

Safe School Climate Plan East Hartford Schools

Gov. William Pitkin Elementary School

| National School Climate Standard | Current School Status (informed by data) | Areas Identified as Needing Improvement | Identified Strategies to Realize Improvement | Measurement and Documentation Options for Determining Improvement | Timeline for Reaching Improvement Goals |
|--|--|--|---|---|---|
| <p>Standard 1: Shared Mission -is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p> | <ul style="list-style-type: none"> -Mandated Reporter training -Bullying Training -Fire drill and lockdown training -continued implementation of PBIS/SRBI strategies and understandings -administrative review of policies, procedures and data -administrative reports to school community about policies, procedures and data | <ul style="list-style-type: none"> -use of Second Step and District Created lessons -improved anti-bullying education and curricula for students -refine data dissemination to staff for improvements -review and revise Critical Incident Box, roles and responsibilities | <ul style="list-style-type: none"> -Include use of PD days for staff workshops focusing on school climate -Safe School Climate Specialist will coordinate anti-bullying practices -continue to focus on Tier I, II, and III behaviors and identify needs/concerns from staff, students and parents -staff understanding of the procedures associated with anti-bullying | <p>Monitor and review the following:</p> <ul style="list-style-type: none"> -progress of PBIS -building safety procedures -usage of PBIS and Second Step -analysis of discipline data to determine need for changes -analysis of student, parent and staff surveys | <p>2016-2017 school year</p> |

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| <p>Standard 1: Shared Mission -do participants share a vision of what a positive school climate looks, feels and sounds like?</p> | <p>-PBIS initiatives have been in place and active for several years.</p> <p>-continued alignment of DIP with SIP</p> | <p>-universal use of PBIS, Second Step and District Created Lessons</p> | <p>PBIS is the main component in the School Climate Plan working on:</p> <ul style="list-style-type: none"> -staff, student and parent recognitions -PD workshops aligned with the school wide expectations of PBIS -review and implementation of Tier I, II, and III interventions | <ul style="list-style-type: none"> -parent, student and staff surveys conducted in the Spring -SET/TFI visits are conducted yearly | <p>2016-2017 school year</p> |
| <p>1: Shared Vision -what are the shared values?</p> | <p>-Established <u>Pitkin Goals</u>:</p> <ul style="list-style-type: none"> *Be Safe *Be Responsible *Be Respectful <p>-Major/Minor behavior identification by staff based on handbook</p> <p>-common referral form</p> | <p>-continued emphasis placed on the core values of our PBIS program</p> <p>-reiteration of major/minor behaviors</p> <p>-use and frequency of disciplinary referrals</p> <p>-continue monitoring by behavior managers of areas in the building that need reinforced measures of the core values</p> | <p>-PBIS team will provide staff with PD, focusing on the core values, intervention strategies for mean behaviors</p> <p>Trimester review by administration of the disciplinary data</p> <p>-dissemination of data to areas of need or improvement</p> | <ul style="list-style-type: none"> -disciplinary data through Eschool -disaggregate data within Excel spreadsheets | <p>2016-2017 school year</p> |

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| <p>Standard 2: Shared School Policies -are there policies that promote the development of skills, knowledge and engagement?</p> | <p>-in accordance with Public Law 11-232, EHBOE trains all staff in anti-bullying</p> <p>-in accordance with Public Law 11-93, EHBOE trains all staff in mandated reporting protocols</p> <p>-Lunch Bunch program focuses on the social and ethical skills for students</p> | <p>-creation of a safe school climate team</p> <p>-building wide knowledge of the safe school climate specialist</p> <p>-yearly training and PD as it relates to anti-bullying and mandated reporting</p> | <p>-Updated handbook policy review on a yearly basis</p> <p>-monthly PD through faculty workshops</p> <p>-use of data teams</p> | <p>-informal observations and post-conference feedback</p> <p>-data from school surveys</p> | <p>2016-2017 school year</p> |
| <p>Standard 2: Shared School Policies -are there policies in place to address barriers to learning?</p> | <p>-Tier 2 interventions</p> <p>-Tier 3 interventions</p> <p>-Anti-bullying policies</p> | <p>-Continued development of Tier I, II, III academic and social interventions</p> <p>-SRBI Plans</p> | <p>-PD on communication in difficult situations</p> <p>-monthly PBIS meetings</p> <p>-implementation and review of Safe School Climate Plan</p> | <p>-data from school surveys</p> | <p>2016-2017 school year</p> |

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| <p>Standard 3: School Practices -are there practices in place to promote positive youth development?</p> | <p>-Participation in Crossroads after school program</p> <p>-Student Leadership Opportunities</p> | <p>-School psychologist and Support Center and Social Work Staff will continue to collaborate and formulate their plans on coping skills, crisis management and positive programming</p> <p>-Focus on Kind Behaviors throughout all grade levels</p> | <p>-administrative PD on ways to talk with students in difficult situations</p> <p>-PBIS strategies on reconnection and reflection on behaviors</p> | <p>-student and staff survey data</p> <p>-monthly meetings with support staff members</p> | <p>2016-2017 school year</p> |
| <p>Standard 3: School Practices -are there practices in place that enhance teaching and learning?</p> | <p>-IDTs and SWDTs</p> <p>-current pacing guides</p> <p>-use of instructional coaching, informal and formal observations</p> <p>-Common Planning</p> | <p>-Administrator and Coaches to continue their review of curricula</p> <p>-alignment to Common Core as it applies</p> | <p>-analysis and focus on common planning as it relates to data generated from instructional data teams</p> | <p>-Data Team feedback and data analysis</p> <p>-informal/formal observation post-conferences</p> | <p>2016-2017 school year</p> |

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| <p>Standard 3: School Practices -are there practices in place to address barriers to learning?</p> | <p>-Anti-bullying programs and presentations</p> <p>-PBIS groups (student committee and staff monthly meetings)</p> <p>-continued review of Tier II and Tier III interventions</p> | <p>-effective use of Data Team meetings, grade level meetings and SWDT and data analysis</p> <p>-continued focus on PBIS initiatives</p> | <p>-implementation and review of Safe School Climate Plan</p> | <p>-review of office discipline data</p> <p>-review of student support center data</p> <p>-attendance data review</p> | <p>2016-2017 school year</p> |
| <p>Standard 3: School Practices -are there practices in place that develop and sustain infrastructure and capacity building</p> | <p>-Focus in Curriculum and Instruction, Data Teams and School Climate</p> | <p>-review, revision and implementation of the SIP by teachers, administration</p> | <p>Walkthrough data</p> | <p>-information collected by the school wide data teams</p> <p>-annual review of School-Wide Assessment Data</p> | <p>2016-2017 school year</p> |
| <p>Standard 4: Safe Environment -is the school creating a physically, emotionally, intellectually safe, healthy and welcoming environment?</p> | <p>-School Climate initiatives:</p> <ul style="list-style-type: none"> ➤ PBIS ➤ School safety (critical incident, emergency response) ➤ Anti-bullying program ➤ Student of the Month Assemblies | <p>-Continue to streamline current programs to fall under the umbrella of School Climate</p> | <p>-consistent use of bullying packet and investigation form</p> <p>-anti-bullying PD provided to staff throughout the year</p> <p>-enrich Tier I, II and III programs</p> | <p>-administrative review of discipline data each year</p> <p>-regular drills and review to cover emergency procedures</p> | |

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| <p>Standard 5: Social Justice -is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?</p> | <p>Activity drives: i.e. -holiday food and toy drives - Community Play teaching working together</p> | <p>-additional outreach programs and practices that promote civic responsibility and social justice</p> | <p>- Create additional programs to promote social and civic responsibility</p> | <p>-student, staff, and parent survey</p> | <p>2016-2017 school year</p> |
| <p>Continuous Improvement: -is there a clear understanding that school climate improvement is an ongoing process integral to wider school improvement?</p> | <p>-the PBIS team has combined with the School Climate Team -established Safe School Climate Specialist -continue to streamline interventions, provide PD, coordinate safe and welcoming school environment offerings</p> | <p>-focus will be placed on</p> <ul style="list-style-type: none"> ➤ PBIS ➤ School safety (critical incident, emergency response) ➤ Anti-bullying program | <p>-data collection from discipline, attendance, surveys, SET/TFI visits</p> | <p>-PD around adult actions and responses to inappropriate student behavior and reflection -review and revise safety protocols and procedures</p> | <p>2016-2017 school year</p> |

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| <p><u>Family/Community Partnerships:</u> -Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p> | <p>-PTO -regular use of school messenger system -regular parent contact from teachers, support center and administrator - increase engagement and attendance at PTO meetings</p> | <p>-formalized plan for teacher/parent meetings -increase involvement by parents in school events</p> | <p>-review and revisions made to continue to promote a welcoming school environment</p> | <p>-analysis of school climate surveys both at the school and district level -feedback from the PTO and parent surveys</p> | <p>2016-2017 school year</p> |
| <p><u>Impact on Results:</u> -Is progress monitoring inherent in the school climate improvement process?</p> | <p>-staff, student and parent survey data analysis -SET/TFI visit review -administrative discipline and attendance data</p> | <p>-regularly scheduled data reporting to staff about the 3 areas of focus: <ul style="list-style-type: none"> ➤ PBIS ➤ School safety (critical incident, emergency response) ➤ Second Step/District Lessons </p> | <p>-staff, student and parent survey data collection</p> | <p>-review and scoring of the Safe School Climate Plan via the Safe School Climate Rubric</p> | <p>2016-2017 school year</p> |