

ST. DOMINIC PARISH SCHOOL

St. Dominic School Strategic Plan

Effective January 2019 – June 2021

Compiled by St. Dominic Education Commission

Approved: 1/14/2019

Revised: 02/14/2021

Introduction:

The St. Dominic Education Commission has at its primary concern the intellectual and spiritual development of the members of the parish community and is responsible for establishing policies to meet the educational needs of the Parish School. The St. Dominic School multi-year strategic plan aims to meet these responsibilities and is intended to be executed with the support of Parish and School Administration. The St. Dominic Education Commission shall provide the necessary counsel, oversight and support in all facets of plan implementation.

This version of the plan is intended to cover a three-year timeline, with an expectation, however, that it will be reviewed on an annual basis (at a minimum) by Parish Administration, School Administration and the Education Commission to ensure that the plan remains fresh, relevant and flexible to the needs of students, staff and the community. The St. Dominic Education Commission will be responsible for ensuring the upkeep of this plan, and for monitoring its intended execution. Updated versions of the strategic plan will be re-published as needed and as approved by the Education Commission. The latest version of plan will be published and available on Parish Website within the St. Dominic Education Commission section of site.

This plan has been formally updated in February of 2021 in light of the COVID realities of 2020, extending into 2021, as well as documenting goals and action status after 2nd year of plan. All updates from the original document have been highlighted in red font.

Strategic Plan Goals:

The primary goal of this plan is to ensure St. Dominic School students are provided a well-rounded, academically rigorous, faith-based education preparing them to thrive in high school and beyond. This plan also establishes goals for effective communication and marketing of the school's strengths, both internally and externally, to generate positive impacts within the school, parish, and local communities.

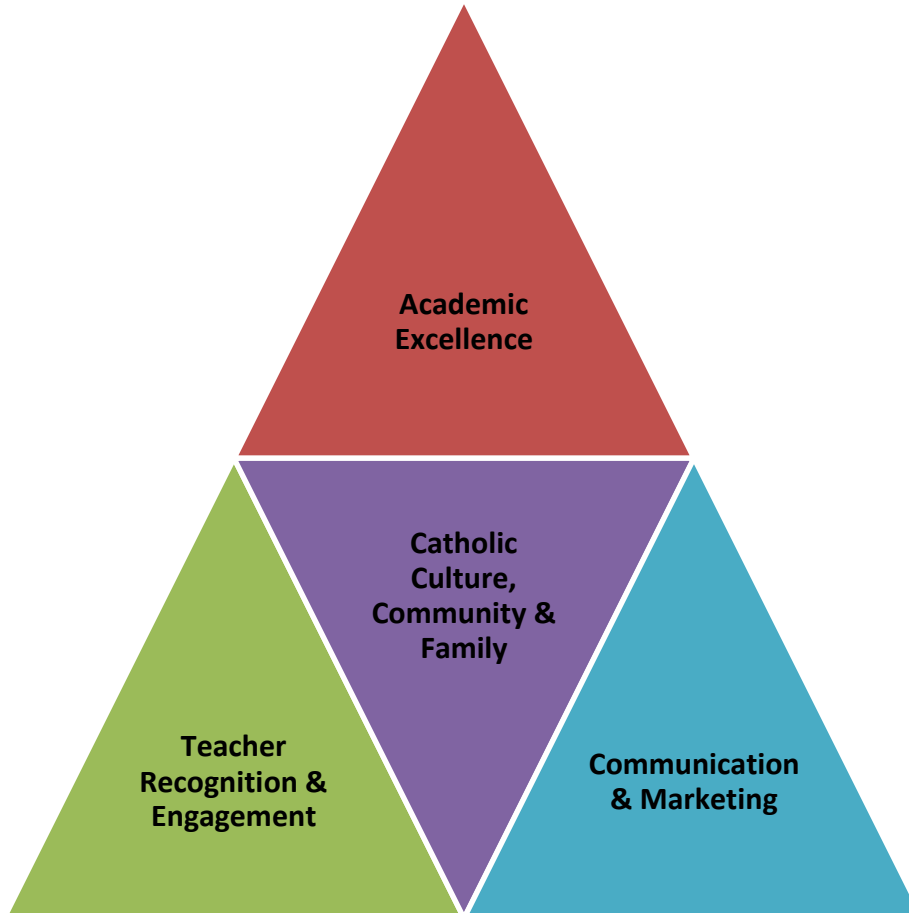
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1. Strategic Plan Pillars

The diagram below illustrates the four pillars of the St. Dominic School Strategic Plan. Specific goals, strategy areas and plans for each of these pillars will be discussed in detail in this document.



2. Academic Excellence

- 2018/2019, 2019/2020, 2020/2021 Education Commission Focal: Peter Gibbs

Goal: Provide high-quality, well-rounded, educational opportunities to all students, embracing 21st century learning expectations, and preparing students to thrive in high school and beyond.

STRATEGY AREA	GOALS	FOCAL(S)
Student Instruction	Ensure that systems of instructional improvement lead to the highest levels of learning for all students and staff. Students should have access to personalized learning options for highest levels of individual academic achievements, and exposure to wide range of learning opportunities. St. Dominic School will follow the Archdiocese of Cincinnati Graded Course of Study which adheres to standards set forth by the State of Ohio.	Principal, Teachers and Academic Issues Committee
Technology Integration	Ensure students and teachers are provided the necessary technology resources (infrastructure, hardware, software and instruction/training) to be academically successful and efficient. Ensure technology is an integral part of accomplishing academic goals via appropriate curriculum integration. Provide students the technology skills consistent with modern learning expectations, and necessary for transition beyond grade school.	Technology Committee
STEM Education	Foster and promote a culture of increased STEM literacy for all students. A focus on the knowledge and understanding of Science, Technology, Engineering and Math principles to enhance problem solving and logical thinking skills will be a specific priority for St. Dominic students. The intertwining of STEM subjects/learning into all facets of the broader curriculum will be explored, along with comprehensive lesson strategies/plans that integrate all subjects together using a STEM philosophy.	Peter Gibbs/ Kim Luebbering + Principal/Teachers
High School Transition Preparation	Ensure St. Dominic graduates are well prepared for the transition to high school, by providing them all the necessary skills to succeed.	Ken Streder Juliane Belisle; 2020/2021: Peter Gibbs
Grant Coordination	Pursue and obtain external grant funding, as appropriate, to support the goals of the school (or parish) and enhance school resources and educational opportunities for both students and teachers.	Amy Walter

2.1 Strategy Area: Student Instruction

Goal: Ensure that systems of instructional improvement lead to the highest levels of learning for all students and staff. Students should have access to personalized learning options for highest levels of individual academic achievements, and exposure to wide range of learning opportunities. St. Dominic School will follow the Archdiocese of Cincinnati Graded Course of Study which adheres to standards set forth by the State of Ohio.

Academic Desired Outcomes

- Students demonstrate high levels of mathematical and scientific reasoning, logic computation, and application
- Students comprehend a variety of texts and attain highly proficient levels of literacy, writing and communication skills
- Students access quality learning options and instructional programs and strategies that support their personal learning needs and goals

2.1.1 Academic Issues Committee

St. Dominic School's Academic Issues Committee primary purpose is to address any concerns in the school relative to academics. This committee is made up of teachers and/or staff and is chaired by one teacher/staff member (currently Jan McReynolds). This committee meets quarterly during the school year and maintains agendas/minutes. The committee also meets on an as needed basis regarding timely issues. Their recommendations are flowed up through the Principal, as well as the Parish's Education Commission for discussion, as needed. As part of the school's strategic plan, it is expected this committee will effectively communicate any issues or recommendations to school administration and/or the Parish's Education Commission in a timely manner, such that appropriate corrective actions can be developed and implemented.

Action	Focal(s)	Timing/Status
Academic Issues Committee Chair will provide summary of current initiatives or meeting minutes to Education Commission on a regular basis. Representative of Academic Issues Committee will be invited to Education Commission meeting at least twice a year (or if unable to attend in person, provide report).	Jan McReynolds / Peter Gibbs	Continual/effectively occurring on a regular basis
Survey teachers to get feedback on their opinions of School's Strengths, Weaknesses, Opportunities and Threats. This ranked feedback will be provided to Education Commission and Academic Issues Committee in development of strategies and future initiatives for school improvement.	Jan McReynolds	Nov. '18 (complete)

2.1.2 School Curriculum Overview & Expectations

St. Dominic School follows the Archdiocese of Cincinnati Graded Course of Study which adheres to standards set forth by the State of Ohio. All students in grades K-8 receive daily cross-curricular instruction in Religion, Language Arts, Math, Science, and Social Studies; as well as weekly instruction in Art, Music, Computer, and Physical Education. It is at the discretion of each individual subject teacher to determine best way to develop lesson plans and instructional strategies that make best use of the teacher's strengths to meet the individual student's needs.

