



## Sunset Ridge Middle School

International Baccalaureate MYP School

# SAFE SCHOOL CLIMATE PLAN 2018-2019

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line 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><i>Emergent:</i></p> <ul style="list-style-type: none"> <li>*All staff know and follow fire drill and lockdown procedures.</li> <li>*All staff are trained with the district policies related to bullying, mandated reporter, and OSHA policy.</li> <li>*All students are educated in the “Ways to Be” and mechanisms to report mean spirited behavior. Additionally, they are provided with district policies related to bullying, safety, and other school expectations/policies.</li> <li>*Administrative team regularly reviews school and discipline policies along with student, staff, and parent survey data.</li> </ul>	<ul style="list-style-type: none"> <li>*Staff will receive continued training on procedural expectations as they pertain to following the guidelines for maintaining a safe building:</li> <li>*To improve staff understanding of:               <ul style="list-style-type: none"> <li>▪ The link between the state law of bullying and how it is linked to district/school policies and practices through professional development and review of procedures and responsibilities associated with being a school employee</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>*Establish a School Climate Team and subcommittee to look at school wide initiatives on developing/maintaining a safe school climate and to provide feedback to SDT.               <ul style="list-style-type: none"> <li>▪ Develop and implement a safe school climate plan</li> <li>▪ Provide continued in-service for all staff</li> </ul> </li> <li>*Identified a safe school climate specialist to:               <ul style="list-style-type: none"> <li>▪ Develop and oversee the investigative/supervisory elements of reported acts of bullying</li> <li>▪ Maintain records of reports and verified acts of bullying</li> <li>▪ Coordinate anti-bullying practices</li> </ul> </li> <li>*Through training, staff will</li> </ul>	<ul style="list-style-type: none"> <li>*Implement the school climate plan to be monitored by the School Climate Team with goals and accountability points to:               <ul style="list-style-type: none"> <li>▪ Monitor and review building safety procedures</li> <li>▪ Monitor the progress and development of PBIS/SRBI</li> <li>▪ Provide staff with school climate PD</li> <li>▪ Analyze discipline and parent, student, and staff survey data to make systemic changes that positively impact school climate</li> </ul> </li> </ul>	<p>2018-19 school year</p>

