



School Improvement Plan
for Student Achievement 2018-2019
Wellness

School: Lombardy Public School

Principal:

Lorelee Hamilton

Vice-Principal:

Mark Wiltsie

Goal Setting

Overall Goal: Develop Mental Health Literacy in students and staff (Pillar two from the UCDSB Mental Health Strategy – 2017 – 2020)

Needs Assessment / Where Are We Now?

Goal Three of the Director’s Work Plan 2017-18, outlines our overall goal is to “Increase students’ ability to deal with stress.” We need to create an environment where students feel valued and supported by ensuring they have a voice, feel in control, and can act as agents of change. By creating an environment where students feel connected to their learning, the school, their community, and the global community we can reduce the number of students who experience avoidable stress at school, and can increase the number of students who feel capable of positively managing stress.

Tell Them From Me	Lombardy Student Voice Survey
<ul style="list-style-type: none"> - TTFM data shows improvement in Lombardy sense of belonging at school from 2017 to 2018 - The average of students feeling safe at school has gone down from 2017 to 2018 - Student anxiety results are consistently high, specifically with females - Grade 5 – 50% of females/18% of males experience moderate to high levels of anxiety (First year with results) - Grade 6 – 47% of females/26% of males experience moderate to high levels of anxiety (Both genders increasing from previous year) - Grade 7 – 41% of females/19% of males experience moderate to high levels of anxiety (Female increase and male decrease from previous year) 	<ul style="list-style-type: none"> - Primary Division – 31% of students responded they get worried during the school day. (39 students took survey) - Junior Division – 44% of students responded they get worried during the school day. (108 students took survey) - Intermediate Division – 29% of students responded they get worried during the school day. (58 students took survey) - Primary Division – 8% of students do not have a “safe adult” at school - Junior Division – 17% of students do not have a “safe adult” at school - Intermediate Division – 16% of students do not have a “safe adult” at school

2018/2019 Wellness Team recognizes a need to focus on promoting mental health initiatives and finding a way to ensure all students feel “well” within themselves (mentally, physical, and emotionally)

1st CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018

If/then statement: If we deliver a variety of classroom/school based Mental Health practice, strategies, and programs, then student well-being will improve.

DATA:	PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018	MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018	POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019																																														
<p>Monitoring the IF:</p> <ul style="list-style-type: none"> - If we develop Mental Health literacy with staff and students by establishing an environment that is safe, caring, and inclusive and by using Supporting Minds as a reference tool 	<table border="1"> <thead> <tr> <th colspan="2">TTFM Data -2018</th> </tr> <tr> <th>Area of Concern</th> <th>Data</th> </tr> </thead> <tbody> <tr> <td>Sense of Belonging</td> <td>Grade 5 from 2017 – Up 3% to 61% in 2018 as Grade 6’s Grade 6 from 2017 – Stayed even at 70% as Grade 7’s Grade 7 from 2017 – Up 6% to 81% as Grade 8’s Overall Lombardy at 68%</td> </tr> <tr> <td>Anxiety (worry about particular events or social situations)</td> <td>Grade 5 from 2017 – Up 5% to 36% in 2018 as Grade 6’s Grade 6 from 2017 – Down 11% to 29% as Grade 7’s Grade 7 from 2017 – Down 6% to 19% as Grade 8’s Overall Lombardy at 29%</td> </tr> <tr> <td>Feel safe attending school</td> <td>Grade 5 from 2017 – Down 10% to 52% in 2018 as Grade 6’s Grade 6 from 2017 – Down 19% to 49% as Grade 7’s Grade 7 from 2017 – Up 15% to 83% as Grade 8’s Overall Lombardy at 55%</td> </tr> <tr> <td>Participation in Clubs</td> <td>Grade 5 from 2017 – Down 18% to 32% in 2018 as Grade 6’s Grade 6 from 2017 – Up 10% to 58% as Grade 7’s Grade 7 from 2017 – Up 24% to 42% as Grade 8’s Overall Lombardy at 41%</td> </tr> </tbody> </table>	TTFM Data -2018		Area of Concern	Data	Sense of Belonging	Grade 5 from 2017 – Up 3% to 61% in 2018 as Grade 6’s Grade 6 from 2017 – Stayed even at 70% as Grade 7’s Grade 7 from 2017 – Up 6% to 81% as Grade 8’s Overall Lombardy at 68%	Anxiety (worry about particular events or social situations)	Grade 5 from 2017 – Up 5% to 36% in 2018 as Grade 6’s Grade 6 from 2017 – Down 11% to 29% as Grade 7’s Grade 7 from 2017 – Down 6% to 19% as Grade 8’s Overall Lombardy at 29%	Feel safe attending school	Grade 5 from 2017 – Down 10% to 52% in 2018 as Grade 6’s Grade 6 from 2017 – Down 19% to 49% as Grade 7’s Grade 7 from 2017 – Up 15% to 83% as Grade 8’s Overall Lombardy at 55%	Participation in Clubs	Grade 5 from 2017 – Down 18% to 32% in 2018 as Grade 6’s Grade 6 from 2017 – Up 10% to 58% as Grade 7’s Grade 7 from 2017 – Up 24% to 42% as Grade 8’s Overall Lombardy at 41%	<table border="1"> <thead> <tr> <th colspan="3">Lombardy Student Voice Survey November 2018</th> </tr> <tr> <th>Question</th> <th>Division</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td rowspan="3">I feel safe at Lombardy.</td> <td>Primary (39 Students)</td> <td>88%</td> </tr> <tr> <td>Junior (108 Students)</td> <td>87%</td> </tr> <tr> <td>Intermediate (58 Students)</td> <td>90%</td> </tr> <tr> <td rowspan="3">I get worried during the school day.</td> <td>Primary (39 Students)</td> <td>45%</td> </tr> <tr> <td>Junior (108 Students)</td> <td>31%</td> </tr> <tr> <td>Intermediate (58 Students)</td> <td>31%</td> </tr> <tr> <td rowspan="3">Do you feel like you have friends at school?</td> <td>Primary (39 Students)</td> <td>98%</td> </tr> <tr> <td>Junior (108 Students)</td> <td>90%</td> </tr> <tr> <td>Intermediate (58 Students)</td> <td>98%</td> </tr> <tr> <td rowspan="3">I have a safe adult that I can talk to.</td> <td>Primary (39 Students)</td> <td>86%</td> </tr> <tr> <td>Junior (108 Students)</td> <td>86%</td> </tr> <tr> <td>Intermediate (58 Students)</td> <td>82%</td> </tr> </tbody> </table>	Lombardy Student Voice Survey November 2018			Question	Division	Results	I feel safe at Lombardy.	Primary (39 Students)	88%	Junior (108 Students)	87%	Intermediate (58 Students)	90%	I get worried during the school day.	Primary (39 Students)	45%	Junior (108 Students)	31%	Intermediate (58 Students)	31%	Do you feel like you have friends at school?	Primary (39 Students)	98%	Junior (108 Students)	90%	Intermediate (58 Students)	98%	I have a safe adult that I can talk to.	Primary (39 Students)	86%	Junior (108 Students)	86%	Intermediate (58 Students)	82%	
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Monitoring the THEN:

- Then students will feel safe at school, less anxious, and be able to identify a safe adult at school as evidenced by student voice surveys and Tell Them From Me data.

Lombardy Student Voice Survey 2018		
Question	Division	Results
I participate in activities at school	Primary (39 Students)	97%
	Junior (108 Students)	89%
	Intermediate (58 Students)	91%
I get worried during the school day.	Primary (39 Students)	31%
	Junior (108 Students)	44%
	Intermediate (58 Students)	29%
Do you feel like you have friends at school?	Primary (39 Students)	92%
	Junior (108 Students)	88%
	Intermediate (58 Students)	90%
I have a safe adult that I can talk to.	Primary (39 Students)	92%
	Junior (108 Students)	83%
	Intermediate (58 Students)	84%

QUALITATIVE ANECDOTES – DUE: October 12, 2018

- Wellness Learning Team discussed continuing to find ways to increase students sense of belonging at school.
- Will need to re-administer the Lombardy Student Voice Survey to ensure we can gather data over the entire school year.
- 2017/2018 data shows that students social worries are outweighing academic worries
- Focus on strategies to help students deal with anxiety: mindfulness, yoga, Restorative Circles, Zones of Regulation (re-visit)
- How do we/can we identify our “at-risk” students
- How can we assist with building capacity around the Supporting Minds document
- WITS/Kelso’s Choice for the school yard
- Look at a monitoring plan for Wellness Learning Team to use with focus students

QUALITATIVE ANECDOTES – DUE: November 16, 2018

- Lombardy Student Voice survey outcomes – 20% of students across grades do not feel that they are heard by adults
- Although more primary students seem to be concerned with academics, there seems to be a trend across divisions where more students are concerned with the social aspects of school (e.g., recess, bus, etc..)
- Majority of students across divisions feel safe
- There is a distinct difference between the percentage of students that feel safe at Lombardy versus students who feel they have a safe adult.
- Teachers have identified “At-Risk” students and team is working toward tracking students’ growth/next steps/areas of need.
- Social skills groups have learned restorative practices and these groups will begin to work on conflict resolution strategies for when issues arise.

QUALITATIVE ANECDOTES – DUE: February 8, 2019

PLAN – DUE: October 12, 2018

- We will administer the Lombardy Student Voice Survey to gather data over an extended period of time.
- Focus on strategies to help students deal with anxiety: mindfulness, yoga, breathing exercises (Zone of Regulation)
- Looking for our At-Risk students: identify and intervene

ACT – DUE: October 12, 2018

- Administer Lombardy Student Voice Survey with consistent questions from last year so data will be current and representative of the current school climate.
- Review and discuss Supporting Minds document at staff meetings to help share useful strategies and classroom practices.
- Mindfulness activities, Yoga, Restorative Circles, Zones of Regulation (What is the comfort level with these programs/strategies? Who has received training with Zones of Regulation or Restorative Circles?).

ASSESS – DUE: November 16, 2018 & February 8, 2019

- First of three instances of administering the Lombardy Student Voice Survey completed
- Student Voice survey had a challenge because when we tried branching a question about the potential worries at school, students were forced to pick an area even if they had answered no.
- Supporting Minds document was discussed on PA Day and has begun to be utilized in staff practice.
- Plan is to use time at monthly staff meeting to review case studies alongside Supporting Minds document
- Wellness Team has been in contact with yoga instructors, we have begun to use website “Calm.com” to introduce mindfulness practices to students and staff, Andrew Lynch from Lanark County Community Justice has been in school to

REFLECT – DUE: November 16, 2018 & February 8, 2019

- Intermediate students are still more concerned with the social aspects as opposed to the academic elements of school
- A high percentage of students identified that they have positive peer relationships.
- We will continue to work toward building capacity around the Supporting Minds document.
- TTFM day provided an opportunity to listen to student voice, which helps us move toward promoting more student focus groups at Lombardy.
- TTFM students believe that having a student council, a compliment box, and school house program will help to improve Lombardy students’ sense of belonging. Also, student representative will be invited to promote student voice at

	<ul style="list-style-type: none"> - Wellness Learning Team members will review potential conflict management skills programs to focus on moving forward. - Create focus groups (outside of TTFM students) to look at Lombardy Students Voice Survey data. Focus groups will be made up of students from across all of the divisions. - Monitoring plan for Wellness Learning Team members that allow each member to support and check-in with different Lombardy students that are outside of their classroom students. 	<ul style="list-style-type: none"> - work with 2 classrooms to help establish positive interactions in the classroom. - Discussions are ongoing for conflict management program for the school yard. Wellness team is looking at WITS program and potential advantages/disadvantages. - Focus group for TTFM team has taken place on TTFM day in-school. Student voice indicated that “sense of belonging” and clubs was still of interest to students in Grades 6, 7, and 8. - Staff was surveyed at PA Day to help identify “At-Risk” students based on established criteria. Wellness team is working toward establishing tracking for students areas of need/progress/next steps. 	<ul style="list-style-type: none"> - Lombardy staff meetings and school council meetings. - Will continue to try and formalize how we will monitor our “At-Risk” students.
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2nd CYCLE OF INQUIRY

Theory of Action: Due February 15, 2019

If/then statement:

<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>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</p>	<p>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</p>
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