



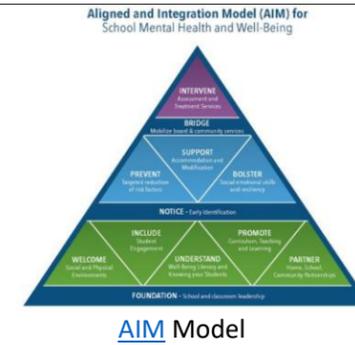
School Improvement Plan Student Achievement & Wellness

2019-2020 WELLNESS

School: Sweet's Corners

Principal: Kim Melvin-Long/Chris Hawthorne

Vice-Principal(s):



To keep current with goals and strategies at the Board level, your team may wish to review the [Mental Health Strategy](#), [Director's Work Plan](#), or [BIPSAW](#).

Needs Assessment / Where Are We Now? Note: You may be using end-point data and reflections from the previous year cycles of inquiry. Not all data-source examples below are exhaustive. Not all examples or bullet points below are needed, but providing information under each heading provides a thorough description of student strengths and need

Demographic Data

- Schools may want to include information from their school profile listed here: http://www.ucdsb.on.ca/for_families/ucdsb_schools/school_information_profiles

Student Voice, Parent Voice, Staff Voice:

- Information gathered using [Leading Mentally Healthy Schools](#) or [Organizational Conditions](#) assessment tools
- Feedback from Student Voice meetings, Parent Council, Staff Meetings or surveys

Student Performance Data ("Know The Learners"):

- Our School Survey data (Tell Them From Me)
- Data from locally developed surveys (school engagement, student voice surveys, staff perception of student behaviour before- /after-class)
- Already available metrics: Attendance, Incident Reports, Suspensions, Office Referrals
- Class Profiles, Learning Skills & Work Habits (either whole school, specific classes, or marker students)
- Observational data (e.g. volume level in hallway, bumps/injuries on yard,)

Where We Are Now:

Staff were asked the following in a survey and overall results were:

35% of our students have difficulty self-regulating

18% of these students show signs of loss of control before they actually lose control

On a 1-5 scale, staff saw themselves at a **3.1** for being familiar with Zones of Regulation language

On a 1-5 scale, staff saw themselves at a **2.4** for being familiar with the Zones of Regulation Curriculum

Out of **6** classrooms, on **1** classroom teacher has a Zones calming space and uses Zones language

Area of Focus and Goal Setting: Our area of focus (broad) is clear from our needs assessment and is located within the [AIM Model](#).

Our Smart Goal is clearly connected / aligned with our area of focus (and our needs).

Our smart goal is specific, measurable, attainable, and results-oriented within a given time period.

SMART Goal:

- **Specific and student focused** – The more specific you can make your goal, the easier it is to effect change. We encourage goals to be within areas schools can influence, such as student satisfaction with exam scheduling, test preparation to reduce self-reported test anxiety, participation in clubs that subsequently enhances attendance or student-ratings of school engagement, demonstrated conflict-resolution skills on yard, or target-student participation in structured sensory-breaks that reduces class disruption. Targeting overall ‘wellness’ or ‘stress’ is more difficult, and success is easier when trying to advance a single goal rather than multiple or very broad goals.’

- **Measurable** – Measurable targets often involve clearly identifying the respondent (‘student’, ‘staff’, ‘administrator’, ‘community-partner’ or ‘parent’), the method of tracking (‘-reported’, ‘-observed’, ‘-ratings’ or ‘-recorded’) and the desired change (‘satisfaction with X initiative’, ‘increase / demonstration of X skill’, ‘decreased time to start X’, ‘X survey result’, ‘X rating of learning habit’). Change can be an average, percentage or ratio of staff/students/parents, a decrease of X in a baseline, or performance of a skill over X amount of opportunities. Anecdotal reports are captured/documented.
- **Attainable** - Is the goal reasonable? Is the goal ambitious yet attainable? Success in meeting small targets can inspire stakeholders to sustain effective strategies.
- **Results-Oriented** - Why is it important to achieve this goal? For students? For staff? For families?
- **Time Bound** - What is the timeframe for achieving this goal? Will you have data sources during and at the end of your time-frame to assess impact (I.e., there is a time lag between administering and receiving results from some surveys, like Our School for example).