	<p>*Administrative team will periodically report out to school community about goals, benchmarks, and progress</p>	<p>*Continued school wide focus on PBIS strategies in Tier I and further program development in Tiers II/III</p> <p>*School wide bullying education and prevention curricula will be delivered formally to students through SEL and second step curriculum.</p> <p>*Continued refinement of data collection practices and dissemination to staff to improve core practices</p>	<p>understand the revised definition of bullying and EHBOE/SUNSET reporting procedures for occurrences on and off school grounds</p> <p>*Disaggregate and disseminate discipline data to staff in order to address identified behavioral needs through specifically designed school wide core practices</p> <p>*Identify needs/concerns of students, staff, and parents and respond appropriately through program development and continued focus in Tiers I, II, III as elements of our PBIS/SRBI programs</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><i>Emergent:</i> *Presently Sunset school has a code of conduct known as the</p>	<p>*Staff will receive professional development to further clarify the PBIS system to gain continued understanding of universal design and application of core practices, programs, and terms in Tiers I, II, III</p>	<p>*The PBIS Leadership Team will operate under the auspices of the School Climate Team to collaborate with staff, students, and parents. PBIS will continue to serve as the conduit to create further understanding, development, and enhancement of a positive school climate in the following manner:</p> <ul style="list-style-type: none"> <li>▪ Continue to articulate, model and reinforce school wide expectations</li> <li>▪ Focused effort on developing core classroom practices/interventions to meet student needs</li> <li>▪ Continued development of Tier II/III and interventions, feedback loop, and exit criteria</li> <li>▪ Improve participation and awareness of incentive program to staff and students to support displays of positive behaviors and choices</li> </ul>	<p>*State, district, and school surveys will be used to assess current practices and to identify areas of growth.</p>	<p>2018-19 school year</p>
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<p><b>Standard 1: Shared Values</b> What are the shared values?</p>	<p><i>Maintenance:</i> *Our Core Values are: “<i>The Ways to Be</i>” -Be Respectful -Be Safe -Be Responsible -Be a Positive Role Model</p>	<p>*Core values will continue to be addressed and implemented systemically. *Administrative Team will continue to teach/ emphasize our school wide expectations through modeling, professional development, and reinforcement of the <i>Ways to Be</i></p> <ul style="list-style-type: none"> <li>▪ Core values will continue to be defined and reinforced with students through universal team practices and continued classroom focus</li> <li>▪ Teams will be apprised of student progress via discipline data as a means to identify and address behavioral trends</li> </ul> <p>*Administrative team will continue to refine supervision practices in the common areas to reinforce and teach the appropriate behaviors of</p>	<p>*Administrative/PBIS leadership team will provide staff with annual PD, faculty updates, and on-going PBIS program initiatives to further develop consistency and understanding of our <i>Ways to Be</i></p> <p>*Administrative team will provide updated discipline data quarterly to support/and work with teams and teachers to develop universal team practices in the areas of:</p> <ul style="list-style-type: none"> <li>▪ Developing team norms</li> <li>▪ Establishing consistent classroom routines</li> <li>▪ Identify the top behavioral issues/trends of each team and to develop strategies and interventions to address specific needs</li> </ul> <p>*Administrative team will continue to examine supervisory protocols to reinforce the <i>Ways to Be</i> and to adjust practices as determined through trends gleaned from data collection</p>	<p>*The Discipline Management System (DMS) has been developed to reinforce PBIS expectations through data collection, progressive discipline and support, parental involvement, and continued education and commitment to the <i>Ways to Be</i>. Progress will be determined through reduction of ISS/OSS</p>	<p>2018-19 school year</p>
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	<b>Current School Status (informed by data) To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<b>Standard 1: Shared Goals</b> What are the shared priorities?	<i>Emergent:</i> *Continued commitment to implement the Safe School Climate Plan through concrete actionable steps that reflects district and school priorities	*The Safe School Climate Plan will continue to maintain, develop, and assess programs and procedures that impact its three domains: <ol style="list-style-type: none"> <li>1. School Safety</li> <li>2. PBIS</li> </ol>	*The Safe School Climate Plan will be deliberate, comprehensive and clear for the school community to understand in their application of practices and procedures that will contribute to maintaining a safe and positive school environment	*The Safe School Climate Plan will include a coherent infrastructure with goals and accountability points to be monitored by the School Climate Team  * State, district, and school surveys will be used to assess current practices and to identify areas of growth	2018-19 school year
<b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?	<i>Maintenance:</i> *The East Hartford Board of Education (EHBOE) in accordance with state law has implemented a Safe School Climate Plan for each school  *The EHBOE has adopted a wide range of policies that are focused on the continued development of social, emotional, ethical, civic, and intellectual skills	* Will identify a Safe School Climate Team which will govern the School Climate Plan: <ul style="list-style-type: none"> <li>▪ Identified a Safe School Climate Specialist</li> <li>▪ Provided training of the bullying policy for all stakeholders including the identification, reporting, and verification process</li> <li>▪ Refined the documentation and maintenance log</li> <li>▪ Continue to</li> </ul>	*Building administration will implement the Safe School Climate Plan in accordance with EHBOE policy that will be reflected, shared and monitored in the following manner: <ul style="list-style-type: none"> <li>▪ Building administration will conduct a yearly review of student handbook, administrative guidelines, and discipline data</li> <li>▪ Building administration will conduct yearly professional</li> </ul>	* State, district, and school surveys will be used to assess current practices and to identify areas of growth  *Materials collected from instructional rounds, PBIS set visit, and other formal/informal observations  *Teacher feedback of internal/external professional development and instructional coaching  *Informal observations and post-conference feedback	2018-19 school year

		<p>implement prevention and intervention strategies</p> <ul style="list-style-type: none"> <li>Complete school climate assessments as determined by the EHBOE</li> </ul>	<p>development</p> <p>*Curriculum and Instructional focus</p> <ul style="list-style-type: none"> <li>Building administration will continue to provide a curriculum and instructional focus through the Instructional Rounds Process, informal observations, on-going instructional coaching from external experts and internal professional development provided by administrators and teachers</li> <li>Continued focus on instructional and school wide data teams</li> </ul>		
<p><b>Standard 2: Shared School Policies</b></p> <p>Are these policies in place to address barriers to learning?</p>	<p><i>Awareness:</i></p> <p>*Sunset Ridge follows all EHBOE policies to ensure social, emotional, ethical, and civic development. As needed, building administration, reviews policies during Student Support Team (SST) meetings, PTO meetings, school governance meetings, newsletters, team meetings, assemblies and</p>	<p>*Continued development of Tier I,II,III academic and social interventions</p> <p>-Building administrators will provide support/direction to build capacity in Tier I and to assist in the development of academic and behavioral interventions</p> <p>-Behavioral Plans – Tier II</p> <p>-Student Assistance Center (SAC) – Tier II</p>	<p>*Building administration/PBIS Leadership Team and support staff will provide professional development to promote the social and academic development of the student</p> <p>*School team is attending Safe School Climate Training.</p>	<p>* State, district, and school surveys will be used to assess current practices and to identify areas of growth</p>	<p>2018-19 school year</p>

	town hall student meetings to ensure all students' needs are being met.	-Early Intervention Plans (EIP) for regular education students –Tier III -Individual Education Plan (IEP) for special education students – Tier III			
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<p><b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? <b>(This is generally the component of the plan provided to the district by the Law Firm advising the district.)</b></p>	<p><i>Maintenance:</i> *SUNSET has identified a safe school climate plan to encourage Bullying Prevention across the school. Additionally, a bullying packet is in place that defines types of mean behavior with suggested actions and consequences (rubric included). *Ways to be lessons, steps to success, and the second step program are utilized.</p>	<p>*SUNSET is in the process of meeting all of the required steps as indicated by P.A. 11-232</p>	<ol style="list-style-type: none"> <li>1. Safe School Climate Coordinator has been appointed</li> <li>2. Safe School Climate Team (Update Team) has been established for the 2016-17 school year</li> <li>3. Safe School Climate Plan has been completed for the 2016-17 school year</li> <li>4. Bullying report and investigative forms have been implemented for students, parents, and school employees to be</li> </ol>	<p>*Feedback from students, parents, staff and administrative team</p>	<p>2018-19 school year</p>

