

**Positive Learning Environment Plan**  
**School Level: 6-12 – Name of School: Harvey High School**  
**2017-2018 School Year**

**SIP Priority 1:** To improve inclusive instruction and intervention practices, by February 2018, every Harvey High teacher will utilize Response to Intervention protocols when supporting students academically and behaviourally which will result in a Very Evident rating in the HHS Survey of EECD SII 2017-2018. December 2017 OurSCHOOL data will meet or exceed identified Canadian norms. EECD Teacher Perception Survey 2017 will register results that will meet or exceed District and Provincial standards.

**SMART Goal:** By January 2018, 100 % of Harvey High School’s staff will utilize Positive Behaviour and Intervention Support (PBIS) protocols when supporting students behaviourally, which will result in a rating of Very Evident on the 2017-2018 HHS EECD School Improvement Indicators by February 2018. December 2017 OurSCHOOL data will meet or exceed identified Canadian norms. EECD Teacher Perception Survey December 2017 will register results that will meet or exceed District and Provincial standards.

<b>Baseline Data</b>	<b>Indicators of Success</b>	<b>Targeted Research-Based Strategies / Actions</b>	<b>Monitoring and Accountability</b>	<b>Responsibility / Timeline</b>	<b>Progress Notes</b>		
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 <i>5.1 School-wide responses with varied strategies for positive reinforcement and behavioural intervention are systematically employed. (SE)</i>	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.	Oct. 24/17 Calendar and protocols housed on t-drive.		
EECD SII 2015-16 <i>17.2 High behavioural expectations are held for each student and students and parents and guardians know these expectations. (ME)</i>		Safety and Learning environment protocols to be shared with parents on the school website.				Admin by Nov. 2017	Oct. 24/17 Staff reviewed Safety and Learning Environment protocols that were established in 2016-2017
EECD SII 2015-16 <i>19.2 Protocols and processes are in place for resolution of conflict involving students and/or adults within the school community. (ME)</i>							

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EECD SII 2015-16 20. The school staff ensures that the learning environment is orderly, healthy and safe. (ME)						Oct. 30/17 Daily calendar for review of protocols was implemented.
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)						
EECD SII 2015-16 20.2 Staff members consistently and effectively respond to inappropriate behaviour whenever it is encountered. (ME)	100% of staff consistently and effectively responding to inappropriate behaviours.	Staff will complete a SurveyMonkey to determine collective efficacy with regards to PBIS and school policy protocols.  Identify collective efficacy challenges and determine plan of action to overcome them.  Book study of <i>School Climate: Leading with Collective Efficacy</i> by Peter DeWitt.	CLT	All staff – Nov. 2017	Nov. 10/17 SurveyMonkey results indicated that growth in collective efficacy is required. Challenges and barriers were identified.	
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%						
EECD School Improvement Survey 2015 # 48 Administrators and teachers address inappropriate behaviours whenever it is encountered. 86.7%						

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EECD Teacher Perception Survey 2016 #51 76.9%		To gather current data HHS EECD SII rating exercise will be completed		All staff Feb. 2018	
EECD School Improvement Survey 2015 #49 <i>The expectations related to behavior are well- understood by students. 80%</i> EECD Teacher Perception Survey 2016 #52 84.6%					
<i>EECD School Improvement Survey 2015 #45 Disruptive student behavior causes a significant loss of learning time in this school. 35.7 %</i> EECD Teacher Perception Survey 2016 #48 38%					
<i>OurSCHOOL Dec. 2015 5.5 out of 10 (9-12) and 6.5 out of 10 (6-8) of 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>					

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<p>OurSCHOOL Dec 2015 53% (9-12); 67% (6-8) of students feel accepted by peers and others in their school. OurSCHOOL Dec 2016 50% (9-12); 70% (6-8)</p>	<p>Evidence of improved relationships and an increased sense of belonging at HHS.</p>	<p>Students will be introduced to the Provincial Student Code of Conduct.</p> <p>The PBIS 3<sup>rd</sup> target area of Relationships and School Connectedness protocols will be established.</p> <p>Update/revamp Laker Pride initiative that recognizes and promotes positive student behaviour.</p>		<p>Staff by June 2018</p>	
<p>OurSCHOOL Dec 2015 31% (9-12); 32% (6-8) students were victims of moderate to severe bullying.</p>					
<p>OurSCHOOL Dec 2016 30% (9-12); 29% (6-8)</p>					
<p>OurSCHOOL Dec 2015 24% of grades 6-8 students had moderate to high levels of anxiety. OurSCHOOL Dec 2016 32% (9-12); 17% (6-8)</p>					
<p>OurSCHOOL Dec 2015 50% (9-12); 59% (6-8) of students felt safe attending school. OurSCHOOL Dec 2016 50% (9-12); 63% (6-8)</p>					
<p>EECD SII 2015-16 20.6 Recognition of academic and <b>behavioural</b> successes occurs regularly and in a variety of ways. (ME)</p>					