

Overall Goal: Develop Mental Health Literacy in Students and Staff (Pillar Number Two from the UCDSB Mental Health Strategy 2017-2020)

**Needs Assessment / Where Are We Now?**


*We need to create an environment where students feel valued and supported by ensuring they have a voice, feel in control, and can act as agents of change. By creating an environment where students feel connected to their learning, the school, their community and the global community we can reduce the number of students who experience avoidable stress at school, and can increase the number of students who feel capable of positively managing stress.*

**1<sup>st</sup> CYCLE OF INQUIRY**

**Theory of Action: Due October 12, 2018**

**If/then statement: *If we deliver a variety of classroom/school-based stress-coping practices and programs, then student wellness will improve.***

If we welcome each student as they enter the classroom at the start of the day and after transitions, then students will be happier and more engaged, resulting in increased on task behavior and improved student wellbeing.

<p><b>DATA:</b> <b>Monitoring the IF:</b> Based on the <i>co-constructed success criteria</i> for educator learning. (e.g. criteria for providing effective descriptive feedback)</p> <p><b>Monitoring the THEN:</b> Based on the <i>co-constructed success criteria</i> for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</p> <p>SAMPLE:</p> 	<p><b>PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018</b></p> <ul style="list-style-type: none"> <li>Classroom teachers have identified 5 to 6 students each who are at risk from a mental health and wellness perspective.</li> <li>EQAO – Art/Music/Drama Activities – Grade 3 33% and Grade 6 – 9% After School Clubs – Grade 3 – 0% Grade 6- 18% Sports – Grade 3- 33% and Grade 6- 45% Parental Engagement – Grade 3 – four of six areas under 44% - Grade 6 – all areas under 45%</li> <li>Referrals for special services and programs</li> <li>SST notes</li> </ul>	<p><b>MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018</b></p> <ul style="list-style-type: none"> <li>Student names have been gathered. Staff are monitoring those put forth with direct contact.</li> <li>Lunch club has been added to activities along with 2 community programs – Library and Impact Zone.</li> <li>Review of special services has been completed and those services not in place are being tracked and communicated with.</li> </ul>	<p><b>POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019</b></p>
<p><b>QUALITATIVE ANECDOTES – DUE: October 12, 2018</b></p> <ul style="list-style-type: none"> <li>Classroom teachers have identified 5 to 6 students each who are at risk from a mental health and wellness perspective.</li> <li>Staff observations and concerns voiced at meetings.</li> </ul>	<p><b>QUALITATIVE ANECDOTES – DUE: November 16, 2018</b></p> <ul style="list-style-type: none"> <li>All students will complete a survey which will be compared to the list of those at risk – additions and deletions will be made.</li> </ul>	<p><b>QUALITATIVE ANECDOTES – DUE: February 8, 2019</b></p>	

<p><b>PLAN – DUE: October 12, 2018</b>  <b>If we welcome each student as they enter the classroom at the start of the day and after transitions, then students will be happier and more engaged, resulting in increased on task behavior and improved student wellbeing.</b></p>	<p><b>ACT – DUE: October 12, 2018</b></p> <ul style="list-style-type: none"> <li>- Each classroom teacher will bring forth the name of 5 to 6 children at risk from a mental health and wellness perspective</li> <li>- As a school we compiled a master list of students possibly struggling to fit in, or perhaps experiencing some form of adversity that would benefit from a champion/mentor</li> <li>- All staff would be an advocate for a few students and our theory of action was that having one additional caring adult in the school that was not the child’s classroom teacher could make a significant difference in the child’s life</li> <li>- Providing an extra layer of support to our students by growing their adult relationships and extending their circle of caring relationships at school would make a difference and enhance their wellbeing and hopefully increase student confidence, through this connection and importantly make them feel special</li> <li>- The goal was to strive to connect daily with each student mentored in an unofficial and informal way to make students feel valued, special and cared for through this contact.</li> <li>- Survey students three times during the cycle to identify strategies that are working and plan for next steps.</li> </ul>	<p><b>ASSESS – DUE: November 16, 2018 &amp; February 8, 2019</b></p> <ul style="list-style-type: none"> <li>- <b>Each classroom teacher has completed a list of students and champions/mentors have been assigned.</b></li> <li>- <b>Data from the student survey is being gathered and will be compared to the names put forth.</b></li> <li>- <b>SST’s are focused on the appropriate follow up and monitoring of services.</b></li> <li>- <b>Develop a new survey to determine if the strategies we are implementing are working and use the information to develop next steps. (December Staff Meeting)</b></li> </ul>	<p><b>REFLECT – DUE: November 16, 2018 &amp; February 8, 2019</b></p>

**2<sup>nd</sup> CYCLE OF INQUIRY**

**Theory of Action: Due February 15, 2019**

**If/then statement:**

<p><b>DATA:</b>  <b>Monitoring the IF:</b>  <i>Based on the co-constructed success criteria for educator learning. (e.g. criteria for providing effective descriptive feedback)</i></p> <p><b>Monitoring the THEN:</b></p>	<p><b>PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019</b></p>	<p><b>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</b></p>	<p><b>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</b></p>
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Based on the *co-constructed success criteria* for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)

SAMPLE:



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**QUALITATIVE ANECDOTES – DUE: February 15, 2019**

**QUALITATIVE ANECDOTES – DUE: April 12, 2019**

**QUALITATIVE ANECDOTES – DUE: May 31, 2019**

**PLAN – DUE: February 15, 2019**

**ACT – DUE: February 15, 2019**

**ASSESS – DUE: April 12, 2019 & May 31, 2019**

**REFLECT – DUE: April 12, 2019 & May 31, 2019**