2019-2020 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 **Division 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

SPIRITUAL WELLNESS

Students will:

- engage in activities to serve the vulnerable while being model and witness to our faith;
- recognize that all social justice (charitable and service) activities are a response in faith to "living like Jesus";
- 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;
- engage in faith-based education and permeation with staff who experience guidance and leadership of a School Chaplain;
- recognize staff as models and witnesses of faith;
- learn about the gospel message of shepherding in living out the division theme;
- participate in religious education and faith permeation to further develop in their faith, engagement, and hope;
- learn about the role of faith and spirituality in promoting comprehensive personal wellness;
- experience how Indigenous culture/spirituality connects with our Catholic faith.

ACADEMIC WELLNESS

Students will:

- engage in activities that support them in being literate and numerate;
- integrate competency-focused approaches to learning;
- apply technological competencies to grow as digital and ethical learners;
- engage in differentiated tasks to make content accessible and achieve academic success;
- participate in ongoing feedback and learn through formative assessments to perform well on summative tasks;
- access timely information digitally on their progress to improve as learners;
- make their learning success visible by engaging in the practice progressions;
- develop conceptual understanding within and across disciplines;
- choose option & flex programming based on their learning needs and interests.

CULTURAL WELLNESS
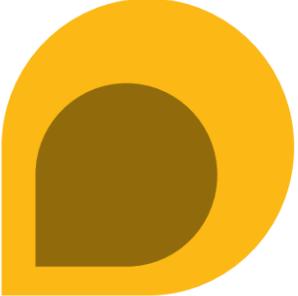
Students will:

- 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 push/pull factors;
- learn how to take an active role in Truth and Reconciliation;
- learn with resources (e.g., Indigenous literature, prayer table artifacts) and strategies suggested by the Advisory committee;
- learn with their parents about about the Division's work in Truth and Reconciliation through the Leadership Committee;
- engage in meaningful activities on National Indigenous Peoples Day as part of Truth and Reconciliation;

EMOTIONAL WELLNESS

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 Alberta Programs of Study in incusive learning environments that embed strategies such as; Universal Design, differentiation, assistive technologies, flexible grouping).

Focus on Bullying
- learn language and approaches to support wellness;
- collaboratively work toward conflict resolution;
- know what to do about harassment and discrimination;
- contribute to developing appropriate ideas for how to make things right when harms have occurred;
- report bullying and understand that anonymity is protected;
- have access to supports to solve problems and resolve conflicts;
- demonstrate how healthy eating, active living, and positive social environments promote wellbeing.

Focus on Mental Health and Early Identification
- know how to access the school counsellor;
- access appropriate resources, supports, and services through school- and community-based family support personnel;
- know the indicators of mental health issues and how to access accurate information to reduce stigma;
- learn from staff who are trained to understand and respond with trauma-responsive practice;
- attend/participate in a mental health conference in the district or school;
- participate in pre-kindergarten screening in order to be identified, supported, and directed to appropriate services;
- understand how healthy eating, active living, and positive social environments promote wellbeing, including mental health.

Focus on Inclusion
- actively engage (create, explore, communicate) in inquiry and play-based activities in pre-kindergarten and Kindergarten programs;
- learn in inclusive environments that have been collaboratively developed to meet all students' needs;
- be connected to appropriate direct services and community agencies

SOCIAL WELLNESS

Students will:

- have 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-informed discussions that impact division and school leaders about the effectiveness of programs and supports;
- develop skills and competencies through teacher engagement in emerging curricular practices;
- engage in play-facilitated, inquiry-based learning in pre-kindergarten 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;
- engage in authentic learning experiences that integrate appropriate use of digital technologies;
- exercise choice and voice as a strategy for personalizing learning.

SOCIAL WELLNESS

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;
- 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 talents and strengths through Gallup to enhance their learning, engagement, well-being, and explore potential careers.

Greater St. Albert Catholic Schools