

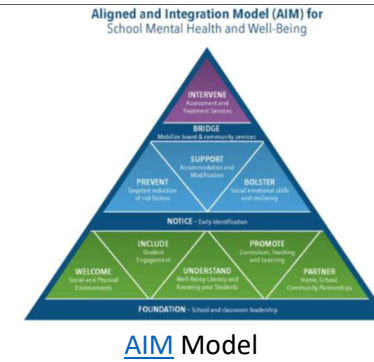


School Improvement Plan Student Achievement & Wellness

2019-2020 WELLNESS

School: Maynard Public School

Principal: Heidi Linnen-MacDonald



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?

Where We Are Now:

Quantitative Data: Maynard Student Voice Survey - Oct. 24, 2019

Statement	Ratings by Gr. 3-6 Students			
	Never	Sometimes	Often	Always
1. I feel safe in my classroom.	0	5	10	50
2. I feel safe on the yard.	3	8	18	36
3. I feel safe on my way to and from school.	0	9	8	46
4. I can be kind as I work through challenges with my friends.	0	6	14	45
5. I have someone at school (an adult or peer) who can help me as I solve any problems I might have during the school day.	5	8	8	43
6. I have someone at home who I can talk to about my problems.	3	4	5	52
7. I understand what kindness means and how to show it every day.	0	4	5	56
8. I can use kind words and actions to help all students feel included at Maynard.	0	4	10	48
9. I feel adults at Maynard treat me with kindness.	2	5	5	52
10. I feel students at Maynard treat me with kindness.	3	18	20	23
Total Students Surveyed	65			

Percentages that staff highlighted from survey:

- 94 percent of students surveyed "often or always" understand what kindness means and how to show it every day
- 88 percent of students surveyed feel that adults at Maynard "often or always" treat them with kindness.
- 66 percent of students surveyed "often or always" feel like they are treated kindly by other students
- 80 percent of students "often or always" feel that they have someone at school (adult or peer) who can help them solve problems during the school day.
- 14 percent of students "sometimes" feel safe on their way to/from school
- 17 percent of students "never or sometimes" feel safe on the yard

Office Referrals and Suspension Data: September 4-October 18, 2019

- 5 junior students on half or full day "withdrawal of privileges" due to unkind words/actions with peers on the yard, in class or on the bus
- 4 junior students missed recess and/or were "in office" due to hurtful words/actions on the yard
- 5 primary students in progressive discipline with Principal, staff and family interventions due to unkind words/actions
- 2 suspensions

Qualitative Data:

- Anecdotal comments from the Student Voice Survey:
- 7 comments were positive about school (i.e. "it's cool," "I like my school," "school is fun")
- 4 students referenced the "traffic" and physical contact between students in the hallways, which they did not like
- 1 student stated that other students were calling her and her family mean names

Staff Conversations - Sept. 3, 2019 PA Day - discussion on wellness focus and full staff commitment to kindness focus from 2018-19 as part of the SIPSAW Wellness Cycles of Inquiry for 2019-2020

- Oct. 25, 2019 - review of student voice data, plans and actions; staff concerned about social conflict on the yard and on the bus/walking to and from school, as well as having a staff champion for support
- staff felt that W.I.T.S. as an intervention for supporting ways to solve conflicts is needed school wide to support kindness

Area of Focus and Goal Setting:

SMART Goal: By May 2020, all students surveyed will rate “often” or “always” in all ten areas of the student voice survey on feelings of safety and kindness in our school and community.

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)”

If-Then Statement: If we explicitly teach kindness using tiered social-emotional development strategies **then** students will improve in their feelings of safety, connections and kindness in their school and community.

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:

- learning team collaborated to develop a Student Voice Survey
- 3 classes of grade 3-6 focus students completed the survey on-line so that we could create our plans and actions based on current school year data
- analyzed the survey for trends and areas of interest
- reviewed data, plans and actions from the 2018-19 Wellness SIPSAW
- beyond the grade 3-6 cohorts as focus students, the Principal and staff are monitoring observations and conversations with students and families of K-2 students in need of supports in safety and kindness
- Principal tracking of office referrals and suspensions and supporting reinforcers and consequences connected to safety and kindness

School-wide - Tier 1 interventions: cont'd from 2018-19 SIPSAW plans and actions

- all staff involved in using the "Random Acts of Kindness Curriculum" to develop class learning goals and display the co-created success criteria on kindness
- all teaching staff will implement at least 1 kindness lesson plan/month in their classroom and reference it throughout the month
- incorporate curricular connections to kindness with Indigenous learnings
- raise the student voice on kindness through daily student-written announcements and in-class discussions on the quotes
- use "World Kindness Day" on November 13 as a "kick off" to our kindness plans and actions which leads into "Bullying Awareness Week" November 17-23
- research and begin implementing W.I.T.S. strategies and resources as a school-wide intervention to support conflict resolution in a kind way
- recognize students for kind word/actions on bulletin boards, the Kindness Wall and through assemblies
- ensure all students that reported "never or sometimes" in the Student Voice Survey, have a staff champion that can support them through any challenges during the school day
- include a "Kindness Counts" section in the Maynard monthly newsletter
- plan with our Learning Commons Informationist, Student and School Council, MTJB and families so that we can collaborate on Tier 1 plans and actions to support achieving our goal

School Tier 2 Interventions:

- learning team member tracking and conferencing with teachers of the students surveyed that demonstrated the need for Tier 2 or 3 supports from the survey data, observations and office referrals
- staff to learn about, model and support the use of W.I.T.S. with talking it out as a "circle process" to recognize and repair harm done and support student learning of kind words/actions

School, Family & Community Connections - Tier 3 Interventions:

- conferences and personalized conversations and interventions with students and families (i.e. developing staff-student relationships as "champions," creating calming bins, WITS strategies) and recognition for successes achieved and consequences when needed
- collaborate with students and families with regional or medical supports and community agencies like CMHLG and Big Brothers Big Sisters of Leeds and Grenville

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:

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: