School Improvement Plan Student Achievement & Wellness

2019-2020 WELLNESS

School: Ganoque Secondary School
Principal: Trever Holme
Vice-Principal(s): Lesley Mackellar

Where We Are Now:

Staff Voice: Leading Mentally Healthy Schools Survey

This survey was given to staff, the results of which are shown. Items identified with stars will be part of our foci for this year.
Student Voice: 1. Results from the TTFM survey: Again, our areas of focus are indicated by a star.

2. Results from Student Mental Health Checklist
Area of Focus (using AIM Model, Tier 1 and/or 2):

SMART Goal:
Welcome and Included: 90% of students will report feeling safe and accepted at school and that at least one adult in the building cares about them.
Promote (curriculum teaching and learning): More educators (+40%) will feel confident in their implementation of social emotional learning activities and will understand the links to mental health and other curriculum areas.
Prevent and Bolster (stress and coping): At least 50% of students will use the planning calendar provided to better organize their study times, assignments, etc will report that the workload is easier to manage.

1st CYCLE OF INQUIRY
Targeted Evidence-Based Strategy (Theory of Action): Due October 18, 2019

If/then statement: (often in the format “If educators/If we ____; then students will ____ (as a result of the staff intervention)”

- Our “if” statement is a clearly defined action or set of actions.
- Our “then” statement identifies an intended measurable / reportable outcome(s) that connects back to the needs-assessment (addresses the need, connects to the “story”).
- There is a clear relationship between the defined action or intervention (IF), and the desired outcome (THEN).
- Our theory of action is precise (“thin slice”), actionable, and measurable.
- Our theory of action reflects / is reflected in our goal; connection is clear.
- Our strategies are limited and sufficiently clear – in “what” and “how” - so that all stakeholders can understand what is needed for effective implementation.
- We are precise in how we will monitor implementation and measure outcomes.

For ideas related to how to plan goals based on assessed needs, please see Sample Wellness Goals & Strategies

If-Then Statement:
If we create an environment where staff and students feel valued, supported, and connected to their teaching and learning, their school, their community, then 50% fewer staff and students will experience stress at school and 50% more staff and students will be able to positively manage stress, thereby increasing staff and student wellness.
If every day Mental Health in classrooms resources are used in two activities per month in class time then 50% of educators will use the resources weekly. 75% of those using the resources will indicate that student learning and work habits are easier to assess.
CYCLE 1 PRE / BASELINE: QUANTITATIVE (& QUALITATIVE) EVIDENCE
DUE: October 18, 2019
PLAN AND ACT:

Monitoring the IF:
What are we doing/implementing?
How are we implementing? How will we support and monitor the implementation?
What is our CURRENT STATE on this/these specifically?

Monitoring the THEN:
How will we monitor / observe / document / understand the impact(s) of the things we are implementing?
What is our CURRENT STATE (data) on this/these specifically?

PLAN AND ACT:

First day welcome back messages were on all lockers.

To Kevin Webster for his time and expertise in coaching our Secondary Cross Country team that has already started practicing for the upcoming season. Thank you as well to Maddy and Mallery who have also started training with our Intermediate Team.

Teachers model healthy lifestyles through participating in practices with their teams.

Senior students are selected to act as LINK leaders that meet with grade 9 students throughout the year for team building exercises and to discuss concerns they may have.

Senior students have stepped up to ensure that the Breakfast Club is up and running again. Many students visit Breakfast Club every morning to say hello and grab a bite.

Student Planners
All staff are asked to distribute student agendas to their period 1 class on Monday. The agendas are available in the office, already sorted into bundles by class, so teachers are asked to pick them up in the morning or send a student runner down after the announcements.

Please take the time with students to remind them that these planners are being given to them because we have listened to their TTFM feedback where they had requested help in planning and organization to reduce stress.

Please:
• Have students put their name on the front.
• Have students record an upcoming deadline for your course
• Consider adding to your classroom routine the four key words, ‘Get out your planners...’ and encourage students to use them. Frequent check-ins with students regarding upcoming due dates may help in students meeting submission deadlines = less stress for you chasing down assignments.

Student voice requested for help in planning and organization. New this year are planners where teachers will intentionally use them in their classes to help students keep up with their assignment due dates.

Welcome to our Breakfast Club

To Patrick, Dana, Jordan and Connor for stepping up to reinstate our Breakfast Club. Patrick originally came to my office with a plan and then recruited a few of his friends to help out. Dawn Morency and her math class will help out with budgeting and purchasing supplies. Leanne Devlin and her Health and Nutrition class will plan for specialty items while following the Canada Food Guide. I picked up some supplies for the first few days but any donations are welcome. Thank you in advance if you can help out.

