

# Safe School Climate Plan

2018-2019 School Year



District: East Hartford

School: Norris Elementary

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Standard 1: Shared Mission</b> -is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>- In accordance with Public Law 11-232 and 11-93, EHBOE trains all staff in anti-bullying and mandated reporting protocols, respectively -All staff trained in fire drill and lockdown procedures -All staff implement PBIS/SRBI as part of prevention and intervention strategies to improve universal understanding and practical application of PBIS/SRBI to enhance capacity in Tiers I, II, II -Administrative review &amp; reports to school community about policies/procedures &amp; data.</p>	<p>-School-wide lesson plans focused on SEL and PBIS  -School-wide focus on PBIS strategies in Tier I and further program development in Tiers II/III  -Refinement of data collection practices and dissemination to all staff to improve core practices</p>	<p>-Second Step taught &amp; reinforced in grades K-5 -Use PD days for staff workshops focusing on school climate (Social Emotional Learning, PBIS Interventions, School Climate) - Safe School Climate Committee &amp; Specialist will support school-wide focus in Tier 1 PBIS strategies and further develop Tiers II/III -Specialist will refine data collection practices &amp; disseminate to all staff to improve core practices</p>	<p>-Usage of Restorative Practices language  -Electronic PBIS strategies for assessment and tiered intervention  -Dissemination of discipline data and use of data to inform practices or changes  -Analysis of student, parent and staff climate surveys</p>	<p>Ongoing during 2018-2019 school year</p>

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<p><b>Standard 1: Shared Mission</b> -do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>-Norris shares a vision of positive school climate as evidenced by the alignment of the School Improvement Plan with the District Improvement Plan.</p>	<p>-Universal use of Second Step lesson plans in the classroom aligned to district pacing</p> <p>-Student, parent and staff participation in school climate</p>	<p>-Second Step lesson plans for the classroom.</p> <p>-Climate Committee comprised of students, staff, and parents</p>	<p>-Development and deployment of Second Step lesson plans</p> <p>-Development of SEL taskforce with student, staff and parent membership</p> <p>-Parent, student and staff survey data (Spring 2018)</p>	<p>Ongoing during 2018-2019 school year</p>
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<p><b>Standard 1: Shared Vision</b> -what are the shared values?</p>	<p>-Our core values are <u>The Ways to Be:</u> *Be Positive *Be Polite *Be Productive</p> <p>-Common referral form identifying minor/major behavior</p>	<p>-Systematic implementation of core values in all areas of the school and on the bus</p>	<p>-SSC team will provide staff with resources, focusing on the core values, intervention strategies and restorative practices</p> <p>-SSC team will expand PBIS focus to cafeteria and bus.</p>	<p>-Dissemination of PBIS resources evidenced by PD sign-in sheets and/or survey (e.g. September staff meeting, PBIS flow chart, etc.).</p> <p>-Data analysis, including disaggregation</p>	<p>Ongoing during 2018-2019 school year</p>

			-Monthly review and dissemination of the disciplinary data	disseminated monthly as evidenced by SSC team agenda & minutes.	
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<b>Standard 2: Shared School Policies</b> -are there policies that promote the development of skills, knowledge and engagement?	-In accordance with Public Law 11-232, EHBOE trains all staff in anti-bullying and teen dating violence  -In accordance with Public Law 11-93, EHBOE trains all staff in mandated reporting protocols  -Core values focus on the social, civic and ethical skills for students	-Development of a safe school climate team and plan  -Building wide knowledge of the safe school climate specialist  -Ongoing training and PD as it relates to anti-bullying and mandated reporting as needed	-Handbook policy review on a yearly basis  -Safe school climate team, plan and specialist  - PD through faculty workshops as needed  -Use of data teams	-Annual review of handbook as evidenced by agenda or other documentation  -PD relating to policies as needed as evidenced by sign-in sheets  -School survey data (Spring 2018)	Ongoing during 2018-2019 school year
<b>Standard 2: Shared School Policies</b> -are there policies in place to address	-Tiered interventions  -Restorative practices philosophy  -School-wide attendance policy	-Attendance/truancy procedures  -SRBI Behavior programs	-Communicate attendance issues in a timely manner to parents/guardians by phone and mail; Incorporate use of automated phone	-Attendance letters sent in accordance to district policy -Attendance & truancy data reviewed monthly as evidenced by	Ongoing during 2018-2019 school year

barriers to learning?			calls  -Monthly SRBI Behavior meetings	SSC team agenda & minutes  -Attendance incentives for individual students and school wide  -SRBI Behavior Documentation	
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<b>Standard 3: School Practices</b> -are there practices in place to promote positive youth development?	-After-school activities  -Hip and Fit  -Student Government  -Peer mediation	-Social worker, school psychologist and will continue to collaborate and formulate their plans on coping skills, crisis management and positive programming	-SSC Co-chairs will offer PD on ways to talk with students in difficult situations (information will be disseminated to committee and grade level teams)  -PBIS strategies on reconnection and reflection on behaviors and use of restorative questions	-Student and staff survey data  -Monthly meetings with psychologist and social work  -PBIS handbook	Ongoing during 2018-2019 school year
<b>Standard 3: School Practices</b> -are there practices in place that	-Data teams and meeting times  -Current pacing guides and departmental curricula	-Common Core Alignment	-Analysis and focus on common planning as it relates to data generated from data teams	-Data Team feedback and data analysis  -Informal/formal observation post-	Ongoing during 2018-2019 school year