Language Arts is divided into Reading and Language. The **Reading** curriculum integrates reading, writing, visualization, media literacy skills, and encourages students to be successful according to individual needs through differentiated approaches. The importance of reading and invoking a love for reading are two areas teachers work at continually. The younger students are supported by a Title I Reading teacher, a Speech/Language therapist, and instructional aides who assist the classroom teachers.

The **Language** curriculum focuses on spelling, grammar, vocabulary and writing. The older students are encouraged to take an active role in their education through group discussions and public speaking opportunities, and drama performances, as well as participating in the SCRIPS National Spelling Bee (4th-8th). The Students also learn a variety of software, internet and other computer-based programs which will help them to become proficient communicators in this technologically-based world.

Action	Focal(s)	Timing/Status
Determine Jr. High public speaking opportunity for Spring of 2019. (e.g. St. Dominic only speech night, participation in Westside Speech Contest, both, or other opportunity). Re-evaluate options for Class of '21 in light of COVID.	Principal / Jr. High Language Arts Teacher	Feb '19/ Returned to Westside speech contest for Class of '20. Decision for Class of '21 in Spring '21.
Many local area grade schools now offer introductory Foreign Language opportunities during the school day for their students. (St. Dominic currently only offers an after-school conversational Spanish class). St. Dominic will study the feasibility and benefits of providing a Foreign Language curriculum offering to students and provide a recommendation and/or plan (if appropriate).	Principal / Language Arts Department / Academic Issues Committee	March '18 – May '20. Action postponed indefinitely until post-COVID normality returns.
Develop strategy for school-wide drama/musical performances across all grade levels for 2019/2020 and 2020/2021 school years. (Including any budget needs).	Principal / Language Arts Department / Music Teacher	September '19. Re-evaluate in 2021/2022 (post-covid). 1st/8th grade live plays, and drama club planning, cancelled in 2020 due to COVID.

The **Math** curriculum uses manipulatives, as well as drill, to enable all students to learn and retain material and apply math skills to everyday living. 15% or more of the students in grades 5-8 participate in the Advanced Math Program, allowing them to complete Algebra I before entering high school. This program is taught by a dedicated teacher. The smaller grouping of students in these grades allows more individual student attention and focused instruction for all ability levels.

St. Dominic students experience the **Science** curriculum enhanced by hands-on activities and interactive explorations. Our science lab increases discovery learning.

Action	Focal(s)	Timing/Status
Recommend updates in equipment and/or technology to keep science lab (or classroom) equipment up-to-date. Outline corresponding curricula activities that will make use of recommendations. Engage PTO for potential funding options. Re-assess post-COVID.	Peter Gibbs / Science Department Faculty	Feb '19 – May '19. Science lab equipment deemed suitable. Grant received for updated safety equipment (received 2019). Conscious decision to allocate attention/funding to STEM Lab/Makerspace. Re-evaluate 2021/2022+.

Social Studies fosters an awareness of civic responsibilities, economic life skills, appreciation of geographic and cultural differences, and increases the knowledge of the effects of historical events on a modern global society. Our students are involved with a *United States Naturalization Ceremony* held annually at our campus. St. Dominic School participates in the *Junior Achievement* economics program in grades K-8.

The **Art** program exposes students to a variety of media and cultural diversity while encouraging self-expression. Students are taught basic art principles, with an emphasis on art appreciation. The Spring Art Show highlights student projects, including portraits, paintings, pastels, print making, and 3-D design. Student entries and winning designs from area competitions are recognized throughout the year.

The **Music** program enhances the students' education through activities which stimulate academic, social, and spiritual development. Selected middle and junior high students participate in various community outreach projects by performing at nursing homes, charitable events, festivals, and local businesses, in addition to cantor training for parish functions. Musical productions created by students and teachers currently include a *first grade Christmas musical* and an *eighth grade performance*.

Action	Focal(s)	Timing/Status
Develop strategy for school-wide drama/musical performances across all grade levels for 2019/2020 and 2020/2021 school years.	Principal / Language Arts Department / Music Teacher	September '19, Re-evaluate in 2021/2022 (post-covid). 1st/8th grade live plays, and drama club planning, cancelled in 2020 due to COVID.

The emphasis of **Physical Education** focuses on activities that facilitate student confidence and enhance developmental skills, team building skills, fitness, and individual/team sports. Every student is involved in the program which centers around three learning domains: psychomotor, cognitive, and affective. Special events such as Olympic Day, Field Day, Walk-A-Thon, and Jump Rope for Heart encourage family, as well as community involvement. The goal is to assist each student in achieving optimum personal physical development, as well as how to contribute to society through positive means.

The goal of the **Technology** program is to encourage and improve the technology skills of every student with a variety of instructional lessons that help students better understand technology through computers and other devices. Students learn a variety of software, hardware, applications and Internet usage. (See “Technology Integration” Strategy Area for more details).

Additional School Programs: The St. Dominic School Parent/Student Handbook summarizes the following programs/initiatives in detail:

- Ability Groupings
- Advanced Math & Reading
- Enrichment
- Special Education Tutoring
- School Psychologist
- Speech/Language Pathologist
- Title I

Action	Focal(s)	Timing/Status
Currently, the Advanced Reading Program in grades 7 & 8 consists of up to 50% of the students. This program will be assessed to see if a more selective Advanced Reading Program (<30% of students) would be appropriate (or feasible) to allow more challenging work to the more advanced readers, while allowing opportunities for more individual attention to the middle and lower level reading students.	Principal / Jr. High Language Arts Teacher / Academic Issues Committee	March '19 – May '20; New Advanced Reading program, taught by Jenny Teepen, implemented for Jr. High for 2020/2021 academic year.

The following activities are in place as supplemental to main curriculum, to further support the Academic Instructional goals of the school.

- Accelerated Reader Program
- Able Readers – **tentatively discontinued for 2020/2021 school year (1st-3rd grade). Enrichment opportunities for targeted students prioritized within normal classroom/library times.**
- Blackhawk Singers

- Continental Math League
- Junior Achievement
- STEM Club
- Peer Assisted Learning System (PALS)
- Scripps National Spelling Bee
- St. Jude Math-A-Thon
- Student Council
- Speech Contest/Speech Night
- Yearbook
- After school conversational Spanish Classes (fee)
- Chess Club
- Art Club (fee)

Action	Focal(s)	Timing/Status
This list of additional school programs and supplemental activities shall be reviewed on an annual basis to ensure it is up to date, and critical offerings are maintained. Additional opportunities will be considered, and recommendations made on an annual basis (e.g. Power of the Pen, National Poem Contest participation, Book/Creative Writing Club, School newspaper/newscast, other opportunities, etc)	Principal / Education Commission	Annually; Reviewed annually by Ed Commission. Most postponed for COVID 2020/2021.

2.1.3 Individualized Student Instruction

St. Dominic School recognizes the need for students to have access to personalized learning opportunities, and the Administration and Staff will continually seek ways to individualize instruction as practically as possible and when appropriate. Some specific programs have already been discussed in this document (e.g. Title I, Ability Groupings, Advanced Math, etc).

The Response to Intervention (RTI) program (aka Blackhawk Bell), is an opportunity to provide additional, specialized and targeted instruction opportunities for students. This period is scheduled in the school day/week to address three primary areas as appropriate for each student:

1. Remedial Education
2. Re-teaching Opportunities
3. Enrichment Opportunities

Teachers will seek ways to optimize this time for each student. A study hall is not the default expectation for this time, unless this meets the instructional needs for a specific student in a certain situation.

Action	Focal(s)	Timing/Status
Instruct teachers in strategies to optimize the RTI program/period for their students. Provide a strategy for each grade level, and recommended incorporation into school schedule going forward.	Academic Issues Committee	Feb '19 – August'19. Complete/Ongoing.
Provide strategies for teachers to give additional remedial education opportunities for needed students.	Academic Issues Committee	Feb '19 – August '19. Complete/Ongoing.

2.1.4 Continual School Improvement Plan

The Steering Committee at St. Dominic is responsible for accreditation requirements, as well as owning the school's Continual Improvement Plan as part of the accreditation process. Both the Continual School Improvement Plan and the School Strategic Plan (this document) shall complement each other, and the Education Commission shall ensure proper communication with Steering Committee and Academic Issues Committee (as discussed in Section 2.1.1) to ensure this.

