



School Improvement Plan
for Student Achievement 2018-2019
Wellness

School: Queen Elizabeth Public School

Principal: Mark Williams

Vice-Principal(s): _____

Goal Setting
Overall Goal: to integrate a wellness component in all our school activities, including assemblies, during the school year. The intention is to build community, to celebrate student successes in all aspects of school life, and deliver Mental Health messages and strategies in the assemblies, in classrooms, and during sports teams' practices.

Needs Assessment / Where Are We Now?
We currently hold assemblies when a need arises. We have not integrated Wellness activities in our assemblies in the past.

1st CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018
If/then statement: If we integrate a Wellness component in our assemblies, with a different focus for each one, then we will increase the success rate of encouraging students to make mental health a part of their everyday lives.

<p>DATA: Monitoring the IF: Based on the <i>co-constructed success criteria</i> for educator learning. (e.g. criteria for providing effective descriptive feedback)</p> <p>Monitoring the THEN: Based on the <i>co-constructed success criteria</i> for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</p> <p>SAMPLE:</p>	<p>PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018</p> <p><i>None available at this time; however, a student wellness survey will be conducted in the first cycle to establish a baseline and a follow up survey will be conducted late in the second cycle to determine success/next steps.</i></p>	<p>MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018</p> <p><i>The first assembly was held on October 25th with a full attendance K-6. With a 100% participation in the stress relieving activities (breathing activities). We plan on strategically polling junior students and teachers on the effectiveness of the stress relieving strategies and information for the final portion of cycle one.</i></p>	<p>POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019</p> <p><i>A survey of the Grade 6 students was conducted to determine the stressors in their lives with a focus on school-based anxiety. In particular; the survey focused on their transition to Grade 7.</i></p>
	<p>QUALITATIVE ANECDOTES – DUE: October 12, 2018</p> <p><i>Several students frequently exhibit symptoms of anxiety. Many more students demonstrate an ability to deal with personal stressors.</i></p>	<p>QUALITATIVE ANECDOTES – DUE: November 16, 2018</p> <p><i>Positive feedback from staff about stress video and breathing exercises that were undertaken.</i></p> <p><i>Assembly behavior was excellent and students were engaged in the messaging.</i></p>	<p>QUALITATIVE ANECDOTES – DUE: February 8, 2019</p> <p><i>Teachers were receptive to the idea of learning some stress-relieving, anxiety-busting techniques that they could use in the classroom, not just in a school-wide assembly.</i></p>

<p style="text-align: center;">PLAN – DUE: October 12, 2018</p> <p><i>To organize school Wellness Assemblies throughout the year. Each one will have a different mental health focus, yet to be determined (ex: who to contact, how to deal with personal stress, how to help someone in need, art therapy, nature therapy, etc.).</i></p>	<p style="text-align: center;">ACT – DUE: October 12, 2018</p> <p><i>We will hold our first Wellness Assembly on October 25th. On the agenda: celebrating our soccer teams, our cross-country running team, and our fundraising success through the Me to We Club. We will introduce the theme of Mental Health Wellness and end the assembly with a whole-school mindfulness/yoga exercise.</i></p>	<p style="text-align: center;">ASSESS – DUE: November 16, 2018 & February 8, 2019</p> <p><i>Based on the positive response we would like to hold another assembly in January 2019, (post-Christmas), with a new mental theme to build on our stress management idea.</i></p>	<p style="text-align: center;">REFLECT – DUE: November 16, 2018 & February 8, 2019</p> <p><i>We still firmly believe in the value of building capacity in the students to deal with stress and anxiety in their lives. However, events since Christmas, the snow days, and the death of a student, swimming lessons, have changed our schedule considerably. We have not had a follow-up assembly although one was scheduled to happen. We are actively planning for the next assembly.</i></p>
---	--	---	--

2nd CYCLE OF INQUIRY

Theory of Action: Due February 15, 2019

If/then statement: If we provide resources for teachers to incorporate a Wellness component as part of their classroom routines, and successfully encouraged them to use them, then we will increase the ability of students to control their level of anxiety and decrease the incidents of unacceptable behavior in classrooms and on the school yard. This encourages students to make mental health a part of their everyday lives.