enhance teaching and learning?	-Use of instructional coaching, informal and formal observations  -Common Planning			conferences	
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<b>Standard 3: School Practices</b> -are there practices in place to address barriers to learning?	-SSC team (staff monthly meetings)  -Continued review of Tier II/Tier III interventions  -SRBI Academics and Behavior Teams	-Effective use of Data Team time and data analysis  -SRBI forms  -Progress monitoring for progress and acceleration	-Implementation and review of Safe School Climate Plan  -Ongoing school climate professional developments  -SEL skills and Second Step curriculum  -Modified SRBI forms	-Monthly discipline data review as evidenced by SSC agenda/minutes  -Monthly attendance data review as evidenced by SSC agenda/minutes  -Revised SRBI forms located on the shared drive	Ongoing during 2018-2019 school year
<b>Standard 3: School Practices</b> -are there practices in place that develop and sustain infrastructure	-Focus in Curriculum and Instruction, Data Teams and School Climate	-Review and implementation of the SIP and the feedback loop to teachers	- SIP process  -Ongoing school level and district level PD	-Information collected by the school wide data teams to inform school practices	Ongoing during 2018-2019 school year

and capacity building					
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<b>Standard 4: Safe Environment</b> -is the school creating a physically, emotionally, intellectually safe, healthy and welcoming environment?	-School Climate initiatives: <ul style="list-style-type: none"> <li>➤ PBIS</li> <li>➤ Basic School Climate Training for all staff</li> <li>➤ School Climate non-negotiables</li> <li>➤ School safety (critical incident, emergency response)</li> <li>➤ SEL</li> </ul> -Clubs and activities	-Streamline current programs to fall under the umbrella of School Climate  -Consistent implementation of restorative practices	-Review and revise school safety procedures and actions (fire drills, lockdowns, evacuations, etc.)  -Consistent use of bullying packet and investigation form  -Anti-bullying PD provided to staff throughout the year	-Administrative review of discipline data each month and year as evidenced by SSC minutes and agenda.  -Regular drills and review to cover emergency procedures as evidenced by practice drills & lockdowns.	Ongoing during 2018-2019 school year
<b>Standard 5: Social Justice</b> -is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice	- Club and activity drives: i.e. -Cultural community night -Holiday food and toy drives -Uniform donations	-Additional outreach programs and practices that promote civic responsibility and social justice	-Use SSC lesson plans to promote civic responsibility and social justice	-Student, staff, and parent survey  -SSC lesson plans	Ongoing during 2018-2019 school year

within the school community?					
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<b>Continuous Improvement:</b> -is there a clear understanding that school climate improvement is an ongoing process integral to wider school improvement?	-The PBIS team has taken on a larger role and will look to fall under the School Climate Team  -Established Safe School Climate Specialist  -Continue to streamline interventions, provide PD, coordinate safe and welcoming school environment offerings	-Focus will be placed on  ➤ PBIS ➤ School Climate and Restorative Practices ➤ School safety (critical incident, emergency response) ➤ SEL and Second Step curriculum ➤	-Data collection from discipline, attendance, surveys	-PD around adult actions and responses to inappropriate student behavior and reflection  -Review and revise safety protocols and procedures	Ongoing during 2018-2019 school year
<b>Family/Community Partnerships:</b> -Are all stakeholders' interests represented and reflected in the school climate	-School Governance Council -Regular use of school messenger system -Regular parent contact from principal, teachers, SSC and other staff -Revised Open House protocols to increase	-Formalized plan for teacher/parent meetings  -Increase involvement by parents in school events on/off campus	-Review revisions made to continue to promote a welcoming school environment (e.g. main office)  -Revisit school to home liaisons (i.e. residency officer,	-Analysis of school climate surveys both at the school and district level as well as feedback from the School Governance Council	Ongoing during 2018-2019 school year

improvement efforts?	engagement and attendance -Community newsletter		various social work agencies)		
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<b><u>Impact on Results:</u></b> -Is progress monitoring inherent in the school climate improvement process?	-Staff, student and parent survey data analysis  -Administrative discipline and attendance data	-Regularly scheduled data reporting to staff about the 3 areas of focus: ➤ PBIS ➤ School safety (critical incident, emergency response) ➤ SEL	-Staff, student and parent survey data collection	-Review and scoring of the Safe School Climate Plan via the Safe School Climate Rubric  -Second Step Summative Assessment	Ongoing during 2018-2019 school year