Action	Focal(s)	Timing/Status
Develop a future mapping/essential skills ranking as part of the School Improvement Plan Strategy. These results will be shared with Education Commission.	Steering Committee / Academic Issues Committee (Jan McReynolds, Chair)	Feb '19 – Mar '19. Completed by Steering Committee. 3-year Accreditation Plan cycle (shared in Ed Commission meeting January '20) postponed one year (across archdiocese) due to COVID.

2.1.5 Academic Schedule

The current standard academic week schedule consists of ~45-minute periods each day in the “primary” subjects of Math, Reading, English, Science and Social Studies. One 45-minute period a week is provided for “Specials”: Phys Ed, Music, Technology, Art and Library. An additional, shorter “RTI” period is scheduled each day as well (see *Individual Student Instruction* section above).

Action	Focal(s)	Timing/Status
The Academic Issues Committee will review current scheduling philosophy and determine potential improvements to maximize student instructional benefits. Alterations to academic schedule will be considered to potentially allow for selective Block Scheduling, Advanced Reading opportunities, Remedial education opportunities, additional elective options (music, art, STEM, Foreign Language, etc), RTI, additional technology instruction, etc. Considerations such as those just mentioned will be evaluated, and a recommended plan will be created.	Steering Committee / Academic Issues Committee (Jan McReynolds, Chair)	Feb '19 – August '19 (Reassessed annually) Any large-scale potential change discussions postponed due to COVID.

2.1.6 Blue Ribbon School of Excellence

St. Dominic was awarded the National Blue-Ribbon School of Excellence Award in 2008 by the United States Department of Education. While this designation never expires, it is the school’s desire to maintain the same quality Academic standards and Instruction that qualified the school over ten years ago.

The criteria for which St. Dominic’s Blue Ribbon status were established included: reading and math scores, as measured by a national standardized test; excellent attendance rates for students and staff; low student and staff turnover; numerous indicators of academic success; evidence of using student assessment results to better the school; evidence of effective communications with a variety of stakeholders, both inside and outside the school; detailed explanations of the core curriculum and how it meets the needs of every student; strength of the reading program; effective instructional methods; professional development of the staff; evidence of two highly successful subject areas above and beyond the core curriculum; evidence of foreign language incorporated into the curriculum of the junior high students.

Action	Focal(s)	Timing/Status
Research current (2018) requirements for this Blue Ribbon School Award, and provided a report to the Education Commission. This report will summarize school’s current performance relative to Blue Ribbon metrics, and examples of application process and expectations and other benchmarking information.	Education Commission Sub-Committee headed by Ken Streder	Nov ‘18 Initial report completed Fall ‘18. Iowa score update presentation shared Sept ‘20.
Continue execution of strategic plan initiatives and consideration of Blue Ribbon expectations over next three years. Recommendation on whether reapplication for Blue Ribbon Status will be made by end of 2021, since schools are only given preference for re-application after 15 years from first award. Potential re-application would be 2023 based on Education Commission’s recommendation.	Education Commission	May ‘21.

2.1.7 Iowa Test of Basic Skills

The Iowa Test of Basic Skills is administered to St. Dominic Students in the spring of each year in grades 3 through 7. Progress toward achieving exemplary high performing status is an intended goal, year over year. Positive trends year over year for a grade level, and for a class, will be the desired outcome and one indication of measured success of school’s instructional framework.

Action	Focal(s)	Timing/Status
Iowa Test Results will be reviewed by school administration and staff on a yearly basis and shared with Education Commission. Appropriate recommendations or modifications to student instruction shall be agreed between administration and staff with goal of improving results where non-positive trends are observed. If systemic negative trends are observed, an action plan will be developed by Principal and Staff to understand and attempt to correct trends in subsequent years.	School Psychologist / Principal / Teachers	Annually. Shared with Ed Commission for 2018/2019, 2019/2020 results. Focused improvement opportunities highlighted internally to staff.

2.1.8 Student Awards

The St. Dominic School Parent/Teacher Handbook currently lists a collection of Christian culture themed awards the school gives for each grade level, as well as Academic Honors criteria. In addition to these awards, the school shall further reward and encourage academic excellence via other strategies. One current tradition is the Sr. Mary Ruth/Fr. Stockelman Award given to the top two graduating 8th graders.

Action	Focal(s)	Timing/Status
Consider if any additional academic based awards or recognition programs would be beneficial to students. A formal recommendation (whether to proceed, or not proceed with any new awards or changes to existing awards) will be determined. Considerations regarding frequency, subjects, award categories, nomination process (teachers, peers...), grade levels impacted, etc. will be evaluated.	Academic Issues Committee/ Education Commission	Feb '19 – Aug '19. De-prioritized in 2019. Postponed to COVID.

2.2 Strategy Area: Technology Integration

Goal: Ensure students and teachers are provided the necessary technology resources (infrastructure, hardware, software and instruction/training) to be academically successful and efficient. Ensure technology is an integral part of accomplishing academic goals via appropriate curriculum integration. Provide students the technology skills consistent with modern learning expectations, and necessary for transition beyond grade school.

2.2.1 Student Technology Exposure Overview

As technology changes, St. Dominic School strives continually to stay up-to-date.

Students in grades K-8 have access to two computer labs each of which can accommodate a full class. The students learn a variety of technology computer/laptop skills, software and applications in the teaching computer lab. An auxiliary computer lab is available for class use as the teacher integrates technology into the subject area being studied. For example: younger students can publish a story or poem and insert artwork; middle school students can do internet research for a social studies or science project; and junior high students can work on an Excel spreadsheet for a math assignment. The computer teacher and subject teacher will work together to integrate technology across the curriculum.

Every classroom has an interactive Smartboard or Sharp monitor, a networked computer and a laptop/tablet for the teacher. Teachers also have access to carts with tablets for classroom use. The Junior High classrooms will have a full cart of tablets by January 2019 such that every student in a single class setting will be able to use tablets integrated into daily lesson/class learning activity. The entire building has access to a wireless network and networked printers in every wing of the building.

Action	Focal(s)	Timing/Status
Junior High students to have access to laptops/tablets in class for use with curriculum and for online class/home work. For 2020/2021 school year, chromebooks ordered for goal of 1:1 student to device ratio.	Technology Coordinator/Jr. High Teachers	Jan '19 – May '19. Jr. High goal complete. Chromebook delivery anticipated early 2021 (on backorder).
Junior High students to actively use an online file sharing/classroom environment for an assignment(s). This may be Microsoft 365, One Note, Google Classroom, Google Drive, etc. Expand to lower grades as appropriate.	Technology Coordinator/Jr. High Teachers	Jan '19 – May '19. Jr. High Complete. Lower grades accelerated due to COVID.
Develop strategy for teaching email usage to upper grades (may be explicit curricula item, a notice to parents that it is not part of curricula, or some other solution TBD). This should support goals of Technology Plan.	Technology Coordinator	Jan '19 – May '19 Complete
Provide summary of current Technology curriculum for grades K-8.	Technology Coordinator	May '19. Complete. Re-evaluate post-COVID with new Technology Coordinator.

2.2.2 School Technology Plan

A three-year Technology plan has been developed by the Principal, and school Technology Committee, and was submitted for acceptance to the Pastor in November 2018. This plan will set out Technology Goals and Strategies for the school, and addresses the following critical areas:

- 1) Technology Infrastructure/Hardware/software/equipment acquisition and management, and plan for keeping up-to-date (including funding)
- 2) Student technology instruction and evaluation
- 3) Teacher training (i.e. staff instruction) on Technology
- 4) Strategies for effective technology integration into standard academic curriculum and everyday lesson plans, ensuring technology is essential into how certain work is completed.

Action	Focal(s)	Timing/Status
Evaluate progress of Technology Plan initiatives regularly, as outlined in Technology Plan.	Technology Committee	Ongoing. All rooms Sharp Monitor equipped. Computer labs moved to main school building for 2019/2020 school year for easier teacher access. Continual flexibility with COVID. Teachers all trained on google classroom in fall '20, usage as appropriate within classroom. Tablet/laptop increased integration. Chromebooks on backorder for 1:1 student:device ratio.

2.3 Strategy Area: STEM Education

Goal: Foster and promote a culture of increased STEM literacy for all students. A focus on the knowledge and understanding of Science, Technology, Engineering and Math principles to enhance problem solving and logical thinking skills will be a specific priority for St. Dominic students. The intertwining of STEM subjects/learning into all facets of the broader curriculum will be emphasized, along with comprehensive lesson strategies/plans that integrate all subjects together using a STEM philosophy.

2.3.1 STEM Club

An optional, free, after-school STEM Club was started for the 2018/2019 school year. This Club meets once a month during the school year, for an hour to an hour and a half dependent on topic. Various science, math, engineering and technology topics are introduced to students, with the opportunity for students to design and problem solve in teams. This club is open to students in grades 5-8. Anticipated topics for year 1 include:

- Bridge Building (Engineering Design Process and Civil Engineering)
- Aviation – Building Gliders (Engineering Design Process and Aeronautical Engineering)
- 3D Printing (Computer modeling and Additive Manufacturing)
- Catapults (Engineering Design, Process Calibration & Data Analysis)
- Simple Circuits (Electrical Engineering)
- Material Science – Hex Challenge
- STEM with Food (Math & Analyzing Data)
- Life Science (Oh Dear or Turtle Hurdles)

This club is organized and run by parent volunteers, high school/college student helpers, and teachers. Funding is provided anonymously in year 1. Grants and/or school fundraisers (Pi Day) will be pursued for year 2 and beyond.

Action	Focal(s)	Timing/Status
Continue STEM Club in future years, with a continued reassessment of topics and structure of club on a continuing basis with teachers and volunteers. Pursue funding and grants for 2019 onward. Expand to 3 rd /4 th Grade in 2019/2020 onward.	Peter Gibbs	Ongoing. 5 th -8 th STEM Club well established. 3 rd /4 th grade successful roll-out and reception in 2019/2020. COVID stopped meetings March '20. Funding secured via grants/donations. Occasional virtual options until pre-COVID normality returns.

2.3.2 Science Day

Each year, the older students share what they have learned by planning, teaching, and engaging younger students in science activities during Science Day held in January. Due to COVID constraints, Science Day re-imagined as STEM Day for Jan. 2021.

2.3.3 STEM Based Field Trips

Targeted field trips that enhance STEM learning outside the classroom will be encouraged across all grade levels.

Action	Focal(s)	Timing/Status
Evaluate field trip opportunities in context of STEM learning opportunities. Research iSpace in Cincinnati as an option and investigate funding options. Consider outside organizations coming to St. Dominic (area museums, universities, organizations, etc).	Teachers / Education Commission	Ongoing. Pre-COVID: iSpace field trip established at 5 th grade; other grades had appropriate field trip opportunities as well. Postponed during COVID.

2.3.4 3D Printer & Modeling

St. Dominic received two 3D printers from a GE Additive grant in 2017/2018. In the first year of the grant, students were introduced to 3D modeling software and exposed to 3D printer capabilities. In fall 2018, two additional, higher capability printers were provided by 3DPolar (Grant Administrator), along with instructional training and curriculum lesson plans.

3D modeling and printing activities foster logical and spatial thinking and can be useful learning tools in the context of problem solving and STEM related learning. Teachers are encouraged to integrate into their curriculum if a logical fit exists. The Technology curriculum will continue to expose students to this technology, as appropriate.

Action	Focal(s)	Timing/Status
Provide opportunities for teachers to receive training/exposure to 3D printer and software tools by 3D Polar employees at St. Dominic.	Kim Luebbering	Completed Oct '18
Develop a STEM Club activity on 3D modeling and printing for students to design and model a project using 3D software, observe the 3D printing process, and receive their 3D printed item. Invite Industrial Designer to speak to Club to highlight uses of 3D design and printing in real-world applications.	Peter Gibbs	Completed Nov '18. Again in Nov'19.
Ensure appropriate curriculum integration of 3D printer/software per grant application commitments. Education Commission will help as required or requested. Investigate curriculum availability via STEAMTrax as part of 3DPolar grant.	Kim Luebbering / Peter Gibbs	Feb '19 – May '20. Preliminary opportunities explored at select grade levels. Re-evaluate post-COVID.

2.3.5 Cross-Curricular Integrated Learning Strategies

The opportunity for students to engage in cross-curricular, comprehensive lesson projects will be an expectation at each grade level on occasion and as appropriate. By integrating multi-layered learning across subjects, skills in problem-solving, critical thinking and literacy will be further fostered. Incorporating a "STREAM" (Science, Technology, Reading, Engineering, Arts, Math) philosophy into subjects beyond just the traditional Math and Science class will ideally lead to deeper learning and allow students to more clearly see the interconnectivity of their education.

The following are some *examples* of this kind of cross-curricular learning:

- A simple course in physical education can be related to fundamental science, basic math and technology through the calculation of speed of an individual ($\text{speed} = \text{distance}/\text{time}$). In a physical education course, students would be able to use Excel, or some other computing software to calculate the speed of many of their classmates and be able to compare that to many other individuals and/or animals which could help them do a comparison study which in turn helps them to develop some research skills.
- An elementary school STEM project following a reading of the three little pigs could include students constructing "houses" out of sticks, straw and lego "bricks" to see which can best withstand a "wolf's blow" (blow-dryer).
- A lesson on "the Ocean" could include a science research project on ocean currents, the language arts aspect would be to find 2 websites on the same ocean-related topic (could even be on ocean currents for the science project) and compare and contrast the website information and provide recommendation on which is a better resource. The social studies lesson would be on the impact that oceans/tourism/etc have on local economy or focus on people who live near the ocean.

Cross-curricula synergies will further be strengthened by regular communication between the Technology teacher and the "traditional subject matter" teachers to ensure technology teachings are reinforced and leveraged across subjects when appropriate.

The following are some *examples* of this kind of technology integration learning into other subjects:

- If computer class is learning coding, and math class is learning about Pythagorean theorem, math homework is to create a simple computer program code that calculates length of missing side of right triangle given the other two sides.
- If computer class is learning about excel, and social studies class is learning about population densities, social studies homework can be to create a chart of world population densities using excel.
- If computer class is learning about web research/citation, Language Arts class should have project that makes use of that learning at the same time.

Action	Focal(s)	Timing/Status
Promote cross-curricula integrated learning recommendation to teachers. Education Commission will provide support as required or requested. Goal of one multi-subject and/or STREAM based project in one grade in Year 1 of Strategic Plan.	Academic Issues Committee / P. Gibbs / K. Luebbering	Feb '19 – May '20. See notes below.
Goal of one multi-subject and/or STREAM based project per grade in Year 2 of Strategic Plan. Education Commission will provide support as required or requested.	Academic Issues Committee / P. Gibbs / K. Luebbering	Sept '19 – May '20. See notes below.
Goal of two multi-subject and/or STREAM based projects per grade per year in Year 3 of Strategic Plan. Education Commission will provide support as required or requested.	Academic Issues Committee / P. Gibbs / K. Luebbering	Sept '20 – May '21. See notes below.

Note: One of the primary Academic goals of the St. Dominic Steering Committee's 4-year accreditation plan is "Critical Thinking and Problem Solving." The accreditation process will require teachers to submit lesson plans and diagnostic assessments. The strategies and outcomes of this effort align well with the goals of the school's overall strategic plan and the STEM Education Strategy Area. **Project based learning plans at each grade level were initiated in fall of 2020/2021 school year. These were postponed from original spring '20 plan due to COVID.**

2.3.6 Makers Space

A Makers Space is a collaborative work space inside a school or library (for example) for making, learning, exploring and sharing that uses high tech to no tech tools. They provide hands on learning, help with critical thinking skills and even boost self-confidence. 3D Printers, electronics, craft supplies, etc are items often associated with a Makers Space. Prior to instituting a Maker's Space in a school, considerations such as resource availability (money, faculty, space) and feasibility of student usage must be considered.

Action	Focal(s)	Timing/Status
Develop feasibility study for a proposed Makers Space concept at St. Dominic School. If recommended, identify space, funding sources, logistics of student usage and timing.	K. Luebbering	Apr '19. Makerspace completed (painted, furnished, supplied) in former Aux Lab space off library in December '19. Two months of student use before COVID. Funded by grants/ donations/ auxiliary funds. Will re-open post COVID.

2.3.7 Additional STEM Resources & Training

In addition to the specific STEM related initiatives or activities outlined above, additional opportunities should be continually investigated and pursued at Administration’s and Faculty’s discretion to support the goals of the school’s strategic plan. This will include additional student and teacher investments, as well as potentially partnering with outside STEM resources that may be available.

Action	Focal(s)	Timing/Status
Promote and encourage professional development in area of STEM. Consider STEM training/conference attendance for select Faculty with interest. Consider setting aside up to 50% of 2019/2020 continuing education budget to accommodate STEM activities/training. (This intentional investment also supports goals set forth in the Teacher Recognition & Engagement, Talent Management Strategy Area regarding Development)	Principal / Faculty	2019 – 2021. Continuing education ongoing.
Investigate potential partnerships/resources available from the Greater Cincinnati STEM Collaborative, National Institute for STEM Education Certification, or similar organizations.	P. Gibbs	Apr '19. Investigated, but decided not to pursue.
Provide grade level specific learning materials/activities to classrooms to support critical thinking.	J. McReynolds	Jan '19 – May '19. Complete.

