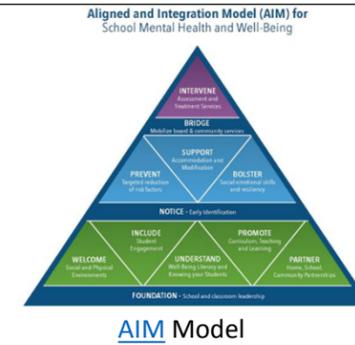| | School Improvement Plan Student Achievement & Wellness

 2019-2020 WELLNESS | School: Russell High School

 Principal: Peter Onstein

 Vice-Principal(s): Devinder Pooni-Gunderson | **Aligned and Integration Model (AIM) for** School Mental Health and Well-Being

 AIM Model | *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 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,)

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

Where We Are Now:

   In 2018-2019 RHS participated in a study by Brock University where female students were surveyed by researchers to find out what school activities they were involved in, attitudes and barriers to becoming involved and suggestions for things the school could do to improve their participation in school activities. Through student absence rates and observations, staff have observed a high level of involvement in activities by a small percentage of students and we want to determine if we could use what we learned from the Brock University study to improve student involvement in school activities.

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 goal is to use student voice to learn why students are not participating in school activities and then to respond to their needs and improve the level of participation in school activities by students who are not currently involved by 30%. Our focus group is grade 9 students.

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 provide activities that are targeted at students that are not traditionally involved in extra-curricular activities by surveying them, asking for their input and then hosting those activities, then student participation (by students who are not traditionally involved) in school activities will increase by 30%.   The focus group is grade 9 students.

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:
	
	Survey
	  1) Rate your level of involvement in school activities
	
	      1 2 3 4 5
	     None *now and then* *everything*
	
	  2) What types of activities could be offered that would get you more involved?
	        A. Relaxing activities like yoga and meditation
	        B. Active sports and games like glow games and intramurals
	        C. Social activities like board games and card games
	
	       (interviewer will look for detail in Q2 as all interviews are done in person)
	
	  We are currently surveying all grade 9 students and will create an overall score for the grade (ex: 3.1). We will then offer activities based on their feedback from the survey twice per week, each week for the duration of this SIPSAW. The activities will be offered to all students but we will specifically track participation by grade 9 students who have indicated a 1 or 2 on their level of involvement in school activities.

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:**

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:**