

Positive Learning Environment Plan
School Level: 6-12 – Name of School: Harvey High School
2018-2019 School Year

SIP Priority 1: Focus on Positive Learning and Working Environment and Formative Assessment Practices to Support Pedagogy and Learning

SMART Goal: To improve inclusive instruction and intervention practices, by November 2018. Every Harvey High teacher will utilize Response to Intervention protocols when supporting students behaviourally which will result in a Very Evident rating in the HHS Survey of EECD SII 2018-2019. December 2018 OurSCHOOL data will meet or exceed identified Canadian norms. EECD Teacher Perception Survey 2018 will register results that will meet or exceed District and Provincial standards.

| Baseline Data | Indicators of Success | Targeted Research-Based Strategies / Actions | Monitoring and Accountability | Responsibility / Timeline | Progress Notes |
|---|---|--|--|---|--|
| 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? | |
| EECD SII 2015-16 5.1 School-wide responses with varied strategies for positive reinforcement and behavioural intervention are systematically employed. (SE) 2018-2019 | All staff will implement PBIS | A daily reminder calendar will be established to ensure that safety and learning environment protocols are routinely reviewed with student body. | Daily email reminders sent to staff members to ensure protocols are reviewed during specified class times. | All staff to follow daily PBIS calendar review instructions. | Aug. 28 ASD-W Physical Education and Health leads PL on Classroom Body Breaks |
| EECD SII 2015-16 17.2 High behavioural expectations are held for each student and students and parents and guardians know these expectations. (ME) 2018-2019 | | Safety and Learning environment protocols to be shared with parents on the school website. | | | Aug. 30 EECD Social-Emotional Learning PL |
| EECD SII 2015-16 20. The school staff ensures that the learning environment is orderly, healthy and safe. (ME) | | Revise HHS Behaviour RTI Tier 1 protocols and provide professional learning as needed. <ul style="list-style-type: none"> • Present RTI Tier 1 (B) to staff • Integrate Universal Accommodation best | | | <ul style="list-style-type: none"> • SEL Reflection • Learning through Personalization: Student Engagement article |

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| EECD SII 2015-16 20.1 Boundaries and expectations are modeled, taught, positively reinforced, and communicated to students, parents/guardians and others in the school community. (ME/SE) 2018-2019 | | practice tips into whole group staff meetings – 1 per meeting <ul style="list-style-type: none"> Provide exemplars | | | <ul style="list-style-type: none"> Learning Environment as the Third Teacher |
| EECD SII 2015-16 20.2 Staff members consistently and effectively respond to inappropriate behaviour whenever it is encountered. (ME) 2018-2019 | | | | Suzanne Larsen, Tara Hay ESS/CLT Tara Hay | Aug. 31 – Review of PBIS facilitated by Penny Lynch Sept. 26 – Intensive Intervention PL with ESS/CLT Nov. 9 – RTI (B) draft tested at PL. Dec. 12 – Presentation on Challenging Behaviours . |
| EECD School Improvement Survey 2015 #47 Administrators and teachers have collaboratively agreed upon approach to discipline. 86.7% EECD Teacher Perception Survey 2016 #50 92.3% 2017 #51 85.7% | 100% of staff consistently and effectively responding to inappropriate behaviours. | Identify collective efficacy challenges and determine plan of action to overcome them. | CLT | Monique Allain, Laurie Pearson | Nov. 23 – Mental fitness, teambuilding and liberating structures |

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| <p>EECD School Improvement Survey 2015 # 48 Administrators and teachers address inappropriate behaviours whenever it is encountered. 86.7%</p> <p>EECD Teacher Perception Survey: Administrators and teachers address inappropriate behaviour whenever it is encountered. 2016 #51 76.9% 2017 # 52 85.7%</p> | | <p>Book study of <i>School Climate: Leading with Collective Efficacy</i> by Peter DeWitt.</p> <p>To gather current data HHS EECD SII rating exercise will be completed</p> | | All staff Nov. 2018 | |
| <p>EECD School Improvement Survey 2015 #49 The expectations related to behavior are well- understood by students. 80%</p> <p>EECD Teacher Perception Survey: The expectations relating to behaviour are well-understood by students. 2016 #52 84.6% 2017 #53 85.7%</p> | | | | | |
| <p>EECD School Improvement Survey 2015 #45 Disruptive student behavior causes a significant loss of learning time in this school. 35.7 %</p> <p>EECD Teacher Perception Survey: Disruptive student behaviour causes a significant loss of learning time in this school 2016 #48 38% 2017 #56 50%</p> | | | | | |

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| <p><i>Students felt that there were clear rules and expectations for classroom behaviour.</i> <i>OurSCHOOL Dec 2016 5.2 out of 10 (9-12) and 6.3 out of 10 (6-8)</i> <i>OurSchool Dec 2017 5.2 out of 10 (9-12) and 6.1 out of 10 (6-8)</i></p> | | | | | |