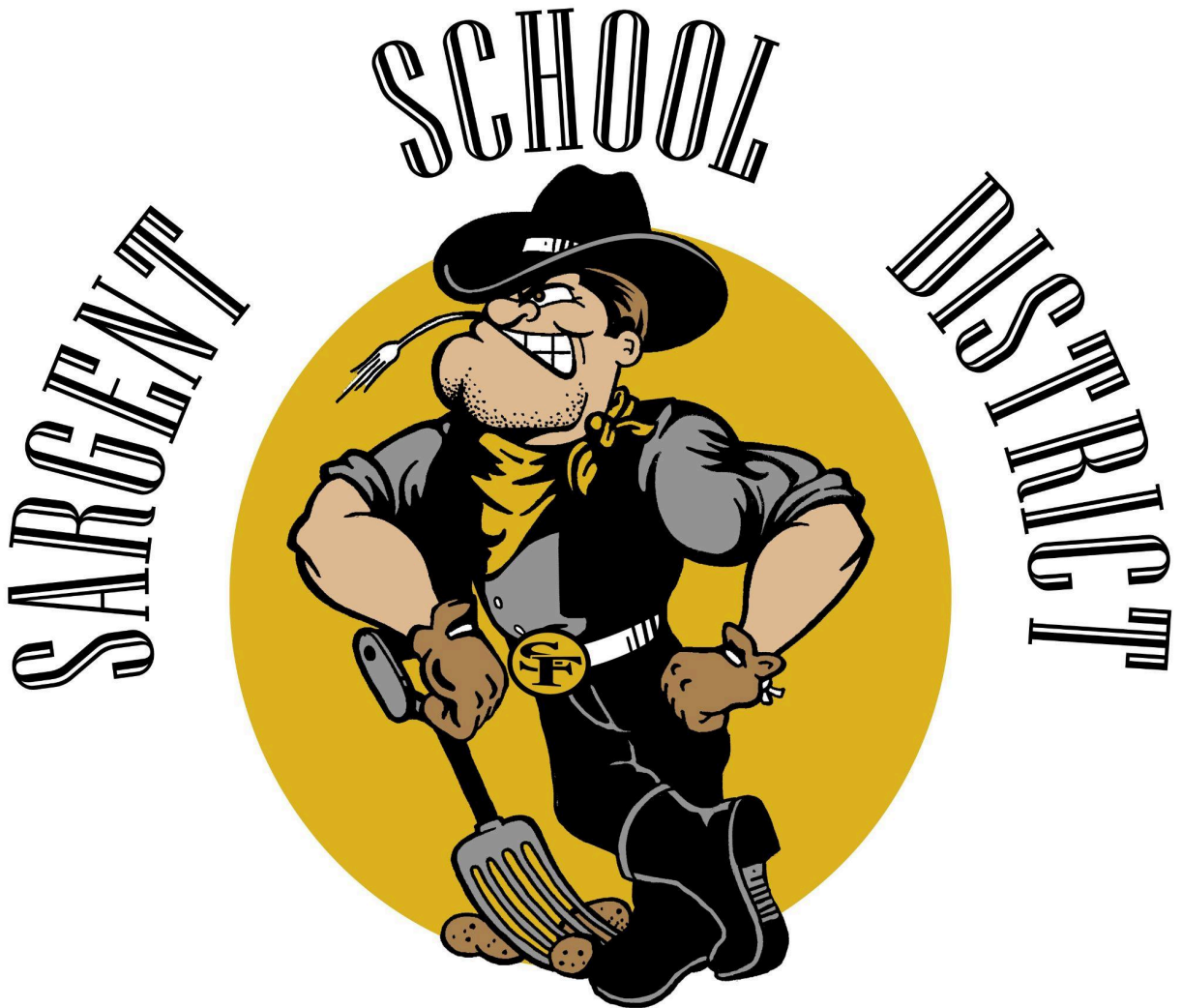


Sargent's Plan for Strengthening Wellbeing

January 2024



Plan Contents

<u>Background</u>	<u>3</u>
<u>What is wellbeing?</u>	<u>3</u>
<u>Why youth mental health and wellbeing are important</u>	<u>3</u>
<u>Role of staff wellbeing in schools</u>	<u>3</u>
<u>Who was involved</u>	<u>4</u>
<u>Planning Team</u>	<u>4</u>
<u>Youth Advisory Team</u>	<u>4</u>
<u>How we made this plan</u>	<u>4</u>
<u>Wellbeing in our school district</u>	<u>5</u>
<u>District mission/vision</u>	<u>5</u>
<u>Our vision of wellbeing</u>	<u>5</u>
<u>What we hope to achieve through this plan</u>	<u>5</u>
<u>Current supports for wellbeing in our school district</u>	<u>5</u>
<u>Student Wellbeing</u>	<u>6</u>
<u>Status of student wellbeing in our school</u>	<u>6</u>
<u>Student Survey Results</u>	<u>6</u>
<u>Key takeaways from the report</u>	<u>6</u>
<u>Youth Advisory Team input</u>	<u>7</u>
<u>Focus Areas</u>	<u>7</u>
<u>How we will support student wellbeing</u>	<u>7</u>
<u>Staff Wellbeing</u>	<u>9</u>
<u>Status of staff wellbeing in our school</u>	<u>10</u>
<u>Staff Survey Results</u>	<u>10</u>
<u>Key takeaways from the report</u>	<u>10</u>
<u>Staff input</u>	<u>11</u>
<u>How we will support staff wellbeing</u>	<u>11</u>
<u>How we will get it done</u>	<u>13</u>
<u>People involved</u>	<u>13</u>
<u>Student involvement during implementation</u>	<u>13</u>
<u>Support from CRSHE</u>	<u>13</u>
<u>Additional resources and supports we can draw on</u>	<u>13</u>
<u>Staying informed about wellbeing in our school district</u>	<u>13</u>

Background

What is wellbeing?

This plan uses the PERMA model to define wellbeing, which includes the following five components:

- **Positive Emotion:** fostering gratitude, happiness, forgiveness, hope, and optimism.
- **Engagement:** focusing on the present and immersing ourselves in tasks that use our skills.
- **Relationships:** helping and connecting with others to feel supported, loved, and valued.
