



ANGLOPHONE WEST SCHOOL DISTRICT

DISTRICT **P**ositive **L**earning
&
Working **E**nvironment **P**LAN
2017-2020



Department of Education and Early Childhood Development

Ten Year Education Plan: Everyone At Their Best

Objectives

1. Ensure all learners value diversity and have a strong sense of belonging
2. *Ensure all pre-school children develop the competencies they need to be successful in school and in life
3. *Improve literacy skills for all learners
4. *Improve numeracy skills for all learners
5. Improve learning in, and application of, the arts, science, trades and technology for all learners
6. Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture
7. Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment
8. Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences
9. Foster leadership, active citizenship and an entrepreneurial mindset

*Priority Delivery Unit Focus 2016-2018

Anglophone West School District District Positive Learning and Working Environment Plan

EECD Policy 703 requires the Superintendent to develop a District Positive Learning and Working Environment Plan (PLWEP). The plan aligns with the District and Provincial priorities. The goals are established to guide the efforts of educators in achieving district priorities, set strategies and actions, and outline processes for monitoring, making adjustments and evaluation of goals.

A Positive Learning and Working Environment (PLWE) is described as a culture that provides a caring, supportive, safe and academically robust environment for students and staff to learn and work. Five components influence the creation of such a culture:

1. *Safety (physical, emotional, social and intellectual)*
2. *Relationships (between staff, students and parents)*
3. *Teaching and learning (quality of instruction)*
4. *Institutional Environment (appearance and arrangement)*
5. *School Improvement Process*

All five components should be considered when developing strategies and actions to create the positive learning and working environment that will allow students and staff to reach their potential.

Mission

Excited. Involved. Prepared.

Vision Statement

All individuals engaged within our system are empowered to assist in building resilient, confident and contributing members of our communities.

Core Values

- | | | |
|-----------------------------------|--|---------------------------------------|
| 1. <i>Pursuit of Excellence</i> | 2. <i>Trust, Openness and Transparency</i> | 3. <i>Collaborative Relationships</i> |
| 4. <i>Support and Recognition</i> | 5. <i>Shared Leadership</i> | 6. <i>Engagement</i> |

Priority for 2017-2020 in the Service of Learning

"Learner" refers to both adults and students

Priority 1: Enhance Positive Learning and Working Environments

Message from the Interim Superintendent

The District Positive Learning and Working Environment is our roadmap that guides us as we set targets, determine actions and monitor change. As learners in this system, we have an important role to play. It is our responsibility to implement actions that positively impact the learning of our students and colleagues.

By concentrating our efforts in strengthening culture and climate; engagement of students and employees will increase. We will increase awareness and develop collective understanding of how we all contribute to the environment in which we learn and work.

Use this document as well as the Ten Year Education Plan as a guide to your School Positive Learning and Working Environment plans. Revisit your goals and actions often to monitor growth.

Together, we can achieve results that will guide our students in becoming the resilient, confident and contributing members of our communities, fulfilling our ASD-W vision.

Catherine Blaney

ASD-W PRIORITY 1

2017-2018 DPLWEP Goal 1: Anglophone School District-West will strengthen the collective understanding of positive learning and working environments.

"...shared beliefs shape the normative environment...these shared beliefs are in an important aspect of the culture..." (Dewitt 2017 pg 61)

