**Positive Learning & Working Environment Plan**

**McAdam High School**

**2017-2018**

| ***SIP Priority***:  Linked to SIP Goal “Increased Academic Rigor”. The reduction of unwanted behavioural incidents is directly linked to improved academic rigor and positive outcomes for students. See David Souca re: Safe Learning Environments, the Student Brain and Positive Academic Outcomes.  ***Sousa, D. A. (2010). Mind, brain, and education: Neuroscience implications for the classroom. Bloomington, IN: Solution Tree Press.*** | | | | | |
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| ***PLEP Goal #1***: A One Year Goal that is **S**pecific, **M**easurable, **A**ttainable. **R**esults-Oriented and **T**imely.  **The Adoption of a PBIS Framework to Facilitate a Reduction in Unwanted Behavioural Incidents** | | | | | |
| ***Baseline Data*** | ***Indicators of Success*** | ***Targeted Research-Based Strategies / Actions*** | ***Monitoring and Accountability*** | ***Responsibility / Timeline*** | ***Progress Notes*** |
| *What data sources are being used to establish the SMART Goal?* | *What will it look like when the goal has been reached?* | *What specific strategies/actions will be used to support achievement of the goal? (Actions should be new or practices that need to be refined.)* | *How will progress towards the goal be monitored and how often?* | *Who is responsible for specific strategies/ actions?*  *What timelines are associated with the strategies/ actions?* | *Updates To Be Added Throughout the Year.* |
| Behaviour tracking indicates the need for a reduction in overt behavioral incidents (e.g. defiance, conflict) as well as more overt behaviors including incidents such as vandalism and covert incidents of bullying.  Baseline Data Includes:   * Behaviour Tracking forms * Use of FBA, ABC, etc. tracking forms * Information from “Our School” (2016) on demonstrating positive behaviours at school:   HS boys- 64%  HS girls- 95%  MS boys- 85%  MS girls- 93% | The successful completion of PL sessions with full staff participation.  Ongoing dialogue with a PBIS focus during staff and ESST meetings as evidenced by meeting minutes  The adoption of consistent practices including tracking at the administrative and classroom level.  Long-term indicators of success will include a reduction of unwanted behaviours as evidenced by Power School data and an increase of 5% in Our School” data specific to students demonstrating positive behaviours at school. | The establishment of PL sessions to ensure staff familiarity, buy in and adoption of PBIS practices.  The ongoing work of the school PBIS Team.  Adoption of agreed upon initiatives and consistency in practice as observed through administrative walk throughs. staff collaborations, etc.  The implementation of the School spirit token system.  The creation of staff Praise forms.  The creation of a twitter account for the school where staff can post positive things going on at MHS. | PBIS team, School Spirit team, Principal, District supports (e.g. Suzanne Larson), Teachers, and EAs | PBIS team, Principal, District supports (e.g. Tami Mutch-Ketch), Teachers, and EAs  Principal, District supports (e.g. Tami Mutch-Ketch, Suzanne Larson, Kim Greechan/Julie McConaghy), Teachers, and EAs | Initiatives, dialogue and data tracking to be discussed during weekly ESST/CLT meetings, bi weekly whole staff ESST meetings and monthly whole staff meetings as documented in meeting minutes. |

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| ***PLEP Goal***#2: **Increased Student Engagement** – TTFM/Our School Data indicates the need to implement measures to increase student engagement with a specific focus on academic engagement. An initial targeted 5% increase for middle and high school for the 2016-17 school year has been set. The percentage of students who are interested and motivated (17%) are below the Canadian norm (26%). The data identifies the need for a specific focus on Middle school girls and high school students (Also linked to District Education Plan Priority #2- 2015-2016 Goal/Focus: Anglophone West schools will enhance the teaching and learning environment to promote student engagement.) | | | | | |
| ***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? |  |
| OUR SCHOOL – HS 17% interested and motivated. 10% of girls and 21% of boys.  Canadian norm – 26%  MS currently (December 2016) are 46% interested and motivated for both boys and girls.  Small number in individual classes for MS girls. Necessitates more cross grade instruction with high interest activities for students. | Successful completion of transition meetings to include consultations with students.  Use of OUR SCHOOL data to analyze increases in interest and motivation = engagement. An initial targeted 5% increase for middle and high school for the 2017-18 school year.  Professional learning opportunities to assist staff members to implement research based classroom strategies focused on increasing student engagement. | Transition meetings for all student transitioning from grade 8-9.  Middle school teachers to source high interest activities for the target group - Middle School girls.  First steps will include all teachers administering interest inventories for all students in September to identify high interest areas of instruction to inform instruction and further engage learners.  **Following steps, to include teacher lesson plans with individual choice embedded for students based on the interest inventories results. Also, following “Self Determination Theory” monthly teacher themes school-wide will include a focus on September –relatedness; October, competence, November student choice; December - autonomy; January- high interest activities as evidenced in individual lesson plans, instruction and activities.**  Implementation of School Spirit token system. | EST-G to lead meetings/conference with the students.  EST-R to share specific needs and associated strategies EST-G with individual teachers.  EST-G to examine the TTFM/OUR SCHOOL data to monitor the trajectory specific to interest and motivation.  School survey in the winter to determine current baseline re: to analyze interest and motivation Jan, 2018). Measure repeated –March and June to determine trajectory and/or need to adjust strategies. Need District or Dept. assistance on establishment of a 1 page survey on a Likert scale. Google Docs…  Lesson plan activities focused on specific student interests observed through principal walk throughs. staff collaborations, etc.  Implementation of cross grade groupings to allow more collaboration between students of diverse grade levels as evidenced in ESST minutes, and staff meeting minutes. | EST-G to lead monitoring OUR SCHOOL as well as local surveys. June 2018.  School survey.  All teachers and EAs  PBIS committee.  All teaching staff led by ESST | Completed.  Need to Begin.  In Progress  In progress |

**Name of School: McAdam High School**

**School Year: 2015-16**

| ***SIP Priority***: Link To District Improvement Plan – School Climate/Positive Learning Environment | | | | | |
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| ***PLEP Goal #3***: **Promote Leadership Opportunities for Students** | | | | | |
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| OUR SCHOOL 2015 results:  54% MS students feel they have positive peer relations  60% HS students feel they have positive peer relations. 68% for girls and 53% for boys. | Programs are established, active and successful  Evidence of student participation and leadership as recorded by participation on noon activity groups and student leadership committees e.g. the athletic committee, SRC, Yearbook. | The establishment of:   * Purple & Gold Teams (School Spirit token system) * Noon Activity Clubs * Staff/student check-ins. * Peer/Tutoring & Mentoring * Buddy Program (Grade 11/12 student leaders/mentors paired with incoming grade 6 student) | * Establishment of school (Purple & Gold ) teams and initial activity completed by Jan 30/18 * Active participation as recorded by individual supervisors for each club * Number of student participants * Quarterly reviews of progress. | * Assign Grade 11/12 student to a grade 6 students – initial contact Jan and Feb 2018. | Principal/School Spirit Committee |