- **Meaning:** deriving purpose from serving something greater than ourselves.
- **Accomplishment:** working towards and reaching goals.

We want our school district to be a place that promotes these qualities in the student experience.

Why youth mental health and wellbeing are important

Supporting better outcomes for youth mental health has a variety of benefits now and in the future:

- Strong youth mental health is important for healthy overall development during adolescence (1) and has been linked to long-term health benefits in adulthood (2).
- Strong youth mental health can improve academic growth and achievement (3) and lead to the adoption of healthy social, emotional, and physical habits (4).
- Strong youth mental health can protect against risky behaviors, such as substance use, experiencing violence, and high risk sexual behaviors (5).

Role of staff wellbeing in schools

Promoting educator mental health and well-being are crucial to bettering mental health outcomes in our youth:

- Educators continue to navigate the aftermath of the COVID-19 pandemic, which has resulted in staffing shortages, overwhelming workloads, and increased mental health concerns in students (6).
- When educators are stressed and overworked, it negatively impacts students' learning, academic achievement, and motivation (7).
- Short-term stress in educators may develop into long-term stress if left unaddressed, increasing the likelihood that they will leave the profession and struggle with negative health consequences (8).
- If educators are fulfilled and satisfied in their roles, they are more effective at instruction and classroom management, which helps students succeed (9).
- When students and school staff are able to develop positive interpersonal relationships, students' social and emotional wellbeing improves, and teachers are more likely to partner with families and invest in student success (10).

References 1-10 are available [here](#).