Indicators of Success	Focus and Research-Based Strategies / Actions <i>(*Connection to EECD 10-Year Education Plan Objectives)</i>	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline
Focus: Understanding the components of positive learning and working environments			
Education Centre/Office of Superintendent staff will demonstrate a shared understanding of the components of positive learning and working environments through self-reflection, collaborative conversation, and application of concepts learned; Safety, Relationship, Teaching and Learning, Institutional Environment, School Improvement Planning.	Education Centre/Office of Superintendent staff will collaborate to develop the PLWE framework. <i>* Objectives 1, 7, 9</i> Directors, Subject Coordinators and Managers will participate in professional learning on the PLWE framework <i>*Objectives 1, 7, 9</i>	Education Centre/Office of Superintendent staff work plans and report structures will identify specific actions to support the development of the PLWE framework. Survey Education Centre/Office of Superintendent staff (pre and post) to develop a baseline understanding of positive learning and working environments.	Directors, Subject Coordinators, and Managers
Education Centre/Office of Superintendent staff will report they feel safe, are engaged, respected and valued, and are provided opportunities to contribute to shared decision making.	Subject Coordinators and Managers will collaboratively provide PL of the PLWE framework to Education Centre staff <i>* Objectives 1, 7, 9</i>	Work plans will identify specific actions and with whom Subject Coordinators and Managers will work to deliver PLWE PL to staff (i.e. Lead meeting) Survey Education Centre/Office of Superintendent staff (pre and post) to gather baseline perception data	Directors, Subject Coordinators, and Managers
Education Centre/Office of Superintendent data will demonstrate increased work attendance, increased shared leadership opportunities, and evidence of application of ASDW core values	Education Centre/Office of Superintendent staff will collaborate to review district data sources and select which sources will be used to define baseline and to measure growth i.e. AESOP attendance data, opportunities for shared decision making, observations & conversations. <i>* Objectives 1, 7, 9</i>	Education Centre/Office of Superintendent staff will complete regular district data walks to determine growth and inform decision making for forward movement Determine process for intermittent data checks throughout school year to determine enhancement and revisions to plan	Directors, Subject Coordinators, and Managers District DIP/PLWEP Monitoring Committee – TBA

Professional Learning / Resources

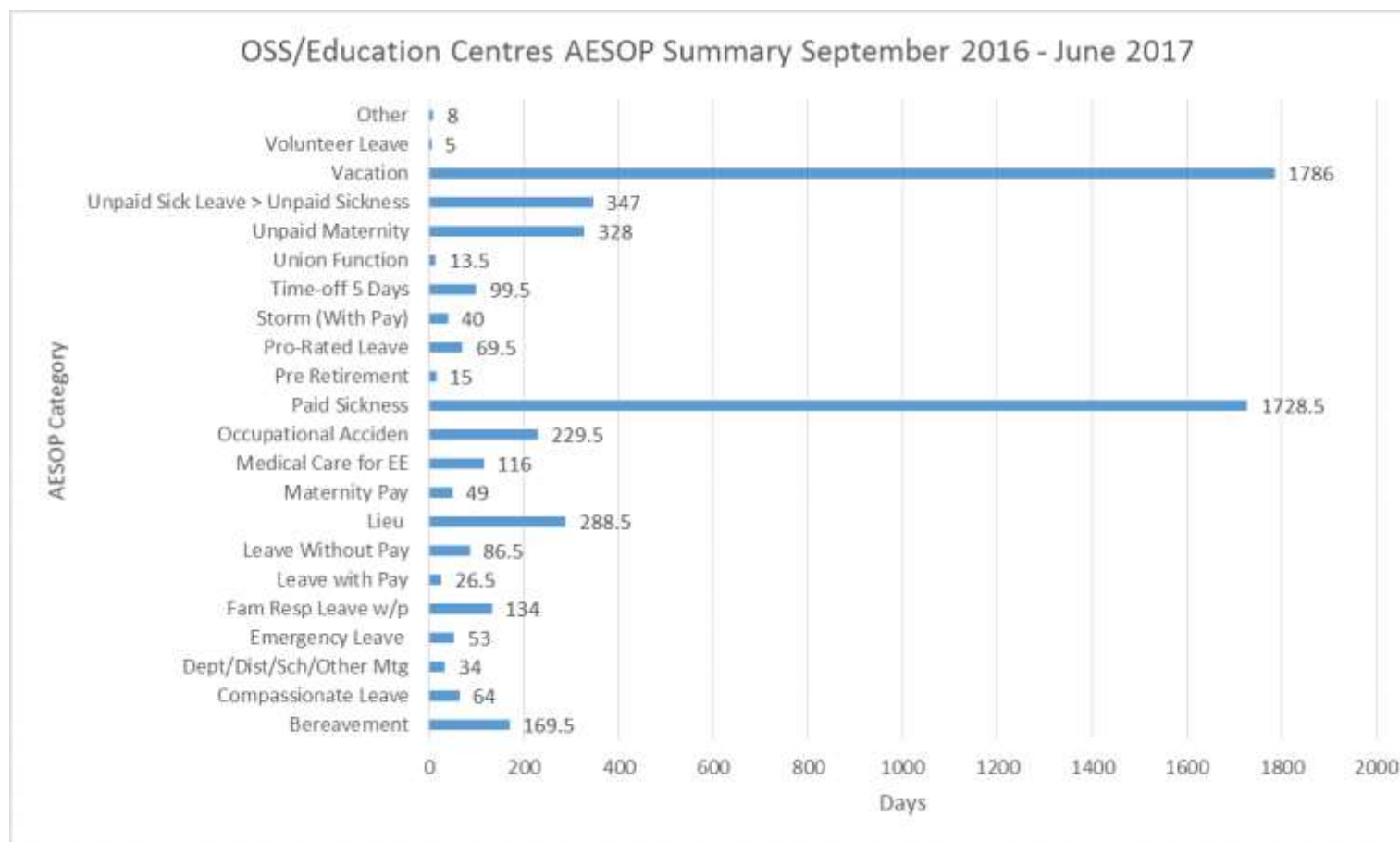
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| <ul style="list-style-type: none"> ➤ www.ourschool.net ➤ EECD Perception Surveys ➤ http://PBIS.org ➤ http://Casel.org ➤ www.nasponline.org | <ul style="list-style-type: none"> ➤ EECD Policy 703: Positive Learning and Working Environment ➤ EECD Policy 322: Inclusive Education ➤ <i>Teaching to Diversity The Three-Block Model of Universal Design for Learning</i> by Jennifer Katz ➤ <i>Positive Behavior Support in Secondary Schools A Practical Guide</i> by Ellie L. Young ➤ <i>Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings</i> by Stormont Lewis, Beckner, Johnson | <ul style="list-style-type: none"> ➤ <i>Collaborative Leadership: Six Influences that Matter Most</i> by Peter M. Dewitt ➤ <i>School Culture Rewired: How to Define, Assess, and Transform It</i> by Gruenert & Whittaker ➤ <i>School Culture Recharged: Strategies to Energize Your Staff and Culture It</i> by Gruenert & Whittaker |
|--|---|--|

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Outcome Measures



Data to be added as actions are achieved:

- Pre-post survey data information to be added upon completion
- New baseline data sources to be added upon completion of action 3

Note: InConfidence data trends continue to be explored for addition to the document

ASD-W PRIORITY 1

2017-2018 Goal 2: Anglophone School District-West will strengthen the conditions for success by targeting strategies to promote connectedness in the educational community. *School Connectedness is defined as “an academic environment in which students believe that adults in the school care about their learning and about them as individuals.”(ASCD)*

Indicators of Success	Focus and Research-Based Strategies / Actions <i>(*Connection to EECD 10-Year Education Plan Objectives)</i>	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline
Focus: Targeting strategies to promote connectedness			
Evidence based Tier 1 strategies for academics and behaviour are embedded within our schools K-12.	<p>Curriculum and ESS Education Centre staff, along with school based reps will collaboratively facilitate the development of tools / resources to support Tier 1 strategies <i>Objectives 1,6, 7, 9</i></p> <p>Curriculum and ESS Education Centre staff will work with schools to provide support for implementing a variety of Tier 1 strategies. <i>Objectives 1,6, 7, 9</i></p>	<p>Curriculum and ESS Education Centre staff work plans and report structures will identify specific actions and goals to support Tier 1 strategies.</p> <p>Curriculum and ESS Education Centre staff will look for evidence of Tier 1 strategies to inform district priorities and targeted supports</p>	Directors, Subject Coordinators
Professional learning opportunities will intentionally connect to evidence based Tier 1 strategies.	<p>Curriculum and ESS Education Centre staff will support the use of instructional practices that reflect students’ needs and interests. <i>Objectives 1, 6, 7</i></p> <p>Curriculum and ESS Education Centre staff will support school based staff in implementation and delivery of inclusive practices for all. <i>Objectives 1, 6, 7, 9</i></p>	<p>District DIP/PLWEP Monitoring Committee will review progress on a defined schedule.</p> <p>Curriculum and ESS Education Centre staff work plans and report structures will identify specific actions and goals to support Tier 1 strategies</p>	<p>Directors, Subject Coordinators</p> <p>District DIP/PLWEP Monitoring Committee - TBD</p>
School based PLWE plans will include actions that support strengthening student resiliency and mental fitness	<p>Curriculum and ESS Education Centre staff, along with school based reps will develop a continuum of skills and knowledge to support resiliency and mental fitness within students <i>Objectives 1,6, 7, 9</i></p> <p>Curriculum and ESS Education Centre staff will support the development of a RTI look for document connected to the social emotional learning of students <i>Objectives 1,6, 7, 9</i></p>	<p>Curriculum and ESS Education Centre staff work plans and report structures will identify specific actions to support school based teams in increasing skill and knowledge.</p> <p>Curriculum and ESS Education Centre staff work plans and report structures will identify specific actions to support the development of the document and to ensure alignment with EECD priorities.</p>	<p>Directors, Subject Coordinators</p> <p>DIP/SIP/PLWEP Monitoring Plans posted to ASD-W Portal Site</p>
School based PLWE strategies and actions will support Positive Discipline practises	Curriculum and ESS Education Centre staff, along with school based reps will collaboratively facilitate the development of Positive Discipline guidelines for school use <i>Objectives 1,6, 7, 9</i>	Curriculum and ESS Education Centre staff work plans and report structures will identify specific actions to support the development of Positive Discipline guidelines.	<p>Directors, Subject Coordinators</p> <p>DIP/SIP/PLWEP Monitoring Plans posted to ASD-W Portal Site</p>
Professional Learning / Resources			
<ul style="list-style-type: none"> ➤ www.ourschool.net ➤ EECD Perception Surveys ➤ http://PBIS.org ➤ http://Casel.org ➤ www.nasponline.org 	<ul style="list-style-type: none"> ➤ EECD Policy 703: Positive Learning and Working Environment ➤ Healthy School Planner ➤ EECD Policy 322: Inclusive Education ➤ <i>Teaching to Diversity The Three-Block Model of Universal Design for Learning</i> by Jennifer Katz ➤ <i>Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings</i> by Stormont Lewis, Beckner, Johnson 	<ul style="list-style-type: none"> ➤ <i>Collaborative Leadership: Six Influences that Matter Most</i> by Peter M. Dewitt ➤ <i>School Culture Rewired: How to Define, Assess, and Transform It</i> by Gruenert & Whittaker ➤ <i>School Culture Recharged: Strategies to Energize Your Staff and Culture</i> It by Gruenert & Whittaker 	

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Outcome Measures

OurSchool (Formerly TTFM)

Teacher-student relations – elementary and secondary / Advocacy

ASD-W Results				
Positive Teacher Student Relations- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.				
*Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.4	8.1	6.0	6.2
2013-14	8.6	8.1	6.1	6.2
2014-15	8.8	8.1	6.1	6.2
2015-16	8.8	8.1	6.3	6.2
2016-17	8.8	8.1	6.3	6.2
Advocacy at School – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.				
*Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	NA	NA	2.6	2.8
2013-14	6.1	5.1	2.8	2.8
2014-15	6.9	5.1	2.7	2.8
2015-16	6.8	5.1	2.9	2.8
2016-17	7	5.1	3	2.8
Students With Positive Behaviour at School – Students that do not get into trouble at school for disruptive or inappropriate behaviour.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	93.0%	91.0%	87.0%	88.0%
2013-14	94.0%	91.0%	87.0%	87.0%
2014-15	92.0%	91.0%	87.0%	87.0%
2015-16	92.0%	91.0%	89.0%	88.0%
2016-17	92.0%	91.0%	90.0%	88.0%
Positive Learning Climate – There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they can be followed. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	7.7/10	7.6/10	5.9/10	6/10
2013-14	8/10	7.6/10	6.1/10	6/10
2014-15	7.4/10	7.6/10	6.1/10	6/10
2015-16	7.4/10	7.6/10	6.2/10	6.0/10
2016-17	7.4/10	7.6/10	6.3/10	6.0/10

OurSchool (Formerly TTFM)

Feeling Safe Attending School – Students feel safe at school as well as going to and from school.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	86.0%	86.0%	80.0%	85.0%
2013-14	89.0%	86.0%	79.0%	85.0%
2014-15	87.0%	86.0%	79.0%	85.0%
2015-16*	70.0%	69.0%	58.0%	66.0%
2016-17	70.0%	69.0%	58.0%	66.0%