2.4 Strategy Area: High School Transition Preparation

Goal: Ensure St. Dominic graduates are well prepared for the transition to high school, by providing them all the necessary skills to succeed.

Two major initiatives will be implemented to ensure desired outcomes in this strategy area:

- 1) Annual St. Dominic graduate/parent survey to monitor student’s experiences as a freshman in high school relative to preparedness out of St. Dominic. (The first of these surveys was delivered, and results reviewed by Education Commission in Spring 2018). Expected outcome is positive trends in responses year over year.
- 2) Engagement with area high school staff members and St. Dominic Jr. High teachers, with coordination of meetings/communications at least once a year. (The first of these meetings occurred in Spring 2018 with Seton High School). Expected outcome is continued coordination of curriculum expectations between area high schools and St. Dominic’s grade school preparation.

Results from above two initiatives will be reviewed with Education Commission and with appropriate faculty and staff to ensure any necessary modifications are put in place to address any areas of concern. Other strategies to ensure positive transitions to high school for St. Dominic graduates will continue to be explored as well, as necessary.

Action	Focal(s)	Timing/Status
Send out graduate survey, and compile results, including any recommendations for school.	J. Belisle / K. Streder 2021: P.Gibbs	Annually in Jan/Feb. Completed 2019, 2020 and 2021. 2021 results show incredible progress since first year of survey in 2018. Feedback provided to school.
Engage and organize meeting between area high schools and Jr. High St. Dominic teachers. Provide summary of outcomes and any recommendations from meetings.	J. Belisle / K. Streder	Annually. Successfully completed 2018 and 2019 with Seton/Elder. Intentionally forgo in 2020/2021.

2.5 Strategy Area: Grant Coordination

Goal: Pursue and obtain external grant funding, as appropriate, to support the goals of the school (or parish) and enhance school resources and educational opportunities for both students and teachers.

Background: St. Dominic has pursued several grants from a few organizations in recent years:

- For the past three years, St. Dominic has been awarded several Greater Cincinnati Foundation (GCF) grants.
- For 2018/2019 school year, St. Dominic has applied for a Target Field Trip grant (Camp Kern)
- For 2018/2019 school year, the St. Dominic St. Vincent DePaul Society was awarded a grant from the Parker Foundation in the amount of \$1000. This is a grant encompasses many educational and charitable purposes leading to the betterment of life for all people. The Parker Foundation also focuses on improving and enhancing Math and Science education.
- Last year, St. Dominic received a three-year grant from GE Additive (administered by 3DPolar) supplying multiple 3D printers, 3D modeling software, supplies, technical support and curriculum integration material.

Future Strategy: A designated, volunteer Grant Coordinator for the school will coordinate grant proposals on the school's behalf. He/She will coordinate with teachers and principal to ensure grant applications are targeted at most important school needs. For now, the following grants will continue to be targeted for application every year:

- GCF Learning Links Grants (2 per year, \$1000 max)
 - Principal/Teacher engagement in October
 - Online Applications open in February
 - Online Applications due by end of April
- Target Field Trip Grant (1 per year)
 - Principal/Teacher engagement in April
 - Online Applications open/submittal in August
- Parker Foundation Grant (1 per year, \$1000-\$5000)

Prior to grant submission, teacher requesting grant will work with Grant Coordinator to develop a formal proposal/application.

Upon submission of application, appropriate teacher follow-through and coordination with Grant Coordinator in a timely fashion is expected.

Upon award of any grant funds, submission of final receipts by teacher with Grant Coordinator is required. This must be done in a timely manner, along with a submittal of a note of thanks to the organization awarding the grant.

Action	Focal(s)	Timing/Status
Coordinate Grant strategy activities as outlined above.	A. Walter	Annually per above schedule. 2019/2020 Grants: STEM Club; COSI on wheels. 2020/2021 Grants: Makerspace;

Additional Considerations: While significant future growth in grant proposals and awards would be desired, that is currently outside the scope of this strategic plan. The grant writing process is a 4-step process in which there is planning (communication with principal and teachers), research (the bulk of time spent here), writing, and follow-up. On average, this process takes 6-9 months per grant topic pursued.

If additional, future expansion was desired upon the foundation of grants which St. Dominic receives, several factors need to first be taken into consideration:

- 90% of Foundations do not have websites so research must be done at either the Downtown library or St. Dominic needs to buy a site license to the Foundations Directory Online -FDO (~\$500 per year).
- On average, 40 hours of research must be done before a “fit” it typically found for a specific need.
 - These 40 hours, do not include writing the grant, they just account for the time that it takes to do research and to find a funder for the specific need at hand.
- Access to and full engagement of staff and school and parish staff would be required, with commitment on all fronts essential.
- Due to the time commitments involved, this activity would go beyond the expectations of an unpaid volunteer

Having said that, the Grant Coordinator will continue to seek out and receive recommendations for future grant opportunities, as appropriate (and in a minimally burdensome manner) as new opportunities present themselves. Teachers, parents and other community members are always encouraged to highlight any potential opportunities that may be appropriate for the school.

3. Catholic Culture, Community & Family

- 2018/2019, 2019/2020 Focal: Kim Luebbering

Goal: Provide students a strong, faith-based education rooted in Catholic beliefs and culture, while instilling a sense of pride and community among the students, parents and overall parish community. Partner with parents in their children’s education.

STRATEGY/ACTIVITY	GOAL	FOCAL
Catholic Identity	Ensure the school continues providing a strong, faith-based education rooted in Catholic Beliefs and culture. Students will increase their demonstration of respect and tolerance for others through the application of Christian values in their daily lives.	P. Bosse (Catholic Identity Committee Chair)
Blackhawk Beliefs (aka PBIS)	Continue culture of PBIS and monitor success or shortcomings. Consider any improvements or additional “anti-bully” strategies that could be beneficial. <ul style="list-style-type: none"> ● Blackhawk Buddies - Ensure continued success of faith-based, school-wide character-building program, as well as 1st/8th and K/7th buddy system. (Teacher Catholic Identify Committee) ● Main Hallway Monitor - Enhance and expand scope of current screen in main hallway of school that highlights school activities/Blackhawk Belief activities. Consider plan for monitor to be student “owned” and maintained. 	Jeff Lively/Kim Luebbering S. Tepe (Main Hallway Monitor)
Student-Focused Service Activities	<ul style="list-style-type: none"> ● Ensure continuance of Christian Service Club. Activities include collecting money from out-of-uniform days, determining which organizations will benefit, and providing service and supplies as needed. ● Establish after school club focused on providing opportunities for students to participate in service-based activities as a school community. 	J. Schloemer (Christian Service Club) J. Fettig/B. Liderbach (Community Service Club)
Family-Focused Community Building	Ensure community building activities sponsored by the school are continued and allowed to flourish. School will maintain strong partnership with parents in their children’s education and develop new opportunities to promote this engagement.	PTO (Community Building) & M. White (Family Engagement)

3.1 Strategy Area: Catholic Identity

Goal: Ensure the school continues providing a strong, faith-based education rooted in Catholic Beliefs and culture. Students will increase their demonstration of respect and tolerance for others through the application of Christian values in their daily lives.

The core Religion program is the Catholic/Christian tradition of faith, service, values, and prayer. All students participate in a regular systematic religious education program supplemented with formation and community service activity opportunities. Students also participate in a life enhancing character education program carried throughout the curriculum areas. Catholic students preparing for sacraments participate in additional formation and service activities. Students in grades 1-8 attend Mass weekly. While accepting of students of all faiths, St. Dominic School does attempt to maintain a Catholic student population of 85% or greater.

3.1.1 Catholic Identity Committee

The Catholic Identity Committee meets regularly to discuss relevant items as they arise, providing a forum for school (faculty) to discuss and address issues regarding topics of Catholic Identity. This committee ensures the school continues providing a strong, faith-based education rooted in Catholic Beliefs and culture. The Catholic Identity Committee also works hand in hand with Steering Committee (accreditation) to achieve desired results of the school’s Catholic Goal associated with accreditation process (i.e. “Students will increase their demonstration of respect and tolerance for others through the application of Christian values in their daily lives”).

Action	Focal(s)	Timing/Status
Continue Committee’s current rhythm and mission. Education Commission to engage with Committee to provide support, as needed, to teachers.	Patti Bosse (Chair) / Kim Luebbering (Ed. Commission rep.)	Ongoing. Active, regular communication.

3.1.2 Critical Activities List

The Education Commission engagement with the Catholic Identity Committee (as mentioned above) will include the creation of a Critical Activities List (CAL). The CAL will consist of those activities within the St. Dominic Parish that provide Catholic Identity and meet the needs of the overall goal of the strategic plan. The critical activities are those that the school and parish should find a way to continue, even if the current organizer would choose to stop coordinating the event. The CAL will span organizations across the parish.

For example, the Camp Kern 5th grade field trip has largely been considered a rite of passage for the school children. It not only brings the grade together for planning and team building, but also provides an opportunity for some independence and is supported by required curricula. Should the current 5th grade teachers decide that organizing the trip is too taxing on their personal time, the Education Commission will help identify new coordinators so that the trip can continue.

The CAL will be compiled as part of year one of the Strategic Plan, and reviewed each year thereafter. The Vice-Chair of the Education Commission shall be responsible for the maintenance of the list. In the 2nd week of May of each year, the Vice-Chair shall send the list to each involved organization and request confirmation of continuance of activities and updates to appropriate contacts. The response from each organization will be required by the second week of September. In the event that an activity cannot be continued by the initial coordinating organization, the Education Commission will work with the Parish organizations to find an appropriate replacement coordinator or to understand why the activity is no longer critical.

For example, when the PTO chose to discontinue scholarships in favor of supporting field trips, the Men’s Society agreed to sponsor the scholarships for the top two academic students of the 8th grade class.

Action	Focal(s)	Timing/<i>Status</i>
Proposed initial Critical Activities List (CAL), consisting of activities identified as part of the Strategic plan and by nomination of activities from teacher and parish administration.	Kim Luebbering	Mar '19. Complete.
Request of confirmation of continued support of each Activity on CAL from each applicable organization/focal, and updated contacts (if appropriate).	Ed. Commission Vice Chair	Annually, 2 nd week of May. Postponed for COVID reasons in 2020/2021.
Receive organization/focal responses and review status of all activities on CAL.	Ed. Commission Vice Chair	Annually, 2 nd week of Sept. Postponed for COVID reasons in 2020/2021.

3.2 Strategy Area: Blackhawk Beliefs (aka PBIS)

Goal: Continue culture of PBIS and monitor success or shortcomings. Consider any improvements or additional “anti-bully” strategies that could be beneficial.

The transition to PBIS (Positive Behaviors Interventions & Support) culture at St. Dominic began in the 2017-2018 school year. During the 2018/2019 school year, the program has been rebranded as Blackhawk Beliefs. The principles of PBIS are still being used, modified to suit the specific needs of the St. Dominic Community. The Blackhawk Beliefs (PBIS) is a major component of the school’s Catholic Goal associated with the accreditation process. In the school’s five year accreditation plan, some of the activities/programs connected to Blackhawk Beliefs/PBIS are designated for a particular time frame. The schools Catholic Identity Committee and Steering Committee (accreditation) work hand in hand to achieve the desired results.

The Blackhawk Beliefs culture at St. Dominic will be evaluated by benchmarking the activities from the 2017-2019 school years and prior non-PBIS year’s experiences. The benchmarking will include activities and programs intended to start, grow, or strengthen the Catholic culture and pride at St. Dominic, as well as those that promote positive behavior and attitudes. The Blackhawk Buddies character education program (and activities included with Blackhawk Buddies) will be included. The benchmarking shall include an assessment of the success of each activity and a recommendation for continuance.

Action	Focal(s)	Timing/Status
Engage Mary Ann Romanello to benchmark current Blackhawk Beliefs activities and programs that support accreditation goals, as well as other not explicitly part of accreditation plan.	K. Luebbering	Mar 1, '19. Complete.
Recommendations for Blackhawk Belief related activities to continue, modify or eliminate. Identify those deemed “critical activities.” Ensure commitments of, and continued support of, accreditation requirements are met.	K. Luebbering, J. Lively, M.A. Romanello, Catholic Identity / Steering Committees	May 14, '19; ongoing. Continual activity with accreditation.
Monitor effectiveness of activities determined as “continue” activities. The initial benchmarking will expand to include all parish entities focused on children (e.g. PSR, Athletics, PTO, etc). Recommend any new activity continuance or “critical activities” as applicable.	K. Luebbering, J. Lively, M.A. Romanello, Catholic Identity / Steering Committees	Sept '19 – May '20. Continual activity with accreditation.

3.2.1 School Main Hallway Monitor

Goal: Enhance and expand scope of current screen in main hallway of school that highlights school activities/PBIS activities. Consider plan for monitor to be student “owned” and maintained.

Action	Focal(s)	Timing/Status
Obtain TV monitor (donation).	Kim Luebbering	Completed Nov '18
Implement student-led program to highlight school activities on hallway monitor. Work with custodians for implementation.	S. Tepe	Jan '19 – May '19. Complete and active. Student involvement postponed due to COVID.

3.3 Strategy Area: Student-Focused Service Activities

3.3.1 Christian Service Club

Goal: Ensure continuance of Christian Service Club. Activities include collecting money from out-of-uniform days, determining which organizations will benefit, and providing service and supplies as needed.

Action	Focal(s)	Timing/Status
Continue with Program as established in previous years.	J. Schloemer	Ongoing. Continuous.

3.3.2 Helping Hands Community Service Club

Goal: Establish after school club focused on providing opportunities for students to participate in service-based activities as a school community.

Action	Focal(s)	Timing/Status
Establish after school, optional club for grades 3-8. Establish meeting rhythm and parent communication.	B. Liderbach / J. Fettig	Completed Sept '18
Secure needed funding for year 1 from Men's Society	B. Liderbach / J. Fettig	Completed Dec '18
Parish to consider small budget (\$200/year) for years 2 and 3 of strategic plan.	B. Liderbach / Parish Administration	Sept '19. Postponed due to COVID.

3.4 Strategy Area: Family-Focused Community Building

Goal: Ensure community building activities sponsored by the school are continued and allowed to flourish. School will maintain strong partnership with parents in their children’s education and develop new opportunities to promote this engagement.

Action	Focal(s)	Timing/Status
Continue Community building activities already in place (e.g. skating parties, Blackhawk Breakfasts, “Trunk R Treat”, etc). Continue to evaluate effectivity of current activities and assess new ideas and activities when appropriate.	PTO / Marketing Committee	Ongoing. Ongoing, many delayed/modified due to COVID.
Develop recommendations/ideas for family engagement initiatives to further strengthen school partnership in children’s education.	Ed. Commission / M. White	Dec '19. Continual feedback from Ed Commission to school. Limited opportunities in COVID environment. Some examples – Jim Bisinius anti-bully speaker. Virtual teaching partnerships during COVID. Delhi Christmas Parade.

4. Teacher Recognition & Engagement

- 2018/2019, 2019/2020 Focal: Jessica Williams; 2020/2021 Focal: Jessica Williams and Jessica Remmel

Goal: Attract and retain the best teachers, recognize excellence in teaching, facilitate teacher engagement in school strategies and initiatives and ensure St. Dominic School is a great place to work.

The plan is divided into two key planks, Talent Management and Culture and Engagement.

STRATEGY/ACTIVITY	GOAL
TALENT MANAGEMENT	
Recruiting & Selection	Standardize and ensure consistent execution of the sourcing, recruiting and candidate selection processes.
Development	Ensure consistent orientation experience for all teachers/staff new to St. Dominic Ensure continuing education opportunities that invest in our teachers and advance the academic excellence plans for the school.
Talent Planning	Initiate strategic succession planning.
Compensation	Ensure St. Dominic offers competitive pay to teaching staff. Encourage and reward teachers for additional investment in the St. Dominic community.
CULTURE & ENGAGEMENT	
Engagement	Implement a yearly survey and exit interviews to identify strengths and opportunities to develop a continual improvement action plan.
Teacher Rewards & Recognition	Identify and recognize key behaviors that make Saint Dominic a great place to work.

4.1 Strategy Area: Talent Management

4.1.1 Recruiting and Selection

The current recruiting process consists of posting the position on the archdiocese website, school and parish communication vehicles (parent press, torch, face book, etc), leveraging the principal’s network to generate awareness among other local schools and posting positions on local College job boards to attract upcoming/recent graduates.

Selection is led by the principal leveraging an interview process developed and customized for the role or grade level. Interviews are required for all positions but will vary by role responsibility (e.g. teaching positions require formal interviews and verification of references; aides/lunchroom positions/etc may leverage a more informal process). References are provided and called by the principal to assess strengths and opportunity areas and overall recommendation to hire. Based on availability, grade level and/or junior high teachers are included in the interview process. Hiring decisions are at the sole discretion of the principal with consultation of the teachers.

The hiring process is led by the school office and consists of packet of standard hiring forms and benefits information, etc. A background check must be successfully completed through the Archdiocese. Employees are expected to cover the cost for fingerprinting (currently a \$65 expense).