Who was involved

Planning Team

Stephanie McBartlett, Wellness Coordinator

Jeffrey Fuller, Superintendent

James Holmes

Kelli Lister

Deanna Floriani

Danielle Price

Youth Advisory Team

James Holmes, YAT Coordinator

Bailey Asbell, 12th grade

Azzy Lister, 12th grade

Gio Aguilar, 12th grade

Brooke Hoffstaetter, 12th grade

Deo Camacho, 11th grade

Maia Krattli, 11th grade

Claire Cook, 11th grade

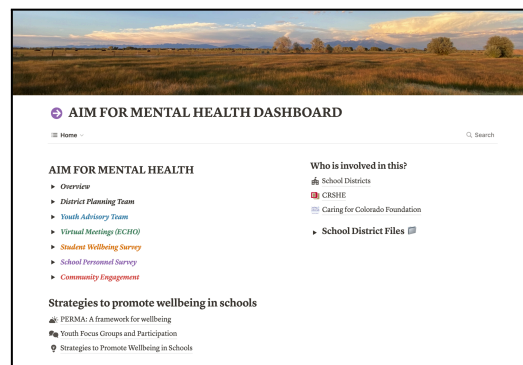
Payton Chong, 9th grade

How we made this plan

We made this plan through a community-driven, data-informed process designed to promote wellbeing in schools. This process was facilitated by the [Center for Rural School Health & Education \(CRSHE\)](#) with financial support from the [Caring for Colorado Foundation](#). The process included the following elements:

1. An in-person kickoff event with representatives from all participating school districts.
2. A wellbeing survey completed by students to understand the status of students' wellbeing at school.
3. A staff survey to understand staff wellbeing and preferences.
4. A district-based planning team participated in virtual meetings facilitated by CRSHE to learn, share community perspectives, and make decisions together.
5. A Youth Advisory Team of students were convened to provide input and feedback.
6. The planning team also engaged school staff and families throughout to ensure their perspectives are incorporated.

More information on the process we used to create this plan is available on the [AIM for Mental Health dashboard](#). →



Wellbeing in our school district

District mission/vision

Mission: *Inspire students to care more, learn more, and experience more in a safe and engaging learning environment.*

Vision: *Dig deeper by placing students first while creating experiences that lead to lifelong learning and success.*

Our vision of wellbeing

We prioritize students' wellbeing by fostering positive emotions, engagement, relationships, meaning, and accomplishment within our school community.

What we hope to achieve through this plan

- Less students hanging out by themselves
- Better attendance rates
- More motivated students and staff

Current supports for wellbeing in our school district

Our school has a lot of community support and involvement. We are a hub and main focus of our community! In addition, we currently have these programs and practices in place that support our wellbeing goals:

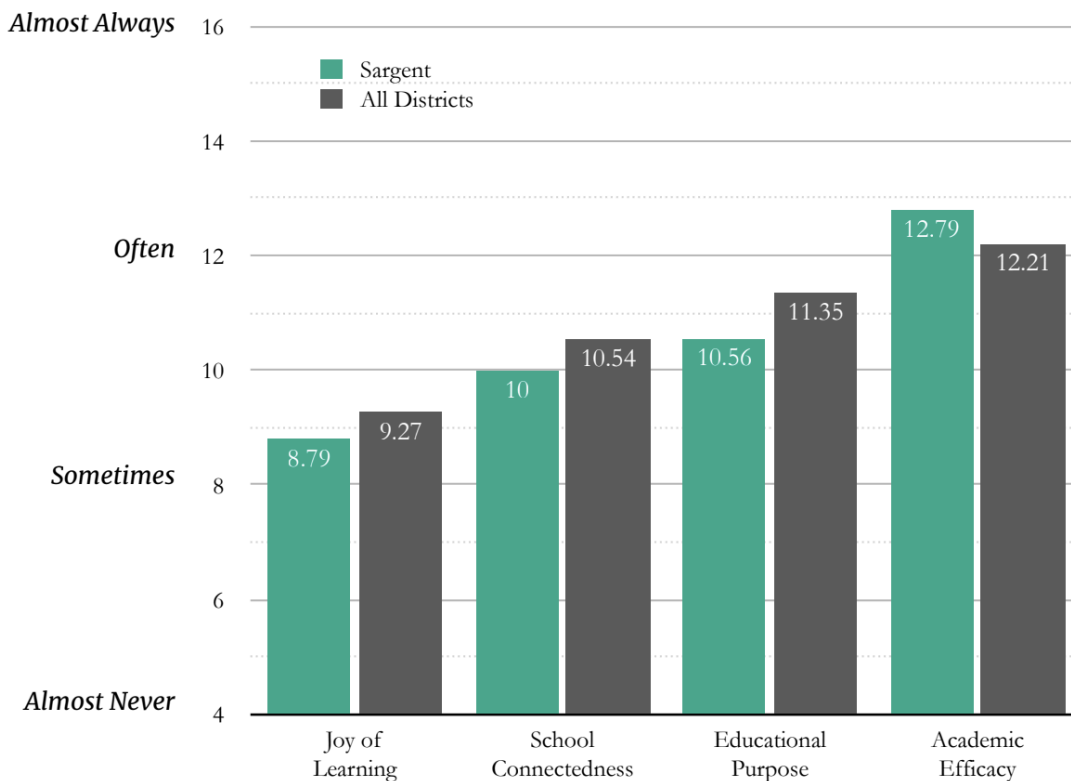
- Weekly check-ins during Farmer Time
- Staff greeting in the mornings
- Phone call recognitions to parents about students
- Recognizing student changes in behavior
- Community events
- Student of month
- Club involvements
- Secondary students involvement with elementary
- Big Brother/ Big Sister program
- Trick or treat street
- Pep rallies for entire district
- Club wide community service
- Black and gold broadcast

Student Wellbeing

Status of student wellbeing in our school

Student Survey Results

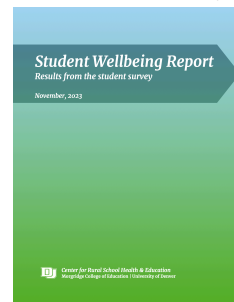
In the fall of 2023, students in grades 7-12 completed a survey focused on the status of their wellbeing at school and their perspectives of strategies to support their wellbeing. Wellbeing constructs measured by the survey were “Joy of Learning”, “School Connectedness”, “Educational Purpose” and “Academic Efficacy.” The graph below shows students in our school district alongside regional averages. More results are available in the full report. A total of **2,311** students across Southern Colorado completed the survey and at Sargent, ~**27%** of eligible students (**n=34**) completed the survey.



Key takeaways from the report

- According to the survey, our overall student wellbeing could improve through focusing more on real-world, career based learning within all classrooms.

The full student wellbeing survey report is available here. ↓



Youth Advisory Team input

- Excited about increasing school spirit and outside breaks
- Incorporate outside breaks, school spirit (pep rallies, dress up days, etc)

Focus Areas

Based on our review of the wellbeing survey results, discussions with our Youth Advisory Team, and input from others in our school community, we decided to focus our plan on recognizing each student as an individual and complete an interest survey, increase communication among teachers so student workload is manageable

How we will support student wellbeing

The list below outlines the strategies we will pursue to strengthen the wellbeing of students in our school. General strategies are listed in bold at left. Specific practices are bulleted at right. “ → ” designates strategies we will implement in Spring 2024. Other strategies will be implemented over the next 3 years.

Recognize and support each student as an individual	<ul style="list-style-type: none">● Have students complete a strengths and/or interests survey
Support a healthy balance between schoolwork and life	<ul style="list-style-type: none">● Increase communication among teachers so that student workload is manageable across classes
Support students’ social emotional health and wellbeing	<ul style="list-style-type: none">● Support staff wellbeing and SEL
Support students’ physical health and wellness	<ul style="list-style-type: none">● Encourage healthy behaviors in students
Provide engaging learning experiences	<ul style="list-style-type: none">● Engage students in fun, interactive lessons and hands on learning
Promote positive relationships between students and staff	<ul style="list-style-type: none">● Engage with students by listening, interacting, and having conversations
Play games and have fun together	<ul style="list-style-type: none">● Host assemblies, pep rallies, and school spirit events
Spend time outside during the school day	<ul style="list-style-type: none">● Take breaks outside for fresh air, sunlight, nature

