

Harvey High School's School Plan 2020-2021

GOAL 2

Data Snapshot Summary:

Power School Tracking Form Data- 2019-2020- FCSCC 69 referrals; Defiance 39 referrals
 OurSchool 2019- Clear Rules and Expectations- Middle School- 6.5/10; High School- 5.7/10
 CARR 2019 Disruptive student behaviour causes significant loss of teaching time- 27.3 % agree; 27.3% Neither agree
 nor disagree; 45.5% Disagree
 Teacher Perception 2018 Disruptive student behavior causes a significant loss of learning time- 27.3%; 27.3 Neither
 disagree or agree; 45.5% Disagree
 Harvey High School's learning environment will improve, as is evident by an increase in OurSchool and CARR data and
 a decrease in Power School Behaviour Tracking data, by prioritizing initiatives to strengthen school climate.
 Institutional Environment

Goal:

**Positive Learning and Working Environment (PLWE)
Component:**

Indicators of Success:

Clear rules and expectations will be collectively created, communicated, integrated and practiced.
 Systematic procedure to solicit student voice when developing procedure and policy.
 Staff and students will have a clear understanding of rules and expectations.
 Failure to comply with school code of conduct will decrease.

STRATEGIES / ACTIONS			MONITORING PLAN			MONITORING UPDATES	
Strategies / Actions <i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	Responsibility <i>(Who is implementing this strategy/action?)</i>	Timeframe <i>(In what timeframe/date range will implementation occur?)</i>	Evidence <i>(What evidence will be examined?)</i>	Accountability <i>(Who is examining the evidence?)</i>	Frequency <i>(At what frequency will the evidence be examined?)</i>	Impact <i>(What has been the impact of this strategy/action toward achievement of the goal?)</i>	Next Steps



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School Plan Committee established to meet one time per month to organize the consistent operationalization of the School Plan.	School Plan Committee: Principal, Vice-Principal, Resource, Middle School Teacher and High School Teacher.	2020-2021 School year	High School and Middle School reps joined the committee.	Admin	Minimum one time per month	A committee was formed to develop and spearhead a plan of action moving forward with regards to the goals.	Continue this action
Develop collective staff voice process for decision-making to ensure a staff voice is integrated when developing procedure and policy.	School Plan Committee and full staff	December 2020- Process collectively developed.	Process developed and uploaded to T drive.	SP Committee	Monthly	School decisions made as a whole with staff input	Embedded action



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Develop a PED policy for the Middle School and High School levels that has staff and student input.	School Plan Committee, staff, students and PSSC	January 2021	Policy developed and shared with stakeholder. Implementation.	SP Committee	monthly	<p>Dec. 2 - establish meeting norms for staff voice; PED policy input</p> <p>Jan. 6 - Update PED policy drafts and create a survey for student voice. Share policies with staff and PSSC for feedback.</p> <p>Jan. 18 Shared draft PED and student survey results. Feedback given by PSSC members.</p> <p>Jan. 19 - present summarized feedback from surveys to staff at meeting on Jan. 21.</p> <p>Jan. 25- MS presented HHS MS PED Policy to students along with Student and PSSC survey responses.</p> <p>Feb. 25- MS and HS PED policies uploaded to HHS Website</p> <p>Feb. 26- HS presents student survey results and HS PED Policy</p> <p>Feb. 26- MS and HS PED Policies to be sent via School Messenger</p>	Embedded action
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Alternate Placement Room for Middle School	ESSST	November 3, 2020 - March 2021	Number of teachers using the Alt. Room placement. Number of students being sent.	ESSST Middle School Teachers	Every 2 weeks	Students and staff recognize the language MS meeting scheduled for Jan. 28 to review Quadrant 1 and discuss next steps for Quadrant 2 - volume	Continue this action
Collaboratively identify four classroom expected behaviours targets through data analyses (Behaviour Tracking Data, Conversations, Observations)	HHS ESS and MS Teachers	November 2020	Four target were identified: 1. Active Listening 2. Volume 3. Productivity 4. Interpersonal Relationships	HHS ESS and MS Teachers	Revisit monthly	Through collaborative discussion and examination of data, staff identified behavioural areas of need. The importance of having consistent classroom expectations were understood.	Continue this action



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<p>Identified behavioural expectations divided into four quadrants for the purpose of developing an educational program.</p>	<p>Admin and MS Teachers</p>	<p>2020-2021</p>	<p>1. Each quadrant's components will be sequentially taught by admin during individual class presentations. 2. Classroom teachers will reinforce education through frequent conversations and visual reminders. 3. Classroom teachers will consistently require student cooperation and compliance. 4. Teachers will follow up using Tier One Interventions for non-compliance. 5. Admin and/or teachers will consistently with communicate with home. 6. Quadrant illustration will be displayed on TV in cafeteria. 7. Quadrant illustrations will be displayed in all classrooms.</p>	<p>Admin and MS Teachers</p>	<p>On-going</p>	<p>Continue this action</p>
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