Adopters’ (IEA). <ul style="list-style-type: none">This model would strive to accommodate teacher’s ability to meet in small groups sharing PD experiences that they have experienced outside of the school. Peer-coaching would further accommodate the transfer of Innovator and Early Adopter experiences	-Via ‘Diffusion’ these experiences would percolate to other teachers. Presence of practices would be evident in non-Innovator and Early Adopter classrooms. -Sharing of IEA ideas at staff meetings, PD. -Principal One-on-One Feedback -Tech Coach feedback -Learning Coach feedback -Satisfaction Surveys -Accountability Pillar Results
3. Support staff offsite inter-visitations and PD opportunities both inside and outside of the district.	