Acknowledge and celebrate all students	<ul style="list-style-type: none"> ● Celebrate student efforts, not just achievements
Listen to student ideas to inform the practices of the school	<ul style="list-style-type: none"> ● Convene YAT quarterly to check in on school climate and implementation of strategies
Offer classes and activities that appeal to a range of interests	<ul style="list-style-type: none"> ● Offer leadership opportunities
Other	<ul style="list-style-type: none"> ● Commitment to weekly check ins during Farmer Time ● Staff Greeting every morning ● Activities to strengthen and support school spirit and community involvement. ● Engage students in fun, interactive lessons and hands-on learning ● Improve communication ● Take breaks outside ● Celebrate student efforts

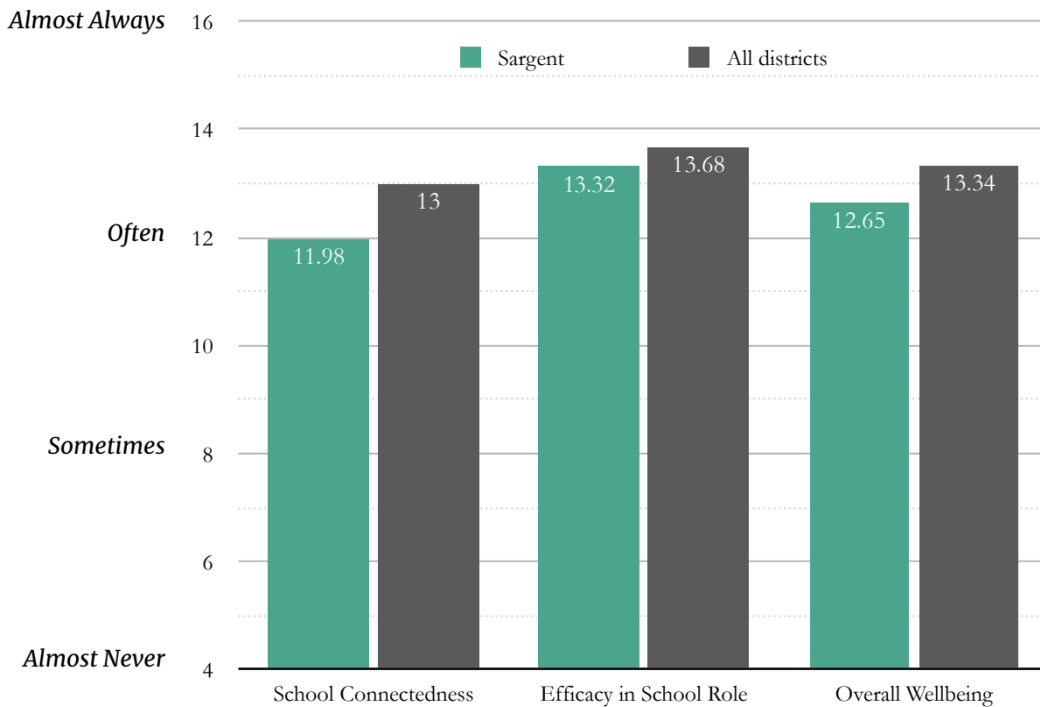


Staff Wellbeing

Status of staff wellbeing in our school

Staff Survey Results

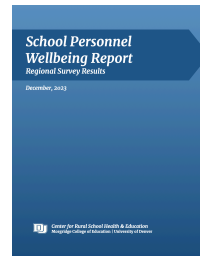
In the fall of 2023, school staff in our district completed anonymous surveys focused on the status of their wellbeing at school, their perspectives of strategies to support their wellbeing, and teachers' perspectives on family engagement at their schools. Wellbeing constructs measured by the survey include "School Connectedness" and "Efficacy in School Role," which were combined to create a measure of "Overall Wellbeing." The graph below shows how staff in our school responded alongside regional results. More results are available in the full report. A total of **1,342** staff across Southern Colorado completed the survey and at Sargent, **70% of staff (n=28)** completed the survey.



