



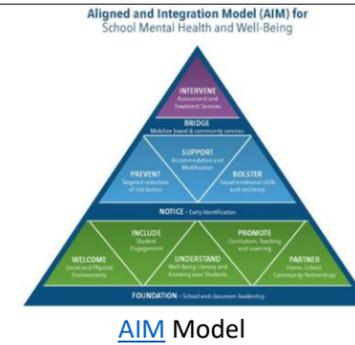
School Improvement Plan Student Achievement & Wellness

2019-2020 WELLNESS

School: Chimo

Principal: David Morrison

Vice-Principal(s): Lea Doxey



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:

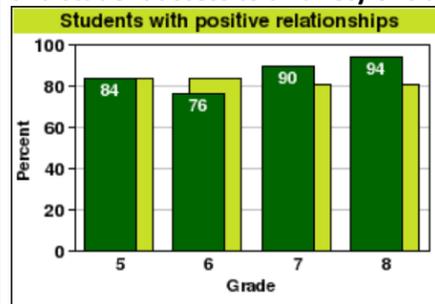
- Information gathered using [Leading Mentally Healthy Schools](#) or [Organizational Conditions](#) assessment tools
- Feedback from Student Voice meetings, Parent Council, Staff Meetings or surveys

Student Performance Data ("Know The Learners"):

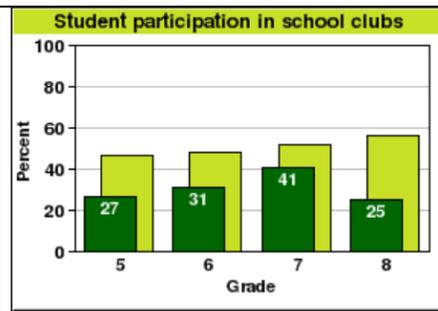
- Our School Survey data (Tell Them From Me)
- Data from locally developed surveys (school engagement, student voice surveys, staff perception of student behaviour before- /after-class)
- Already available metrics: Attendance, Incident Reports, Suspensions, Office Referrals
- Class Profiles, Learning 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:

Based on the most recent student survey data, 66% of our students have a high sense of belonging which is up from 58% September 2018. Although this number is not high, we are trending in the right direction. We believe our options program, increase our community partnerships and student access to a variety of clubs/activities other than our traditional sports teams is helping with this trend.

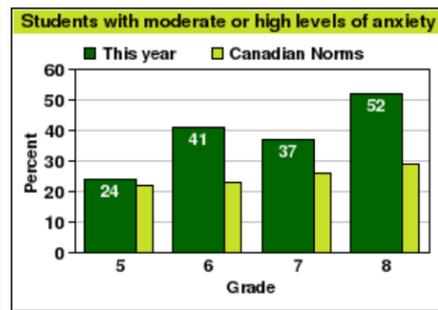


From a mentorship perspective, 85% of students had reported positive relationships with at least one member of the school. The Canadian norm for these grades is 83%. Although pleased with these results, we will continue to foster a program of positive staff and student interactions. A next step for us will be to introduce **the WITS program in October**. Students who take part in art, drama, or music groups; school clubs; or a school committee. · 31% of students in this school had a high rate of participation in clubs; the Canadian norm for these grades is 51%. · 27% of the girls and 34% of the boys in this school had a high rate of participation in clubs. The Canadian norm for girls is 58% and for boys is 44%.



Anxiety or student stress continues to be an area where we are not seeing improvement. This pertains to students who have intense feeling of fear or worry about events or social situations. In our school, 38% of the students surveyed had moderate to high levels of stress. Our goal for September to examine ways to reduce this. 53% of the girls and 21% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 32% and for boys is 18%.

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Students want to learn more about Mental Health and Wellness as well as study tips.

Based on the TTFM students report high incidents of social, verbal and physical bullying. We are concerned that only 52% of our students reported feeling safe at school in the TTFM Survey from last year.

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):

SMART Goal: Our area of focus from our needs’ assessment is to increase our students’ sense of belonging to the school community at the Tier 1 level. We will do this through by promoting a welcoming and engaging environment that seeks to increase student participation in multiple activities.

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 we offer a variety of student led activities each month, then students’ sense of belonging will improve within our school community.

CYCLE 1 PRE / BASELINE: QUANTITATIVE (& QUALITATIVE) EVIDENCE

DUE: October 18, 2019

PLAN AND ACT

<p>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?</p> <p>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?</p>	<p>PLAN AND ACT:</p> <p>Plan:</p> <ol style="list-style-type: none">1) Appoint 3 divisional team leads to model first round of clubs for November.2) Invite all staff through October staff meeting to participate starting in December.3) Create templates for student-led activity applications.4) Share with staff the plan to have student led activities on a weekly basis changing monthly.5) Create packages that contain application forms and overview. (colour-coded by division, matches bulletin board, go-to lead teachers to receive and return application forms, deadline for application submissions [last Friday of the month], announcements, signup process and centrally located calendar)6) Create a bulletin board on which to post monthly offered activities, locations/supervisors and number of spaces available. <p>Act:</p> <ol style="list-style-type: none">1) 3 team leads select 1-2 student leaders from their respective divisions.2) Together, team lead and student leaders choose an activity.3) Post three activities on the bulletin board.4) Advertise three activities on morning announcement and through classroom visit.5) Explain how to sign up and location of activity for the different division.6) Explain that next month, there may be options available.7) Encourage students to think of activities they would like to see held during recess breaks and the process involved.8) Run November activities to model the process from startup to month end.9) Roll out the initiative to the whole school.10) Generate survey questions to measure "sense of belonging" success initiative near end of the school year.
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CYCLE 1 MID: QUANTITATIVE (& QUALITATIVE) EVIDENCE

DUE: December 6th, 2019

ASSESS AND REFLECT

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)?

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?

ASSESS AND REFLECT:

Current State:

Student engagement and enthusiasm is observed to be high. To date we have 5 new clubs that are up and running across 3 divisions. There are 12 student leaders involved.

Primary Building Club 1-3 30 signed up; 28 students are participating regularly

Junior Comic Club 4-6 30 signed up; 12 students participated

Minecraft Club 5-8 – 30 students regularly participate

Pink – Primary

Yellow- Junior

Blue- Intermediate

Next Steps:

For December leadership is very prevalent as 9 applications for new clubs to form. The applications require a commitment from a staff supervisor.

There are currently 27 students who are willing or applying to lead a club. The age of the leader ranges from grade 1- 8.

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: