

Courtice North Public School
 School Improvement Plan – Student Well-being 2015-2016

NEEDS ASSESSMENT <i>What is our data telling us about students' areas of need?</i> <i>Which students have we selected to focus on?</i>	SMART GOALS <i>What do we expect students to achieve at the conclusion of this time frame?</i>
<p>2014 Tell Them From Me School Climate Survey Data Process</p> <p>Go through the ONE CLICK REPORT and note the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Top 3 measures - <u>strengths on which to focus</u> (above the Canadian norm) <input checked="" type="checkbox"/> Top 3 measures which you found surprising (variance between 2 grades or an outcome that you would not have anticipated) <input checked="" type="checkbox"/> Top 3 measures - <u>weaknesses that need to be managed</u> <input checked="" type="checkbox"/> Trends found in student comments 	<p>2014 Tell Them From Me School Climate Survey Data Results</p> <p>Relative Strengths:</p> <p>Our students feel they have someone at school who consistently provides encouragement and can be turned to for advice</p> <p>Students in intermediate grades have friends at school they can trust and who encourage them to make positive choices</p> <p>A high percentage of students in our school have positive behavior and do not get into trouble for disruptive or inappropriate behavior.</p> <p>Parents believe that staff truly care about kids at CNPS</p> <p>Surprises:</p> <ul style="list-style-type: none"> - 32% of students in the junior grades were victims of moderate to severe bullying in the previous month; the Canada norm for these grades is 26%. - 21% of students in the junior grades have moderate to high levels of anxiety; the Canada norm for these grades is 16%. - 7% of students in the intermediate grades have moderate to high levels of anxiety; the Canada norm for these grades is 15%. - 69% of girls and 64% of boys in the junior grades had positive peer relationships. The Canadian norm for girls is 84% and for boys is 77%. <p>Areas for Growth:</p> <p>Anxiety and stress in both the junior and intermediate grades</p>

If staff develop a better understanding of mental health, more specifically anxiety, and its impact on student learning, then we will be able to improve the support provided to school community members facing mental health changes.

If students are provided with opportunities to build positive peer relationships and leadership skills by helping staff to develop programs and activities that promote a positive school culture, then we will be better able to meet the needs of our school population.

If students from Kindergarten to Grade 4 are taught strategies to deal with conflict in an appropriate manner, using a common language that everyone understands, then the level of conflict experienced will be reduced.

Courtice North Public School
 School Improvement Plan – Student Well-being 2015-2016

	<p>Peer relationships and sense of belonging in the junior grades</p> <p>Bullying in the junior grades</p> <p>Other Data of Interests:</p> <ul style="list-style-type: none"> - our junior students feel they need more opportunities for extra-curricular activities at school - our junior students feel they need more structured activities outside at recess - our intermediate students feel they need groups to deal with anxiety <p>Tell Them From Me Parent Survey and School Council indicates that:</p> <ul style="list-style-type: none"> - Lack of recess programs for primary grades - Request to have self-esteem/friendship/team building programs run within the school - Further results will be ready in two days <p>Office Referral Observations indicate that:</p> <ul style="list-style-type: none"> - Primary students need alternatives strategies when dealing with conflict on the school yard - Some primary students need improved self-regulation skills <p>Information with Staff indicates:</p> <ul style="list-style-type: none"> - Many staff members feel untrained and unprepared to deal with student mental health issues, in particular anxiety. - Some teachers indicated an interest and need for further training on restorative circles and classroom meetings 	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

SEF INDICATORS: *What did our school self-assessments and/or school support visits indicate that we needed to focus on?*

2.5: Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

3.1: The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity,

Courtice North Public School
 School Improvement Plan – Student Well-being 2015-2016

needs and interests of the student population.				
STRATEGIES AND ACTIONS <i>What are the targeted, evidence-based instructional strategies we will use to achieve our SMART goal?</i>	PROFESSIONAL LEARNING <i>What knowledge and skills are required for us to achieve our SMART goal?</i>	RESOURCES <i>What resources will we use to achieve our SMART goal?</i>	MONITORING <i>What evidence will we use to show that students are making progress? When will we collect evidence?</i>	EVALUATION CYCLE <i>When and how often will we collect evidence to measure progress made on the achievement of our SMART goal?</i>
All/Some Peer Awareness -mental health presentations Kelso's Choices Restorative Practice -classroom and discipline procedures -peer leadership on the yard Classroom Circle Meetings Future Aces -student leadership 4 - 8 -positive tickets and smileys Kids Have Stress Too Student of the Month Assemblies Golden Shoe Award Sports/Wellness Team Sports Ski/Snowboard Intramurals Fitness Friends Clubs Girl Talk	Durham Court Clinic Kelso's Choices refresher and training Restorative practice training and refresher programs Future Aces Foundation Implementation Training	Durham Court Clinic Kerry's Place/Kinark New Kelso's Choices Kit Stan Baker Kids Have Stress Too – Stress Lessons Supporting Minds Girl Talk Durham	Monthly review of discipline Records Regular meeting with the SBC Focus Groups	Focus Groups Bi-annual Survey Staff Survey Parent Survey

Commented [LS1]: Scheduled for October 2015

Courtice North Public School
 School Improvement Plan – Student Well-being 2015-2016

<p>Band Games Club Me to WE Mighty Girl Book Club Eco Club Forrest of Reading Book Club</p> <p>Stomping Out the Stigma Mentoring Programs</p> <p>Durham Police Substance Abuse and Internet Safety Presentation</p> <p>Links to resources posted on the school website</p>		<p>Me to We Website and Educational Kits</p> <p>Big Brothers and Big Sisters In-School Mentoring</p> <p>School Community Liaison Officer</p>		
<p>Few Model Me Kids</p> <p>School Board Counsellor</p>	<p>Professional training in delivery of the program for support staff and teachers</p>			