Recommended Actions	Focal(s)	Timing/Status
Document the sourcing and selection process to enable consistent/seamless execution.	Principal / Jessica Williams	Feb '19 – May '19 Draft provided to Principal for use in future hiring efforts
Require grade level and/or junior high teachers to be included in all interviews.	Principal	Ongoing Grade level teachers are invited to attend based on their availability.
In addition to hiring for the immediate position, consider overall succession planning and critical skillsets needed to support the school’s strategic plan during the candidate selection process.	Principal	Ongoing Revisit post COVID
Develop a standard hiring checklist and packet to ensure simplification and agility for the new hire and administration. This packet would be owned and maintained by the school secretary.	Principal / School Secretary	Feb '19 – Aug '19 Draft Completed – need to share with new hires for feedback and implement as standard procedure.
Develop a comprehensive and compelling packet, online preferred, to share with current and new employees to reinforce the value of a St. Dominic career (benefits, perks, culture, etc) leveraging the current materials and school volunteers with marketing/graphic expertise. Materials could be developed leveraging a parishioner with a marketing and/or Human Resources background.	Jessica Williams	Feb '19 – Aug '19 Revisit post COVID
Reimburse employees for the cost of fingerprinting, ~\$65 per employee, as a cost of employment.	Parish Administration	Decision by Mar '19 Finger-printing expense now covered by St. Dominic

4.1.2 Development

Orientation:

As new teachers/staff join the school, the principal hosts a new employee in-service at the time of hire to cover key employment related topics such as employment benefits, school operating procedures – email, staff meetings, pay dates, time away from work, various clubs/committees how to get involved, how to share feedback/concerns, etc. Other orientation activities include:

- Tour of the school
- Overview of resources available – how to establish their classroom, any shared resources, etc.
- Employees are introduced via the Parent Press.

All new teachers are assigned a mentor by the principal. New graduates are required to have a mentor and meet on a regular basis. New teachers are accountable to submit the required paperwork to the state.

Continuing Education:

Teachers must maintain 18 hours every 5 years of continuing education to maintain their teaching certification. This is an important investment not only in our teachers, but also in the quality of our students’ education.

Today, continuing education is funded through auxiliary funds provided by the state. Teachers request funds from the principal for continuing education programs of interest. Most continuing education, except religion focused education, is covered through this process.

Performance Feedback:

New staff are evaluated in their first year and ongoing every 3 years. The principal does formal evaluations via in classroom observation a minimum of one time every 3 years for experienced teachers. Performance outages are addressed by the principal and corrective actions are established.

Recommended Actions	Focal(s)	Timing/ <i>Status</i>
Orientation: Continue current program. Document the orientation program (key owners and content) and assign a central owner to enable consistent execution. Include a review of the school’s strategic plan in the orientation process.	New Teacher TBD (Principal assigned)	Feb ’19 – May ’19 <i>Draft provided to Principal to share with recent hires for input and to share as mentors are assigned moving forward.</i>
Continuing Education: Continue current support. Develop the schools’ continuing education plan with intentional investment in continuing education that will advance the academic excellence portion of this strategic plan, while still providing some flexibility for continuing education that meets personal interests/subject matter needs.	Principal	Ongoing <i>Ongoing and underway</i>

4.1.3 Talent Planning

Today, there is not a formal talent or succession planning process in place.

Recommended Actions	Focal(s)	Timing/Status
Identify a few key roles (i.e. advanced math, accreditation) and develop succession plans for these positions to enable cross training, shadowing and advanced planning.	Principal	Feb '19 - May '19 Revisit post COVID
In out years, develop a robust succession plan to enable progress in line with the academic excellence objectives (e.g. technology, marketing capability and mastery, etc)	Principal	Sep '19 – May '21 Revisit post COVID

4.1.4 Compensation

A custom Saint Dominic Salary pay scale, encompassing both bachelor and master’s degrees, is reviewed annually by the finance manager comparing our scale to local public schools, Archdiocese guidance, cost of living and to monitor overall budget impact. Each year a teacher advances a step on the scale. We strive to be comparable with local public schools and in line, if not above, the Archdiocese recommendation. On average, the scale represents a 2% annual increase. Teachers can also receive addition compensation by achieving benchmarks, i.e. master teacher certificate, mentoring stipends, etc.

All employees are expected to participate in one of four committees (Academic Issues, Technology, Catholic Identity, Marketing). Extra-curricular involvement is at the discretion/interest of the teacher. No additional compensation is provided to teachers beyond base compensation for committee involvement or leadership/engagement in extracurricular activities.

Recommended Actions	Focal(s)	Timing/Status
Continue the annual benchmark of Compensation and ensure pay is competitive with public school and comparable or better than Archdiocese guidance.	Business Manager	Annually Complete for 2019.
Communicate to the Finance Committee, teachers and Education Commission the result of the annual compensation benchmark and any indicated actions.	Business Manager	Annually
Implement a modest incentive (\$300/year) for teachers/staff that moderate clubs/extra-curricular activities and (\$150/year) incentive for those that participate to reward and encourage additional investment in the advancement of St. Dominic School. Estimated at \$10,000/year. Specific list to be developed upon approval. To be decided by parish administration by March 1, 2019.	Principal / Parish Administration	Mar '19 Not Pursuing per School feedback.
Develop a comprehensive and compelling packet, online preferred, to share with current and new employees to reinforce the value of a St. Dominic career (benefits, perks, culture, etc) leveraging the current materials and school volunteers with marketing/graphic expertise. (Note: also included in Recruiting & Selection portion of the plan).	Jessica Williams	Feb '19 – Aug '19 Revisit post COVID

4.2 Strategy Area: Culture and Engagement

4.2.1 Engagement

Saint Dominic has a strong culture with teacher and staff that are strongly committed to the school. Currently, no mechanism exists for formal sensing to identify strengths and opportunities beyond informal sensing.

Recommended Actions	Focal(s)	Timing/Status
Conduct a culture survey, via a third-party resource, each spring to provide a forum for feedback on strengths and opportunities in the spirit of continual improvement. The survey results and recommended indicated actions will be shared with the parish administration for input and alignment. A summary of the results and aligned action plan will then be shared with the teachers and will be implemented at the start of the following school year.	Resource Needs to be Identified (Jessica Williams can share vision as required)	Apr '20, then annually Survey completed Spring 2019 and results shared. 2020 Survey delayed due to COVID. Look to combine with school SWOT analysis.
Consider SWOT (Strengths, Weaknesses, Opportunities and Threats) teacher exercise/survey in Year 3 of plan, as done in year 1, to understand any potential updates needed in strategic plan.	Jan McReynolds	Nov '20
Conduct standard exit interviews, via a non-school affiliated resource, as teachers/staff choose to leave St. Dominic. General themes and indicated actions from the exit interviews will be shared with parish and school administration for continual improvement.	Jessica Williams	As needed, following third-party resource identification Principal will conduct Exit Interviews leveraging standard Exit Interview questions that were developed.
Identify a third-party resource with the skills to lead the survey and exit interview process.	Parish Administration	Feb '20 Not Pursuing – Funding.

4.2.2 Rewards & Recognition

There is a range of recognition programs unique to Saint Dominic already underway. Some of these include:

- Teacher Wednesday Wow
- Men's Society and PTO sponsored meals...**conscious decision to find additional sources of funding and make more regular (~monthly) in 2020/2021 school year to recognize teachers for all their COVID related efforts**
- Curriculum Cash
- PTO Christmas gift
- WOW Recognition board
- Murdock Scholarship for Continuing Education
- Catholic Schools Week Teacher Appreciation activities
- Teacher In-service, one religious and one educational per year

- Ohio Writing Project
- St. Dominic Tuition stipend for teachers with students in the school

Recommended Actions	Focal(s)	Timing/ Status
Continue the above programs.	Principal	Ongoing
Provide a budget of \$500 for the remainder of the 18/19 school year, to enable a small supply of gift cards and personal notes for the principal to provide on the spot recognition to teachers. This recognition should be tracked to ensure consistency and distribution of recognition. A request for these funds, and request to earmark \$1000 per year for future years toward rewards & recognition, has been submitted to the PTO for consideration and will be determined by January 31, 2019.	Jessica Williams	Feb '19 – Jun '19 Gift cards provided by PTO in 18/19 and 19/20. Not provided in 20/21 due to COVID. Gift Cards are also not supported due to Tax Implications – will need to be small gift moving forward.
Develop a few key behaviors, similar to PBIS for students, to anchor a reward and recognition program for the teachers' that incents and recognizes these behaviors across the staff. A corresponding recognition program should be developed that fairly recognizes and incorporates these behaviors into the school's culture. (Recognition can range from thank you notes, gift cards, nice pens, 1 extra personal day awarded to 1 teacher per trimester). Pending PTO approval, base funding for this program will be covered via the request to the PTO. Any additional funds beyond the initial request will need to be secured.	Principal / Jessica Williams	Sept '19 – May '20 Revisit post COVID

5. Communication & Marketing

- 2018/2019, 2019/2020 Focal: Mike Liderbach; 2020/2021 Focal: Joe Kruessel & Mark Goins

Goal: Develop a proactive and holistic public relations strategy to effectively communicate and market the school’s strengths and plans to generate positive reputation in the community and positive impacts on school enrollment. Ensure effective and open communication between all stakeholders of school’s goals.