For Examples of Areas of Focus and Smart Goals see [Sample Wellness Goals & Strategies](#)

To keep current with goals and strategies in the Board, the locations of these plans are/will be here: [Director’s Work Plan](#), [BIPSAW](#), or [Mental Health Strategy](#).

Area of Focus (using [AIM Model](#). Tier 1 and/or 2):

Using Zones of Regulation curriculum, we are **Bolstering** the socio emotional skills and resiliency of our students and **Understanding** our students along with **Preventing** targeted reduction of risk factors.

SMART Goal:

100 percent of our staff and 100 percent of our students will be trained in using the Zones of Regulation Language. !00% of our classrooms with have a calming area for students to access.

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 100 % of our staff and students are trained in the Zones of Regulation language and Curriculum staff will be able to increase awareness of student body language and help foster self-regulation and students themselves will be able to better foster emotional control and exhibit less frequent emotional meltdowns.

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:

- **Staff Survey to determine comfort and frequency using “Zones”**
- **Hold a meeting (October 25th) for the SIPSAW team to present our findings ,observations; data and present our goal and plan.**
- **Ms Gordon to use her prep coverage time to begin implementation of “Zones “ with each class**
- **Have large posters of the Zones made up and put in every room in the school (including LC, Gym, classrooms, Lunchroom)**
- **Teachers to go over the posters with their classes**
- **French Teacher to go the words in French**
- **All staff to do “Leading Mentally Healthy Schools Reflection T” on the PA day to gather more information on where we can improve.**
- **Wellness team to look at that data and share with staff at next staff meeting (November 29th .)**
- **Create a small group alternative recess space (LC) for students who have difficulty navigating the yard or who find they can’t self-regulate to access at recess.**
- **Right now all but one classroom has an established calming area with fidgets, weighted animals etc to help self -regulate. Students need to be taught how to use these tools.**

CYCLE 1 MID: QUANTITATIVE (& QUALITATIVE) EVIDENCE

DUE: December 6th, 2019

ASSESS AND REFLECT

<p>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)?</p> <p>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?</p>	<p>ASSESS AND REFLECT: 100% of our staff and students have no had some Zones of Regulation Training There are Zones Posters in all classroom and other major area We are beginning as a staff to become more comfortable using the Zones of Regulation language with our students. Parent Council was addressed at the November 4th meeting and also educated on Zones language and on the Bullying Intervention and Prevention Plan. As well they were made aware of “Kelso’s Choices”. Parent council expressed a desire to have posters for Zones of Regulation sent home to each family so that parents can also begin to use the language when helping their children self-regulate and make better choices. It was also requested that these posters be laminated and put on the buses. (you can now hear many instances of children saying “I am in the yellow zone”). The creation of the Alternative Recess space has been very helpful to one child in particular who has some major difficulties navigating the yard and consequentially begins to move into the red zone. By helping her recognize her triggers and offer her an alternative, we are seeing way less “red Zone” times.</p>
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CYCLE 1 POST - End of Cycle 1: QUANTITATIVE (& QUALITATIVE) EVIDENCE

DUE: February 21st 2020

ASSESS AND REFLECT

Monitoring the IF:

Did we implement as planned? Did we support and monitor the implementation? What is our CURRENT STATE on this/these specifically?

Monitoring the THEN:

What have we monitored / observed / documented / do we understand about the impact(s) of the things we implemented (thus far)?

What is our CURRENT STATE (data) on this/these specifically?

ASSESS AND REFLECT:

2nd CYCLE OF INQUIRY

Targeted Evidence-Based Strategy (based on the assessing and reflecting at the end of cycle 1 – may not change from the October plan or may be revised)

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):

CYCLE 2 DATA: QUANTITATIVE (& QUALITATIVE) EVIDENCE (may be your post Cycle 1 data)
DUE: February 21st, 2019
PLAN AND ACT

Monitoring the IF:
What are we 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?

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?

PLAN AND ACT:

END OF CYCLE 2 QUANTITATIVE (& QUALITATIVE) EVIDENCE

DUE: June 5th, 2019

ASSESS AND REFLECT

Monitoring the IF:

Did we intervene / implement as planned? Did we support and monitor the implementation? What is our CURRENT STATE on this/these specifically?

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?

ASSESS AND REFLECT: