



School Improvement Plan  
for Student Achievement 2018-2019  
Wellness

School: Kemptville Public School

Principal:  
Vice-Principal:

John Bourne  
Sherrie Guthrie

**Goal Setting**  
Overall Goal: To improve student readiness to learn, student mental well-being and physical literacy.

**1<sup>st</sup> CYCLE OF INQUIRY**

**Theory of Action: Due October 12, 2018**

**If/then statement:** If we continue to deliver our KPS wellness initiative, the Ignite program, then student's will have an increased readiness to learn, student mental well-being will improve and physical literacy in students will increase.

**Success Criteria:**

- I can see and hear authentic learning experiences*
- I can see and hear educators as responsive facilitators*
- I can see and hear collaboration*
- I can see and hear wellness*

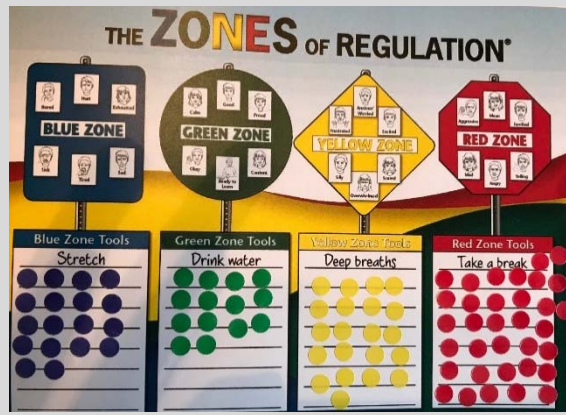
<p><b>DATA:</b> <b>Monitoring the IF:</b> Based on the <i>co-constructed success criteria</i> for educator learning. (e.g. criteria for providing effective descriptive feedback)</p> <p><b>Monitoring the THEN:</b> Based on the <i>co-constructed success criteria</i> for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</p> <p>SAMPLE:</p>	<p><b>PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018</b></p> <ol style="list-style-type: none"> <li><b>1. Training of primary/kindergarten staff and students in the Ignite program.</b></li> <li><b>2. Developing a program that all students, no matter age, can be successfully implemented at KPS.</b></li> <li><b>3. Enact the plan of action.</b></li> <li><b>4. Moderate the goals based on readiness benchmarks provided by staff.</b></li> <li><b>5. Collate data to ensure short term/long terms goals are measured/met.</b></li> </ol>	<p><b>MID: QUANTITative Evidence Due November 16, 2018</b></p> <ol style="list-style-type: none"> <li>1. Our Kindergarten team has created a plan of action to propel the kindergarten cohort into a program to improve the basic skills needed for movement to create physically literate children.</li> <li>2. Our Music programing has included many students who may not find gratification in the physical activities offered via extracurricular sports. This vehicle for creativity has given students who struggle to work collaboratively on the yard an entry point to positive interactions with staff and students.</li> </ol>	<p><b>POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019</b></p>
	<p><b>QUALITATIVE ANECDOTES – DUE: October 12, 2018</b> All Junior students are monitored daily regarding their participation in DPA/ignite. By moderating this data, we are able to see where gaps in their physical literacy may be. We can gain on understanding of student readiness to learn from the educators who have the students directly after the DPA/ignite sessions.</p>	<p><b>QUALITATIVE ANECDOTES – DUE: November 16, 2018</b></p> <p>Musical Programming Updated</p> <ul style="list-style-type: none"> <li>• <b>KPS's Got Talent - Dec. 7th - 2 - 3 p.m. - Talent Show</b></li> <li>• <b>CBC Contest - recording sent in 'Lost Boy' w/ Music Ensemble</b></li> <li>• <b>Recordings for students</b></li> <li>• <b>Music Ensemble -</b></li> </ul>	<p><b>QUALITATIVE ANECDOTES – DUE: February 8, 2019</b></p>

	<i>Student mental well-being is monitored by all members of the staff. When irregular or unexpected behaviors occur finding the antecedent is crucial and usually is determined by the student's mental state.</i>	<ul style="list-style-type: none"> <li>• <b>Spotlights</b></li> <li>• <b>Guitar Club</b></li> <li>• <b>'O' Canada - NEW Version</b></li> <li>• <b>Or LIVE singing in the office</b></li> </ul> <b>February - 28th --- Kemptville 73's --- LIVE O Canada</b>	
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<b>PLAN – DUE: October 12, 2018</b>	<b>ACT – DUE: October 12, 2018</b> 1. In service Primary/Kindergarten staff at staff meeting and PD opportunities and share OPHEA resources. 2. Create a base line of data from the Junior cohort and the Kindergarten cohort of physical literacy/physical readiness.	<b>ASSESS – DUE: November 16, 2018 &amp; February 8, 2019</b> 1. Continue to moderate behaviors of at risk students and evaluate the improvement of those behaviors when participating in the musical based programs available. 2. Continue to evaluate the physical literacy and physical readiness of the cohorts.	<b>REFLECT – DUE: November 16, 2018 &amp; February 8, 2019</b> 1. We have noted a marked increase in students participating in guitar club, talent shows and pride of ownership over student created O'Canada. 2. Overall increase in physical literacy skills of the Grade 3 – 6 classed due to the involvement of DPA on a regular bases. Increased attention in class after DPA participation. 3. Kindergarten cohort of educators exhibiting deeper understanding and therefore more dedicated Kinder physical readiness planning.
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**2<sup>nd</sup> CYCLE OF INQUIRY**  
**Theory of Action: Due February 15, 2019**  
**If/then statement:**

<b>DATA:</b> <b>Monitoring the IF:</b> <i>Based on the co-constructed success criteria for educator learning. (e.g. criteria for providing effective descriptive feedback)</i>  <b>Monitoring the THEN:</b> <i>Based on the co-constructed success criteria for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</i> <b>SAMPLE:</b>	<b>PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019</b> 1. Continue training of primary/kindergarten staff and students in the Ignite program. 2. Developing a program that all students, no matter age, can be successfully implemented at KPS. 3. Enact the plan of action. 4. Moderate the goals based on readiness benchmarks provided by staff. 5. Collate data to ensure short term/long terms goals are measured/met. 6. Encourage sharing of information regarding stressors at home from various stakeholders 7. Continue to view challenges through an asset lens and be proponents of positivity 8. Share School Mental Health – ASSIST documents, links and infographics regarding tiered interventions.	<b>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</b>	<b>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</b>
	<b>QUALITATIVE ANECDOTES – DUE: February 15, 2019</b> In Cycle 2 we will be continuing with our goals for our students. We will continue to build resilience in our	<b>QUALITATIVE ANECDOTES – DUE: April 12, 2019</b>	<b>QUALITATIVE ANECDOTES – DUE: May 31, 2019</b>



students and improve their physical literacy & readiness skills.

After reviewing the school mental health assist documents as a team, we have inferred that we are currently focused on the bottom third of the pyramid. Specifically, the foundation triangles of include, understand and promote regarding student wellness.

In Cycle 2 we will be adding a staff focused wellness plan. This comes with the understanding that stressors to the staff come from many different stakeholders. By acknowledging and understanding the stressors that chip away at staff we are viewing their work through an asset lens and building capacity with our entire staff.

**PLAN – DUE: February 15, 2019**

**ACT – DUE: February 15, 2019**

1. Continue to in-service Primary/Kindergarten staff at staff meeting and PD opportunities and share OPHEA resources.
2. Continue to collate a base line of data from the Junior cohort and the Kindergarten cohort of physical literacy/physical readiness.
3. Infuse our WAAG with positive messages and improve the sharing of information from the School Mental Health – ASSIST.
4. Increase staff awareness of the Supporting Minds document and its uses for both students and the school community.

**ASSESS – DUE: April 12, 2019 & May 31, 2019**

**REFLECT – DUE: April 12, 2019 & May 31, 2019**

