



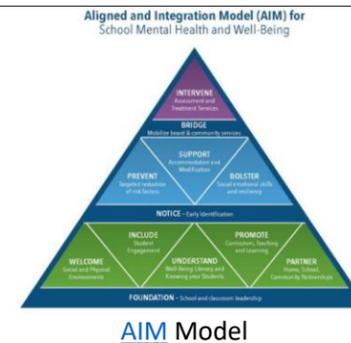
School Improvement Plan Student Achievement & Wellness

2019-2020 WELLNESS

School: Bridgewood Public School

Principal: Jennifer Perry

Vice-Principal(s): Julie Pollock-Iwachniuk



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

- Attendance has been an on-going issue at Bridgewood PS. Last year, we identified 67 students (out of our population of 500) in the first 123 days as having 'chronic' attendance issues; this means being absent for at least 10% of the school days.

Student Voice, Parent Voice, Staff Voice:

- Wellness team gathered data on attendance trends (per class, per family, per student)
- Wellness initiatives were implemented with monthly attendance awards being the most successful
- communication home through Facebook, monthly newsletters, phone calls to education about importance of good attendance
- feedback from parents on our attendance policy and initiatives were welcomes and taken into consideration for this school year

Student Performance Data ("Know The Learners"):

- Already available metrics: daily attendance



Where We Are Now:

We are in the second year of our attendance initiative. We have noticed that our attendance initiative has worked for some families and students but that we still struggle to get certain students to school on a regular basis. We have branded our school using on-site posters, through our Facebook posts and by staff t-shirts with the slogan, "Every Day Counts". We continue to work towards educating our families and students about the importance of coming to school every day.

Staff on the first day of school wore t-shirts with our slogan, "Every Day Counts". We continue to wear these t-shirts at our monthly Good News Assemblies and during evening events.

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**

- **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:** To improve student attendance at Bridgewood by 5-10% by comparing monthly absenteeism rates from last year to this school year. We will also aim to improve the attendance of our 14 focus students by 5-10% by comparing their monthly attendance from last year to this school year.

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 focus on improving school attendance by educating the students and their families on the importance of consistent attendance, then we will see an increase in our attendance rates each month.

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:

We began the school year by branding our school with the slogan, "Every Day Counts". We wanted to ensure that families understood the importance of consistent attendance. The Wellness Team last year worked to create a plan of action to use this year when speaking with parents and students about attendance. Phone calls home are being made after 3 absences, students are brought to SST after 5-7 absences and meetings with parents are done with admin once 10-12 absences are reached. The Special Services Counsellor has also been involved with 6 out of our 14 Focus Students so far this year.

We are also being intentional about social media postings to highlight the learning that is being done in classes each and every day. We will also continue to post about the importance of coming to school every day.

We will continue to give out 'perfect attendance' certificates each month at our Good News Assembly. We will collect Data on how many we give out each month.

This is the data that we collected based on absences in the first 3 months of last year (2018-19). We will compare the attendance rates from the first 3 months of this year to see if our efforts show any improvement early-on in our attendance initiative.

	ABSENCES
<u>MONTH</u>	<u>2018</u>
SEPT	125
OCT	144
NOV	162

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:

We compared the absences for the first 3 months of the 2018-19 school year to this school year.

MONTH	ABSENCES	
	2018	2019
SEPT	125	147
OCT	144	145
NOV	162	162

We compared the absences of our 14 Focus Students for the first 3 months of the 2018-19 school year to this school year.

		2018 / 2019 Comparison					
		SEPT	SEPT	OCT	OCT	NOV	NOV
NAME	2018	2019	2018	2019	2018	2019	
A.B.	3	9	7	7	5.5	6	
F.B.	8	10	8	10	5.5	6	
Q.M.	5.5	8	7.5	11.5	10	13	
H.L.C	3	3	6	3	8	3	
H.L.	2	4.5	6	3	7	3.5	
S.T.	3	3.5	0.5	4.5	4	4	
A.A.1	8.5	2	11.5	9	14.5	9.5	
A.A.2	8.5	2	11.5	9	14.5	9.5	
R.S.	8	3	6	10.5	7	11	
A.S.	8	4	5	7	5	8	
C.L.	4	2	6	6	6.5	12	
C.L,	2	4	3	7	7	8	
Y.T.	3	4	7.5	12	2.5	7	
M.T.	3	4	7	7	4	6	



Welcoming Timberwolves during the first week of school

Some students continue to be motivated by the 'Perfect Attendance' certificates that we hand out each month at the Good News Assemblies. Here is our data from this year:

We gave out the following number of 'Perfect Attendance' certificates in:

September: 182

October: 134

November: 117

We have a goal of 175 for the month of December.

	<p>40 students have Perfect Attendance so far this year (September 4 – November 28, 2019)</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.
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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: