**Positive Learning and Working Environment Plan**

**Summerhill Street Elementary School**

**2017-2018 School Year**

| ***SIP Priority***: Link Your School Positive Learning Environment Plan to your School Improvement Plan.  **To encourage shared leadership with our teachers and students at Summerhill Street Elementary School** | | | | | |
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| ***SMART Goal***: Clearly state the purpose using SMART language. The objective should be specific, measurable, attainable, realistic and timely.  **By June 2018, students will improve their self-regulation using the strategies taught through the Zones of Regulation as measured through student journaling and other data sources describing general behavior and school climate (Our School surveys, Power School Data, Playground Data, ESS Minutes).** | | | | | |
| ***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 survey results on positive learning climate.    -Teacher classroom observations.  -Duty teacher supervision notes on playground behavior.  -Data collected from students on IBSP.  -Discussion with the PLC team leaders.  -Discussion with School SIW.  -Evaluations and recommendations from District ESS professionals.  -Evaluations and consult notes shared with school from outside agencies. | -Lessons given by classroom teachers from the Zones Program.  -Listening to our students use Zones language in and outside of the classroom.  -Seeing their Zones work displayed in the classroom or the sharing of their Zones notebooks.  -All classrooms have a poster of Zones on the wall for students to refer to.  -Seeing students with Zones cards in a quiet space using them to self-regulate.  -Students referring to “the size of the problem” chart to work through their frustration.  -SIW working with small groups of students to practice the Zones strategies to help self-regulate.  -Outside agencies commenting of the use of Zones and being very successful when they work with one of our students. | -Teacher will deliver regular zone lessons.  -Small group reinforcement of zone lesson by Teacher, Guidance Counselor, School intervention Worker and Administration.  -One on one lesson for students as a tier 3 step for students as part of our pyramid of intervention.  -School wide assemblies and/or announcements to promote and review Zones of Regulation.  -Student connection club facilitated by guidance teacher to help students with friendships.  -Calming zones in classrooms for student breaks.  -Student leadership group reminding their peers of the Zones of Regulation strategies.  - Many students using the strategy of “how big is the problem”.  -Staff will review the “Zones Tools” and talk about how to get students to the expected Zones; this can included conversations about voices that match Zones (volume)  -Pilot a “period of mindfulness” with all students and staff in the whole school; 15 minutes after lunch, three days a week; try for 4-6 weeks to examine effectiveness; incorporate laughter and calming strategies | -Explanation of the Zones program is in our school handbook.  -PL item on grade level team meetings agenda.  -PSSC will have Zones presented to them for information and understanding and offer feedback.  -Check in with teachers at staff meetings. What is working? What is not working?  -Guidance counselor to deliver small lessons in classrooms to help implement Zones to our students in grade 3 new to our school.  - Open discussion with students on friendships and how safe they feel at school.  -Feedback opportunities on SIP and PLEWP display board in teacher conference room. | -Principal to prepare insert for handbook on the Zones of Regulation.  -Grade level Team Leaders.  -Principal will deliver through the Principal Report at a PSSC meeting.  -All teachers, administration and support staff.  -Guidance counselor to provide supporting materials to staff and assist in their Zone lessons. | -Language of Zones of Regulation is used regularly by staff and students; WITS is also a common language used.  -Posters are scattered throughout the building.  -Our School data has been returned…it now needs to be analyzed. |