STRATEGY/ACTIVITY	GOAL	FOCAL
Marketing	Develop and implement strategies to efficiently market and promote St. Dominic school.	Marketing Committee (+ Mike Williams)
Communication	Ensure strategy and rhythm in place for communicating school events / accomplishments / initiatives / information.	Mike Liderbach / Parish Administration
Social Media	Develop Social Media strategy for Parish and School and corresponding Social Media Policy.	Mike Liderbach / Ken Streder
Open House	Ensure school’s Open House delivers maximum impact in celebrating and communicating school’s strengths to current and prospective families.	Bill Cavanaugh

5.1 Strategy Area: Marketing

Goal: Develop and implement strategies to efficiently market and promote St. Dominic school.

5.1.1 Marketing Committee

The school has formed a Marketing Committee made up of several teachers and parents to provide forum to discuss and address ideas to implement regarding marketing and promotion of school. The group meets once per month during the school year to discuss potential strategies and activities to promote the school, increase awareness in the community, and have positive impacts on enrollment.

As of January 2019, some of the future considerations being explored by the Marketing Committee include:

- Light-up board in public space (potentially outside gym or church gathering space) announcing coming events.
- Focused use of Facebook to promote school events, perhaps merging some existing profiles (school, PTO, athletics) to broaden reach.
- Obtaining budget and professional marketing personnel.
- Enhancements to school’s annual Open House.

Note, this is not an all-inclusive list, but simply examples of some of the current ideas being considered.

Action	Focal(s)	Timing/Status
Education Commission to receive monthly updates from the Marketing Committee to identify opportunities to support and encourage their efforts.	Mike Liderbach; 2021: Joe K and Mark G	Ongoing. Continual. Open Houses, mailers, uniform pullovers, “where great minds soar”, rebranded school logos, Delhi Christmas parade, facebook, etc all outcomes of Committee. Need to reinvigorate following COVID down year.
Identify expertise and resources to assist with current Marketing Committee efforts/considerations and determine feasibility of each.	Marketing Committee / Mike L. 2021: Joe K and Mark G	Jan '19, Ongoing. Identified on as needed basis.
Establish & obtain budget for marketing activities.	Marketing Committee + Parish	Mar '19, Ongoing. Complete/Continual; including parish/school money and pullover sales.
School/Parish should hire/contract a professional marketing resource to holistically own and execute on school’s marketing strategy.	Marketing Committee + Parish	May '19, Ongoing. Parish chose not to pursue this option, and rely on school marketing committee.
Obtain aerial video footage of St. Dominic campus/church/school, etc. for use in future promotion (Facebook, school website, etc.) and promotional material, etc. Consider walk-a-thon, game day and other potential dates/times with action.	Tony Siebel / Marketing Committee	October '18 – June '19. Low priority item, however some footage obtained for 2021 facebook marketing.

5.2 Strategy Area: Communication

Goal: Ensure strategy and rhythm in place for communicating school events / accomplishments / initiatives / information.

Background: There are currently a variety of loosely coordinated communications to the parish and school communities:

- Parish
 - Weekly bulletin
 - Monthly *Torch* newsletter
 - Weekly pulpit announcements
- School
 - Daily in-school announcements
 - Weekly reminders email (Monday)
 - Weekly *Parent Press* (Friday)
 - Weekly yellow envelope
 - Monthly calendar of events
 - Annual school calendar
- Outside
 - Delhi Press

Action	Focal(s)	Timing
Investigate viable solution to publishing weekly Parent Press with live links.	TBD	Feb '19 – May '19. Complete.
Evaluate the current communication strategy: <ul style="list-style-type: none"> ● Timing of various vehicles ● Usefulness of repeating notices in various vehicles ● Seek ways to maximize effectiveness of communication (“smarter, not harder”) 	Mike Liderbach; 2021: Joe K and Mark G	June '19. Continual activity.
Determine go-forward pace/methods of communication and expectations for specific content. Recommendations may include (for example): <ul style="list-style-type: none"> ● Highlight at least one school event in each month’s <i>Torch</i> during the school year. ● Highlight one aspect of the Strategic Plan each month via <i>Parent Press</i>. ● 2-3 Delhi Press articles per school year 	Mike Liderbach; 2021: Joe K and Mark G	Sept '19. Embraced Facebook/ Parent Press/ One Call as main means of communication. Semi-regular communication from Ed Commission in Parent Press in 2018-2020. Intentionally, minimal use of print media (e.g. Delhi Press/Catholic Telegraph)

5.2.1 School Website

The parish and school currently maintain a website where critical communications and information are available to the parish community, as well as anyone seeking information about the school. This website is regularly updated to ensure content is up to date.

Action	Focal(s)	Timing
Identify and implement short term improvements in 2019, including up-to-date calendar on home page and mobile-friendly usage. Document current website administrators, processes for website updates and website communication strategies; develop recommendations for any changes to current operating rhythm, strategies or site structure for consideration in 2020/2021.	Bill Cavanaugh/ Joe Kruessel/ Mark Goins/ Stephanie Sitzler	Jan '19 – May '21. 2020/2021 website overhaul activities are underway.

5.3 Strategy Area: Social Media

Goal: Develop Social Media strategy for Parish and School and corresponding Social Media Policy.

Background: The school has historically made minimal use of social media. In August 2018 the Marketing committee began to develop a formal social media strategy. A school Facebook page was launched; Twitter and Instagram accounts are also being considered. Other school- and parish-affiliated organizations (Cub Scouts, Athletic Association, Men’s Society, etc.) have independently developed and run social media accounts without school/parish involvement or oversight.

Action	Focal(s)	Timing/Status
Develop social media strategy, ideally including the following details: <ul style="list-style-type: none"> ● Preferred social media platform(s). ● Purpose of social media accounts (promotion, reminders, spiritual outreach, etc.) ● Pace of posting (# of posts per week, each grade represented on a periodic basis, etc.) ● Administrator/Contributor role expectations 	Marketing Committee/ Annie Schiller	Oct '19. Facebook account active and maintained by Annie Schiller
Develop and approve written Social Media Policy to govern/advise the following stakeholders in the use of social media related to the school: Parish/school administration, staff, and affiliated organizations sanctioned by the parish/school or using the name of the parish/school	Ken Streder / Ed. Commission / Parish Administration	Sept '19. Completed and approved by Ed Commission in March 2020.
Distribute the written Social Media Policy to the above stakeholders via email and post online. The parish will need to develop an oversight approach by July 2020 to ensure compliance.	Ed. Commission	Sept '19. Submitted Feb 2021 for consideration. (Delivery to parish postponed due to COVID priorities)
Develop oversight approach to ensure compliance with Social Media Policy	Ed. Commission / Parish Administration	July '20. July '21.

5.4 Strategy Area: Open House

Goal: Ensure school's Open House delivers maximum impact in celebrating and communicating school's strengths to current and prospective families.

Background: The school hosts an open house in January at the start of Catholic Schools Week. The event is open to school families and the public. It's an opportunity for current parents to see student work, meet informally with teachers, and learn about a selection of extracurricular groups. It's also an opportunity for prospective families to check out the school. The Open House is coordinated by the School's Marketing Committee.

Action	Focal(s)	Timing/Status
Host separate events for current and prospective families. This will allow the school to focus resources on appealing to new families.	Marketing Committee	Jan '19. Complete.
Promote event for new families via impactful marketing methods (e.g. mailers, email campaign, yard signs, social media, notice in local press, etc).	Marketing Committee	Jan '19. Complete.
Have new families sign in upon entry, providing name and address. Use this information to conduct follow-up communication	Marketing Committee	Jan '19. Complete.
Have students conducting active demonstrations of curricular and extracurricular activities, either in the gym or in classrooms	Marketing Committee	Jan '19. Complete.
Develop script or talking points for adult tour guides to use. These should highlight points of emphasis deemed important by the administration and Marketing Committee	Marketing Committee	Jan '19. Complete.
Evaluate things that worked well, and not so well from Open House. Make recommendations for updates/changes for subsequent years.	Marketing Committee	Annually. Continual. 2021 Open House obviously handled differently due to COVID concerns. Re-initiate efforts for 2022.