Key takeaways from the report

- According to the survey, our overall staff wellbeing could improve through higher pay, feeling valued, and increasing teacher plan time.

The full staff wellbeing survey report is available here. ↓



Staff input

We sent an email to staff to share district wellbeing reports and ask for input about strategies to include in this plan. 28 staff members participated.

Reflections, questions, and insights about the school personnel wellbeing report

Family engagement (communication), more time for family engagement

Staff input about wellbeing strategies

Higher wages, more plan time

How we will support staff wellbeing

The list below outlines the strategies we will pursue to strengthen the wellbeing of staff in our school. General strategies are listed in bold at left. Specific practices are bulleted at right. “ → ” designates strategies we will implement in Spring 2024. Other strategies will be implemented over the next 3 years.

<p>Host activities outside of school for staff to get together and socialize</p>	<ul style="list-style-type: none"> ● Parties and get togethers(e.g., holiday-themed, potluck/traveling dinner, music and food at a local venue, include spouses/families/guests) ● Catered last day of School lunch for Staff by Gosar Sausage
<p>Recognize, celebrate, and show appreciation of school staff</p>	<ul style="list-style-type: none"> ● Just for fun(e.g., staff’s favorite quotes, favorite music, shout outs on morning announcements, monthly birthday potlucks) ● Interests and hobbies(e.g., allow time for teachers to share their interests and hobbies with students, create electives that teachers are passionate about) ● Rewards and incentives(e.g., prizes, gift cards, meals, bonus pay, time off, weekly/monthly drawing for a day off) ● Individual awards and recognition(e.g., teacher of the week, recognition in local newspaper with gift certificate to local business, honor each year of service by adding a pin to a plaque) ● Opportunities to share appreciation and gratitude(e.g., notecards for staff to share what they appreciate about others, Thankful Thursdays, gratitude wall, gratitude wheel, student “exit tickets” to share good/funny things about the week) ● Car detailing during Teacher Appreciation Week ● Drift Away coffee cart is providing their full menu to staff during Teacher Appreciation Week

<p>Support staff physical health and wellness</p>	<ul style="list-style-type: none"> ● Equipment and classes at the school(e.g., exercise/fitness room)
<p>Engage staff in learning opportunities focused on their professional roles and interests</p>	<ul style="list-style-type: none"> ● Mental health-related training and professional development(e.g., how to recognize when students/staff are struggling, identifying mental health needs, coping skills, helping those who are struggling, handling stress, trauma-informed) ● Assessment tools and surveys(e.g., utilize a strengths-finding survey like Indigo Assessment or StrengthsFinder; Values in Action survey)
<p>Provide opportunities for staff to build positive relationships and a supportive professional community</p>	<ul style="list-style-type: none"> ● Team-building activities(e.g., retreats, community service projects, camp for teachers, ropes course)
<p>Provide staff access to mental health supports during the work day</p>	<ul style="list-style-type: none"> ● Mental health spaces(e.g., sensory room, place to recover or decompress)

How we will get it done

We will implement this plan by providing the necessary support, effectively communicating, coordinating implementation efforts, evaluating our efforts, and seeking ongoing feedback.

People involved

The wellness committee will coordinate and lead implementation of this plan.

Student involvement during implementation

We will continue to convene a Youth Advisory Team every quarter to check in on school climate, what's working, and what they would like to see. Students will also be involved in the implementation of strategies.

Support from CRSHE

Our district will continue to receive ongoing implementation and evaluation support from the [Center for Rural School Health & Education \(CRSHE\)](#). The CRSHE Technical Assistance Provider for our district is Karla Heredia (karla.heredia@du.edu).

Additional resources and supports we can draw on

- Admin is dedicated to supporting staff and making them feel appreciated.
- Staff PD and work days provide the opportunity to ask and answer questions and have one on one time with co-workers and admin.
- Principal sends out weekly communication to staff about current and upcoming events.

Staying informed about wellbeing in our school district

- Our school will participate in annual surveys of student and staff wellbeing administered by CRSHE to track the status of wellbeing in our school district.
- We will also conduct listening sessions with students and staff each fall and spring.