*Note: change in measurement

Dropout Data – ASD-W

	ASD-W	F	M	Prov	F	M
2011-12	1.9%	1.9%	1.9%	1.7%	1.5%	1.8%
2012-13	1.6%	1.6%	1.5%	1.5%	1.2%	1.7%
2013-14	1.8%	1.7%	1.8%	1.6%	1.4%	1.7%
2014-15	1.7%	1.6%	1.8%	1.6%	1.3%	1.8%
2015-16						

*Represents Grades 7-12

Wellness Survey – Mental Fitness

School Wellness Data supports a focus to be placed on improvement in the following areas as it relates to School Connectedness in the mental fitness component.

Strong Level of School Connectedness			
*Responses based on a 20 point scale with students scoring 10 or above			
	ASD-W	Provincial Results	
2010-11	Elementary	85.0%	83.0%
2013-14	Secondary	87.0%	89.0%
2014-15	Elementary	87.0%	88.0%
2015-16	Secondary	90.0%	92.0%

The NB Student Wellness Survey is conducted with students in Grades 4-5 and Grades 6-12 every three years. Survey participation is optional though encouraged.

2015-16	ASD-W	I feel safe at my school	My school is a place where I never felt like an outsider	I enjoyed my school experience	If I had a problem, there was an adult I could talk to at school	My school experience courage me to want to learn	The variety of courses available met my need
		86.3%	58.6%	74.3%	82.9%	67.7%	76.1%
	Prov	87.9%	57.0%	75.4%	79.9%	67.9%	76.9%

Wellness Survey – Mental Fitness

Mental Fitness								
	2010-11 Gr. K-5		2012-13 Gr. 6-12		2013-14 Gr K-5		2014-15 Gr. K-5	
	ASD-W	Prov.	ASD-W	Prov.	ASD-W	Prov.	ASD-W	Prov.
Low	20.0%	20.0%	25.0%	22.0%	17.0%	16.0%	17.0%	16.0%
Medium	63.0%	61.0%	52.0%	53.0%	65.0%	64.0%	65.0%	64.0%
High	17.0%	19.0%	23.0%	25.0%	17.0%	16.0%	17.0%	16.0%
		2010-11 – Gr. K-5		2012-13 - Gr. 6-12		2013-14 – Gr. K-5		
		ASD-W	Prov.	ASD-W	Prov.	ASD-W	Prov.	
Competency				74%	76%	85.0%	85.0%	
Autonomy				67%	70%	52.0%	53.0%	
Relatedness				73%	75%	85.0%	87.0%	

			I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
			2010-11	Elem	ASDW	78.0%	84.0%	82.0%
		Prov	77.0%	83.0%	79.0%	85.0%	87.0%	N/A
2012-13	Secondary	ASDW	76.0%	74.0%	68.0%	75.0%	79.0%	76.0%
		Prov	78.0%	76.0%	73.0%	77.0%	81.0%	79.0%
2014-15	Elem	ASDW	88.0%	86.0%	88.0%	90.0%	92.0%	N/A
		Prov	90.0%	88.0%	88.0%	90.0%	93.0%	N/A
2016-17		ASDW	79.0%	75.0%	69.0%	80.0%	83.0%	78.0%
		Prov	81.0%	80.0%	75.0%	83.0%	86.0%	81.0%

High levels of mental fitness are linked to the following: more pro-social behaviors, fewer oppositional behaviours, lower susceptibility to smoking, engagement in competitive physical activities and higher levels of school connectedness. Mental fitness is fostered in environments and relationships that address three interrelated psychological needs; relatedness, autonomy and competency. (Morrison & Peterson, 2010)

The NB Student Wellness Survey is conducted with students in Grades 4-5 and Grades 6-12 every three years. Survey participation is optional though encouraged.

