

2018-2019 Student-Focused School Improvement Plan

Spiritual Wellness

Academic Wellness

Cultural Wellness

Emotional Wellness

Social Wellness

Social Wellness

Faith Outcome: Living Like Jesus – Servant, Steward, Shepherd
District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

Outcome One: Alberta's Students Are Successful

Outcome Two: Alberta's Education System Supports First Nations, Métis And Inuit Students' Success

Outcome Three: Alberta's Education System Respects Diversity And Promotes Inclusion

Outcome Four: Alberta Has Excellent Teachers, School Leaders And School Authority Leaders

Outcome Five: Alberta's Education System Is Well Governed And Managed

- Students will:**
- engage in activities to serve the poor and needy and learn how Catholic Social Services and Development and Peace demonstrate the principles of Catholic social teaching;
 - learn the principles of Catholic Social teaching and how to apply them in responding to issues of social justice;
 - participate in retreats to further develop faith and spiritual wellness.
 - benefit from the faith leadership of a School Chaplain;
 - learn about the gospel message of stewardship in living out the district theme - stewardship;
 - make visible their learning successes in religious education and faith permeation;
 - learn about the role of faith and spirituality in promoting comprehensive personal wellness;
 - experience how Indigenous culture/spirituality connects with our Catholic faith.

- Students will:**
- engage in activities that support them in being literate (construct & communicate meaning in a variety of contexts);
 - engage in activities that support them in being numerate (apply quantitative & spatial information in a variety of contexts);
 - engage in activities that support them in being competent (Alberta Education competencies);
 - apply technological competencies to grow as digital and ethical learners;
 - engage in differentiated tasks that challenge them and support their English language proficiency and development;
 - learn through formative assessments (for feedback) to perform well on summative assessments (for marks);
 - access information on their progress in PowerSchool in a timely way to improve as learners.
 - make their learning success visible (apply practice progressions);
 - focus on conceptual understanding within and across disciplines;
 - choose option & flex programming based on their learning needs and interests.

- Students will:**
- use Gallup Student Poll Survey results to set goals to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy;
 - work through innovative partnerships between home and school to address gaps in push/pull factors;
 - learn how to take an active role in Truth and Reconciliation;
 - learn with resources (e.g., Indigenous literature kit) and strategies suggested by the First Nations, Métis, and Inuit Advisory committee members;
 - learn from their parents about resources and strategies shared about Truth and Reconciliation through the First Nations, Métis, and Inuit Leadership Committee;
 - access supports to address push/pull factors identified in the push-pull survey;
 - engage in meaningful activities on National Indigenous Peoples Day to move forward Truth and Reconciliation.

- Students will:**
- K-12 Strategies**
- work together to make their schools safe, caring, & welcoming places;
 - understand the church's perspective in supporting diversity through school-based counselling, advocacy, and peer-group support initiatives;
 - access the Programs of Study in SOUL (Safe, Optimal, Universal Learning) environments;
 - learn in flexible groupings.
- Focus on Bullying**
- learn language and approaches to support wellness;
 - understand how healthy eating, active living, and positive social environments affect relationships;
 - know what to do about harassment and discrimination;
 - collaboratively work towards conflict resolution;
 - feel confident to report bullying and anonymity is protected;
 - have access to supports to solve problems and resolve conflicts.
- Focus on Mental Health and Early Identification**
- know the indicators of mental health issues and how to access supports (e.g., counselling) and programming resources to apply helpful strategies;
 - work with staff who are trained to understand and apply trauma-responsive practices;
 - access appropriate resources, supports, and services through community-based family support personnel;
 - attend/participate in a mental health conference in the district or school;
 - complete a "Teening My Parent" module to educate parents about mental health and wellness programs;
 - participate in pre-Kindergarten screening in order to be identified, supported, and directed to appropriate services;
- Focus on Inclusion**
- actively engage (create, explore, communicate) in inquiry and play-based activities in prekindergarten and Kindergarten programs;
 - report that we are supported and have been directed to the right supports and services;
 - learn in inclusive environments that have been collaboratively developed to meet all student's needs;
 - be connected to appropriate direct service and community agencies.

- Students will:**
- access to a range of universal and specialized supports which may include accommodations, interventions, and/or programs which are implemented by trained staff;
 - participate in data-driven discussions that inform district and school leaders about the effectiveness of programs and supports;
 - develop skills and competencies through teacher engagement in emerging curricular practices;
 - engage in play-centred, inquiry-based learning in prekindergarten and Kindergarten;
 - learn and apply digital literacy and citizenship competencies to become ethical, respectful and responsible digital citizens in all areas of life;
 - develop and apply digital citizenship skills to engage in respectful social media. use and prevention strategies for cyberbullying;
 - exercise choice and voice as a strategy for personalizing learning.

- Students will:**
- take part in community conversations and online collaborative research to inform programming and resource allocation decisions;
 - inform programming continuity and transitioning decisions;
 - share positive word-of-mouth about the district and their schools.
 - learn and apply digital literacy and citizenship competencies to become ethical, respectful and responsible digital citizens in all areas of life;
 - develop and apply digital citizenship skills to engage in respectful social media use and prevention strategies for cyberbullying;
 - access technology through schools when they do not have access to resources through home;
 - learn about their Gallup talents and strengths to enhance their learning and well-being, to improve their engagement in school and to work optimally with others to be the best that they can be every day.