<p>DATA: Monitoring the IF: Based on the <i>co-constructed success criteria</i> for educator learning. (e.g. criteria for providing effective descriptive feedback)</p> <p>Monitoring the THEN: Based on the <i>co-constructed success criteria</i> for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</p> <p>SAMPLE:</p>	<p>PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019</p> <p><i>There are numerous incidents, particularly in the Primary division of the school, that indicate a need for improved coping strategies that support self-regulation.</i></p>	<p>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</p> <p><i>Teachers were provided with scripts to lead “Mindfulness and breathing exercises” in class. The teachers participated in a guided mindfulness exercise as an example to use in class.</i></p>	<p>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</p> <p><i>We had two mindfulness-focused whole-school assemblies and individual class mindfulness sessions. We surveyed teachers about the usefulness of the classroom-based mindfulness exercises. We surveyed students about their sources of stress and how they cope, as well as their understanding of the causes of stress and the strategies we introduced.</i></p>
	<p>QUALITATIVE ANECDOTES – DUE: February 15, 2019</p> <p><i>There is a tangible need for stress reduction strategies. There is also a willingness from the staff to try new techniques to increase the ability to focus, to reduce unacceptable emotional outbursts, and to promote mental health, in general.</i></p>	<p>QUALITATIVE ANECDOTES – DUE: April 12, 2019</p> <p><i>A month after the mindfulness exercises were introduced, teachers were surveyed about their use of the exercises and their effectiveness.</i></p> <p><i>A “Stress Less” Assembly was held for the G1-6 students that focused on stress and coping strategies. It ended with a short yoga practice led by a professional yoga instructor (who happens to be our EA).</i></p>	<p>QUALITATIVE ANECDOTES – DUE: May 31, 2019</p> <p><i>Students have been observed using breathing strategies before stressful sporting events (ie: sudden-death badminton game). Some teachers have continued to use mindfulness/breathing exercises unprompted.</i></p>

<p>PLAN – DUE: February 15, 2019</p> <p><i>We will provide teachers with resources that they can use in their classroom which will help them incorporate mindfulness activities into their routine, should they choose to do so. Resources include: scripts for mindfulness activities and breathing exercises, a guide for creating a classroom “relaxation kit”, and others.</i></p>	<p>ACT – DUE: February 15, 2019</p> <p><i>During staff meetings, the resources will be introduced and shared among staff. They will be encouraged to try these activities in their classrooms to see if they result in fewer incidents of unacceptable behavior or a perception of lowered anxiety. A survey will be administered after a month or so to gauge effectiveness.</i></p>	<p>ASSESS – DUE: April 12, 2019 & May 31, 2019</p> <p><i>Most teachers agreed that calming strategies would be beneficial. Six out of nine teachers tried the provided exercises. They gave the mindfulness exercises a 4-star rating, meaning they found it useful and worth repeating. Two teachers have done the exercises 5 or more times.</i></p> <p>1. I think my class would benefit from calming strategies, such as Mindfulness and breathing exercises, as there are several students who exhibit signs and symptoms of stress or anxiety. More Details</p>  <p>Teachers also shared strategies that they have used in their classrooms to help calm students, including listening to classical music, listening to nature sounds, use “Go</p>	<p>REFLECT – DUE: April 12, 2019 & May 31, 2019</p> <p><i>All in all, teachers were receptive to the idea of mindfulness or breathing exercises and found that some version of it is useful.</i></p> <p><i>Students seemed engaged in the mindfulness exercises and enjoyed the yoga lesson, although it would be more useful in a smaller setting with fewer participants.</i></p> <p><i>We will continue to investigate whole-school and class-based strategies to help students cope with stress and anxiety. We will survey the Grade 5 and 6 students before the end of the month of April to measure their level of stress and their knowledge of coping strategies, specifically the strategies that we have introduced.</i></p>
---	--	--	--

		<p><i>Noodle” videos that lead students through mindfulness/breathing exercises, and reading a book entitled “Alphabet Yoga” which leads students through simple alphabet-inspired poses.</i></p>	<p><i>It can be difficult to introduce new topics or activities into teachers’ routines; however, the general opinion was that mindfulness training and breathing exercises, in particular, are useful tools for students to learn to help them cope with their anxiety or stress levels.</i></p> <p><i>Most Grade 5 and 6 students had a good understanding of the causes of their stress and were able to identify the signs and symptoms of stress in themselves. Many already had effective coping strategies.</i></p> <p><i>We plan to include some form of stress relief or mindfulness activity into all school assemblies next school year. The Grade 6 teachers will survey the class at the beginning of the year and again at the end to gauge their level of anxiety in general and about transitioning to PDCI in particular.</i></p>
--	--	---	--