2016-2017 School PLWE Plan Data:

- 66 schools developed a PLWEP linked to increasing connectedness
- Strategies to support the promotion of student connectedness include themes of: improving processes for documenting and interpreting behavioural data; strengthening communication processes among staff; developing school wide responses to behavioural interventions; improving school climate and culture; strengthening mental fitness among students and staff; implementing and/or enhancing programs for developing self-regulation skills and to decrease anxiety; implementing anti-bullying initiatives; teaching cultural sensitivity and respect for diversity among students and adults; increasing development of student forums and leadership groups; increasing staff leadership groups to support positive behavioral interventions and strategies; increasing options for school wide activities and clubs; teaching and applying self-determination theory constructs to students and adults; citizenship; and training in trauma-informed schools
- 47 schools received embedded training and coaching in Positive Behavioural Interventions and Supports (PBIS) (FEC-16; OEC-14; WEC- 17)

Baseline Data used to determine strategies/actions within school based PLEP

Year	Yes	No	Somewhat
2016-2017	66	0	0
2015-2016	63	3	4
2014-2015	42	21	7

APPENDIX I: Monitoring Guidelines

District Positive Learning and Working Environment Planning

Continuous Improvement means adjustments are made when data becomes available. The following table provides a guideline for District to monitor their District Positive Learning & Working Environment Plan.

Due Date	Activity	Explanation
May	Review, update District Positive Learning and Working Environment Plan Priorities and Goals for 2017-2020	
August	District Staff will prepare work plans that reflect DIP/DPLWEP Priorities and Goals	
October 15 th	Schools will upload to the ASD-W DIP/PLWEP school portal site – drafts, monitoring documents and a development of actions of the PLWEP.	
February 27 th	Progress Notes uploaded to the ASD-W DIP/PLWEP school portal site .	
June	Reflect on the past year, update progress notes, and revise goals / actions / strategies for upcoming year.	

Sample Tool / Activity for Continuous Improvement of Positive Learning and Working Environment Plan.

Goals identified in DPLWEP	Where are we now?	Where do we want to be?	What evidence will inform us that we are there?	What do we have to do differently?	Who can help us?	Monitoring – When? What? by Whom?
1.						
2.						
3.						

School Positive Learning and Working Environment Planning (Sample Timelines)

Continuous Improvement means adjustments are made when data becomes available. The following table provides a guideline for schools to monitor their School Positive Learning and Working Environment Plans.

Due Date	Activity	Explanation
May	Review, update School Positive Learning and Working Environment Plan Priorities and Goals for 2017-2020	
During Month of September	Administrators will update staff on ASD-W DIP/DPLWEP goals for 2017-2018.	Administrators should revisit the 3 year PLWEP with staff. Schools should analyze data sources and begin PLWEP updates for the 2017-2018 school year.
October 15 th	Schools will upload to the ASD-W DIP/PLWEP One Portal site – drafts, monitoring documents and a development of actions of the SIP.	Schools will begin to align school goals with PLWEP.
February 27 th	Progress Notes uploaded to the ASD-W DIP/PLWEP One Portal site .	Schools will monitor progress and make adjustments to the PLWEP.
June	Reflect on the past year, update progress notes, and develop drafts for review in August.	Schools will monitor progress and make adjustments to the PLWEP.

Sample Tool / Activity for Continuous Improvement of School Improvement Plan.

Goals identified in PLWEP	Where are we now?	Where do we want to be?	What evidence will inform us that we are there?	What do we have to do differently?	Who can help us?	Monitoring – When? What? by Whom?
1.						
2.						
3.						

APPENDIX II: Positive Learning and Working Environment Template

***Template to be used by schools. Uploaded to school based portal site and ASD-W Administrators Site**

**Positive Learning Environment Plan
 Template (School Level) – Name of School: _____
 2017-2018 School Year**

SIP Priority: Link Your School Positive Learning Environment Plan to your School Improvement Plan.

SMART Goal: Clearly state the purpose using SMART language. The objective should be specific, measurable, attainable, realistic and timely.

<i>Baseline Data</i>	<i>Indicators of Success</i>	<i>Targeted Research-Based Strategies / Actions</i>	<i>Monitoring and Accountability</i>	<i>Responsibility / Timeline</i>	<i>Progress Notes</i>
How do you know action is needed? What does the data tell you? Why is this goal necessary?	What will you see at the school /classroom level from students and staff?	What specific strategies will be implemented?	What will the ongoing review look like? Who is working on it and when? How will it be shared?	Who is working on the strategy and when will it be implemented?	