

St. Dominic School Plan for Continuous Growth 2020-2023

School Mission:

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.

St. Dominic School Charism: 'Charism' is the Greek word used in the New Testament for "favor" or "gratuitous gift". Charisms, or spiritual gifts, are special abilities, given by the Holy Spirit, enabling individuals or communities of faith to be powerful channels of God's love and saving presence in the world.

- Primacy of Christ
- Reverence for Creation and Environment
- Dignity of the Human Person
- Relationships and Community
- Compassion and Service, especially for the Poor
- School Colors: Black, Green, Blue and White

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: Staff and Students will continue to explore their faith and what it means to be Catholic.

Actions we will take

Permeation Professional development time.

Social Justice Projects: Each grade level has at least 2 projects/classroom that strive to work on:

Stage 2 -Direct Service- directly filling needs in the community. Stage 3 - Service for Empowerment - empowering people for lasting change.

Stage 4 Reflection and Analysis.

Continue to strengthen the connection between the school and our home parish with regular visits from Father Saga with focused dialog for student learning. Classroom visits to the parish when fieldtrips are allowed.

Supporting Sacred spaces:

Block time in Mindfulness space for weekly time for each class also opening up opportunities for 100 voices and Early Learning. Develop the sensory room as a calming area for students with elevated behaviors and required Tier 3 and 4 supports. Movement in the Hallways area is utilized daily

Continue to use our Mother Mary Garden outdoor space as a reflection area for student use.

Upgrading the outside school grounds with boulders/rocks for seating in the front and by the kindergarten/100 voices entrance.

Carousel digital media screen at the front of the school with timely messaging and photos/videos.

Continue to use our First Nations, Metis and Inuit area as a teaching and reflection area for staff and students.

Morning announcements featuring liturgical, gospel and Christian Rock

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

Teachers are using the created lessons to permeate Catholicity in all their subject areas. Teachers and students have created social justice projects that extend beyond Stage I collections and students have the opportunity to reflect on their work.

Students build relationship with Father Saga and are open to responding to his questions and asking him for clarification.

Students and teachers reflect on time in the Mindfulness space and allowing for students to develop techniques and strategies they can use throughout their learning.

Students and staff are able to use the sensory room and Movement area as a means to help students control their behaviors and focus on regulating their breathing and body.

Students will spend time in the garden praying and making a personal connection with their Catholicity.

Parent feedback on digital media access at the school.

Students and staff use of FNMI area increases.

At the January midpoint review:
At the May review:

January

ECSD Goal One: ECSD students are successful

ECSD Strategy: 1.2 Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections to deepen understanding and provide a greater ability to target teaching and

School's intended outcome from working in this area: Increased proficiency in Literacy, Numeracy and Concept attainment in Science, Social, Religion and Health.

Whole School Students will improve their reading and writing skills.

Students will have the opportunity for guided reading experiences every day.

Targeted supports for students reading below 2 grade levels using Raz-Kids online reading program and obtaining site licenses for all grades K-6.

Student will work on "Write On's" formally 4/year and receive timely feedback from teacher to improve writing.

Focus on reading in Science and Social for specific language understanding. Word walls and new word documentation: integration of cross curricular technical language.

Teachers will use Math Talks at the beginning of math lessons to engage students in questioning, talking, thinking, justifying and comprehending.

Continue to work on basic facts and problem solving in all grade levels and looking at our MIPI data.

Utilizing MathUp to support students.

Technology supports in each class to ensure students have access to online resources and software.

Using PowerteacherPro, teachers will delve deeper into their assessment strategies and focus on providing students and parents with timely feedback “for”, “as” and “of” Learning. Assessment 360 Model.

Our Professional development model of Praxis (one on one PD time with Learning Coach and teacher) will allow for development of math strategies to work in the classroom

Seek funding from parent council for math resources

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

Teachers will see improvement in reading scores using running records, anecdotal notes and observations.

Students on PLP’s or IPP’s will meet their goals of improving reading levels.

Students will see an improvement in their writing skills on the “Write-On’s”

Students will be able to identify subject specific language and words.

PAT results

Regression Analysis

Increase in Excellence on PAT

Teachers will begin their math lessons with quick 10 minute conversations at least 2 times/week and students will begin to use the language of math to show their understanding.

Student feedback for assessments will lead to progress on task and assignments.

Learning coach observations will see math talks in action and student engagement with math language.

PAT Results

Regression Analysis

Increase in Excellence on PAT

Parent council supports school wide math initiatives financially.

At the January midpoint review:

At the May review:

January

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

ECSD Strategy: 2.4 Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching, Leadership, and Superintendent Leadership Quality Standar

School's intended outcome from working in this area: All staff and students will have opportunities to learn about different world views and perspectives.

Actions we will take

Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit. Schoolwide celebrations – Orange shirt day, Indigenous People's day.
Age appropriate presentations – Blanket Ceremony, Metis Literacy kits, Smudging, Talking stick kit, Virtual visits from Guest speakers and Elders, Dancers and Drummers.
Weekly acknowledgement of Treaty 6 and school celebrations.
Continue to add to our literacy resources in the library and Indigenous space.
Teachers/ EA's Librarian reading Indigenous stories to classes/ students/ small groups.
Look into online fieldtrips to explore life in the past.

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

Students and staff are able to share their experiences and learning through their participation in Celebrations, presentations and in-class lessons. Students are able to articulate the impact of residential schools on Indigenous Peoples.
Students are able to tell what Treaty 6 is in specific terms.
Students are taking out and reading resources.

Teachers are booking fieldtrips to Fort Edmonton, museum to explore indigenous culture and making connections with online fieldtrips/virtual tours.

At the January midpoint review:

At the May review:

January

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

ECSD Strategy: 3.1 Develop, promote, and oversee the application of excellent professional practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement

School's intended outcome from working in this area: Teachers are well versed pedagogically. Utilizing the Divisions Assessment 360, Curriculum pacing guides, model Google Classrooms and joining Communities of Practice.

Actions we will take

Continue to use in class/out of class learning Coach support model.
Peer coaching and early adopter experiences
Lead teacher sharing learning on PowerTeacherPro
Continue to use school profile for each classroom to track and compare student assessment.
Using running records data to direct programming for improving reading levels.
Continue to support staff visitations and PD through TEAMs meetings
Staff meetings to share strategies and resources
Monthly grade team collaboration and utilizing resource area for teacher collaboration.

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

Regular feedback from teachers and learning coach on effectiveness of model.

Teachers are encouraged to use the model of “failing forward” and are open to trying new practices.

Teacher collaboration increases with PTP.

Students will increase reading levels by at least one level.

One on One meetings with Learning coach and Principal.

At the January midpoint review:

At the May review:

January