To be completed and sent to the Teacher: [Teacher Name]
The weekly newsletter will continue to have a component on wellness which will provide staff with tools to promote and maintain the eight dimensions of wellness.

**Physical Wellness** is about creating opportunities for active living, healthy eating and self-care practices that help support your overall wellness.

- **Benefits of physical wellness**
  - Exercise regularly throughout the day
  - Eat a balanced diet
  - Get enough sleep
  - Reduce stress and avoid excessive alcohol
  - Smoking is harmful

**Strategies**
- **Physical activity**
  - Exercise regularly throughout the day
  - Get enough sleep
  - Reduce stress
  - Avoid excessive alcohol
  - Quit smoking

PD day October 25th, the Everyday Mentally Healthy Classroom resources site was shared with staff. Staff were asked to access the resources to help support student mental health.

**PD day October 25**th, the Everyday Mentally Healthy Classroom resources site was shared with staff. Staff were asked to access the resources to help support student mental health.

**Everyday Mentally Healthy Classroom Resource:**
https://smh-assist.ca/emhc/

**Stress Management and Coping**
- Positive motivation and perseverance
- Healthy relationship skills
- Critical and creative thinking
- Executive functioning

**Self-Awareness and Sense of Identity**
- Identification and management of emotions
- Communication
- Leadership
- Decision-making

**PD day October 25th**
Monitoring the IF:
Are we doing / implementing as planned? Are we supporting and monitoring the implementation? What is our CURRENT STATE on this/these specifically? What do we need to adjust (if anything?)

Monitoring the THEN:
What have we monitored / observed / documented / do we understand about the impact(s) of the things we are implementing? What is our CURRENT STATE (data) on this/these specifically?

ASSESS AND REFLECT:
### CYCLE 1 POST - End of Cycle 1: QUANTITATIVE (& QUALITATIVE) EVIDENCE

**DUE:** February 21<sup>st</sup> 2020

**ASSESS AND REFLECT:**

<table>
<thead>
<tr>
<th>Monitoring the IF:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did we implement as planned? Did we support and monitor the implementation?</td>
<td>What is our CURRENT STATE on this/these specifically?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring the THEN:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What have we monitored / observed / documented / do we understand about the impact(s) of the things we implemented (thus far)?</td>
<td>What is our CURRENT STATE (data) on this/these specifically?</td>
</tr>
</tbody>
</table>
If/then statement: (often in the format “If educators/If we ____; then students will ____ (as a result of the staff intervention)”

- Our “if” statement is a clearly defined action or set of actions.
- Our “then” statement identifies an intended measurable / reportable outcome(s) that connects back to the needs assessment (addresses the need, connects to the “story”).
- There is a clear relationship between the defined action or intervention (IF), and the desired outcome (THEN).
- Our theory of action is precise (“thin slice”), actionable, and measurable.
- Our theory of action reflects/is reflected in our goal; connection is clear.
- Our strategies are limited and sufficiently clear – in “what” and “how” - so that all stakeholders can understand what is needed for effective implementation.
- We are precise in how we will monitor implementation and measure outcomes.

For ideas related to how to plan goals based on assessed needs, please see Sample Wellness Goals & Strategies

If-Then Statement (may be the same as October 2019, as year-long inquiry, or adjusted based on Cycle 1 Plan-Act-Reflect):
<table>
<thead>
<tr>
<th>Monitoring the IF:</th>
<th>PLAN AND ACT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor what we are doing (or continuing) / implementing? How are we implementing? How will we support and monitor the implementation? What is our CURRENT STATE on this/these specifically?</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Monitoring the THEN: |  |
|----------------------|  |
| How will we (continue to) monitor / observe / document / understand the impact(s) of the things we are implementing? What is our CURRENT STATE (data) on this/these specifically? |  |</p>
<table>
<thead>
<tr>
<th>Monitoring the IF:</th>
<th>ASSESS AND REFLECT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did we intervene / implement as planned? Did we support and monitor the implementation? What is our CURRENT STATE on this/these specifically?</td>
<td></td>
</tr>
</tbody>
</table>

| Monitoring the THEN: | |
|---------------------| |
| What did we monitor/ observe / document / understand about the impact(s) of the things we implemented? What is our CURRENT STATE (data) on this/these specifically? | |