

## Safe School Climate Plan

**2018-2019 School Year**

**District: East Hartford**

**School: O'Brien Elementary**

| <b>National School Climate Standard</b>  | <b>Current School Status (informed by data)</b>   | <b>Areas Identified as Needing Improvement</b>   | <b>Identified Strategies to Realize Improvement</b>   | <b>Measurement &amp; Documentation Options for Determining Improvement</b>  | <b>Timeline for Reaching Improvement Goals</b> |
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| <p><b>Standard 1: Shared Mission</b><br/>-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<br/>-All staff trained in fire drill and lockdown procedures<br/>-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<br/>-Administrative review &amp; reports to school community about policies/procedures &amp; data.</p> | <p>-School-wide lesson plans focused on SEL and PBIS<br/><br/>-School-wide focus on PBIS strategies in Tier I and further program development in Tiers II/III<br/><br/>-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<br/>-Use PD days for staff workshops focusing on school climate (Social Emotional Learning, PBIS Interventions, School Climate)<br/>- Safe School Climate Committee &amp; Specialist will support school-wide focus in Tier 1 PBIS strategies and further develop Tiers II/III<br/>-Specialist will refine data collection practices &amp; disseminate to all staff to improve core practices</p> | <p>-Usage of Restorative Practices language<br/><br/>-Electronic PBIS strategies for assessment and tiered intervention<br/><br/>-Dissemination of discipline data and use of data to inform practices or changes<br/><br/>-Analysis of student, parent and staff climate surveys</p> | <p>Ongoing during 2018-2019 school year</p>    |

| 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     |
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| <p><b>Standard 1: Shared Mission</b></p> <p>-do participants share a vision of what a positive school climate looks, feels and sounds like?</p> | <p>-O'Brien established a high functioning PBIS Tier 1 program as evidenced through the completion of the TFI in the Spring of 2016</p> <p>-O'Brien 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></p> <p>-what are the shared values?</p>   | <p>-Our core values are <u>The Ways to Be:</u></p> <ul style="list-style-type: none"> <li>*Be Safe</li> <li>*Be Responsible</li> <li>*Be Respectful</li> </ul> <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</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</p>                              | <p>Ongoing during 2018-2019 school year</p> |

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

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| address barriers to learning?   | attendance policy   |   | automated phone calls<br><br>-Monthly SRBI Behavior meetings  | as evidenced by SSC team agenda & minutes<br><br>-Attendance incentives for individual students and school wide<br><br>-SRBI Behavior Documentation |  |
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| <b>Standard 3: School Practices</b><br>-are there practices in place to promote positive youth development? | -After-school activities<br>-Crossroads<br>-Student Government<br>-Yearbook Club<br>-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)<br><br>-PBIS strategies on reconnection and reflection on behaviors and use of restorative questions | -Student and staff survey data<br><br>-Monthly meetings with psychologist and social work<br><br>-PBIS handbook                                     | Ongoing during 2018-2019 school year           |
| <b>Standard 3: School Practices</b><br>-are there practices in  | -Data teams and meeting times<br>-Current pacing guides and departmental                            | -Common Core Alignment  | -Analysis and focus on common planning as it relates to data generated from data teams  | -Data Team feedback and data analysis<br><br>-Informal/formal   | Ongoing during 2018-2019 school year           |

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

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| infrastructure and capacity building   |  |  |   |  |  |
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| <b>Standard 4: Safe Environment</b><br>-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<br><br>-Consistent implementation of restorative practices | -Review and revise school safety procedures and actions (fire drills, lockdowns, evacuations, etc.)<br><br>-Consistent use of bullying packet and investigation form<br><br>-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.<br><br>-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><br>-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.<br>-Cultural community night<br>-Holiday food and toy drives<br>-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<br><br>-SSC lesson plans  | Ongoing during 2018-2019 school year           |

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| within the school community?  |   |  |  |   |  |
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| <b>Continuous Improvement:</b><br>-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<br><br>-Established Safe School Climate Specialist<br><br>-Continue to streamline interventions, provide PD, coordinate safe and welcoming school environment offerings | -Focus will be placed on<br><br>➤ PBIS<br>➤ School Climate and Restorative Practices<br>➤ School safety (critical incident, emergency response)<br>➤ SEL and Second Step curriculum<br>➤ | -Data collection from discipline, attendance, surveys  | -PD around adult actions and responses to inappropriate student behavior and reflection<br><br>-Review and revise safety protocols and procedures | Ongoing during 2018-2019 school year           |
| <b>Family/Community Partnerships:</b><br>-Are all stakeholders' interests represented and reflected in the school climate                                     | -School Governance Council<br>-Regular use of school messenger system<br>-Regular parent contact from principal, teachers, SSC and other staff<br>-Revised Open House protocols to increase   | -Formalized plan for teacher/parent meetings<br><br>-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)<br><br>-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           |

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