			facilitated by administration		
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<p><b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?</p>	<p><i>Emergent:</i> Within classrooms and through existing in school and production companies, SUNSET has been able to identify, promote, and respond to student needs through positive programs. SUNSET offers a plethora of programs including:</p> <ul style="list-style-type: none"> <li>▪ Peer Leaders and Student Ambassador Program</li> <li>▪ Second step program</li> </ul>	<p>Providing assistance of PBIS “best practices” to non-certified staff and restorative practices to all staff membes</p>	<p>Administrative team will work with school personnel to address students’ emotional and social development. Student success plans and behavior plans for students as needed Continued emphasis of peer leadership program and mentors across the school</p>	<p>Student and staff feedback  Consult with school personnel</p>	<p>2018-19 school year</p>
<p><b>Standard 3: School Practices</b> Are there practices in place that enhance teaching and learning?</p>	<p><i>Maintenance:</i>  <b><u>Curriculum and Instruction:</u></b> *Implement grade level curriculum with fidelity  <b><u>Data Teams:</u></b> Regular data teams across grade level (including essentialists)</p>	<p>Continue to review and revise curriculum/instruction standards and assessments as needed through data analysis, reflective practices and collaboration *Additional support for implementation of learning centers and intervention blocks.</p>	<p>Continue to participate in Instructional Round s Process SWDT will collect data from IDT reporting guides regarding SIP goals of revising curriculum and creating pacing guides Narrative data compiled from classroom walkthroughs, formal and informal</p>	<p>Use data from Instructional Rounds process to share with staff and holistically improve practices Data analysis will provide tangible results to continue the revision and implementation process to revise/ improve curriculum, gauge pace, and inform instructional techniques</p>	<p>2018-19 school year</p>



			<p>observations will be used to review curriculum pace and instructional strategies</p> <p>Participate in the Academic Walkthroughs process.</p>	<p>Continued feedback loop from administrator to staff regarding classroom performance via informal/formal observations –all proficient staff will receive one informal/formal observation</p> <p>Professional development calendars and attendance records will reflect adult participation and action regarding professional growth</p> <p>Annual review of STAR data (in August) , with an emphasis on vertical scores to demonstrate progress over a three year period toward achievement in Tier I academic goals for overall reduction of achievement gaps</p>	
<p><b>Standard 3: School Practices</b></p> <p>Are there practices in place to address barriers to learning?</p>	<p><i>Maintenance:</i></p> <p>A student support team (SST) meets weekly to discuss at-risk students. Additionally, a protocol is in place that allows teachers to meet the needs of struggling students in the classroom (Stop and Think or SAT, buddy teachers, school wide student support center, school psychologist, etc.)</p>	<p>Continued focus on PBIS/SRBI programs and Data Teams to document academic and behavioral data to effectively measure student improvement through the application of research based adult practices</p>	<p>Continued to provide professional development outlining procedures and practices regarding the Safe School Climate Plan which encompasses School Safety, PBIS, and the Bullying Prevention Program</p> <p>Continued focus on Tier I instructional and behavioral strategies through the</p>	<p>2018-19 school year</p>	<p>2018-19 school year</p>

	<p>Administration provides professional development (PD) as needed to address barriers to student learning.</p> <p>Continue to review internal Pre and post tests, universal screens, and STAR data to accurately inform instruction, improve Tier I core practices , and provide appropriate Tier II/III interventions for students</p> <p>Continued implementation of Tier II/ III interventions for 15% of the student population who require additional academic and behavioral support beyond the core practices that they receive</p> <p>District wide assessments</p> <p>Tiered interventions across the school.</p>		<p>implementation of SUNSET Ways to be Review Student Assistance Center (SAC) protocols and practices to improve as a Tier II behavioral and academic support system</p> <p>Continue to provide appropriate math and reading interventions based on data points to ensure appropriate entry and exit in the following Tier II/III support programs:</p> <ul style="list-style-type: none"> <li>▪ Lexia</li> <li>▪ Fraction Nation</li> <li>▪ Fast Math</li> <li>▪ LLI</li> </ul> <p>Review and revise Early Intervention Plans (EIP)</p>		
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<p><b>Standard 3: School Practices</b></p> <p>Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<p><i>Emergent:</i></p> <p>Implementation of SIP in three areas:</p> <ol style="list-style-type: none"> <li>1. Curriculum and Instruction</li> <li>2. School Climate</li> <li>3. Data Teams</li> </ol>	<p>Continued to monitor progress of the SIP through data collection, collaboration, and professional development</p>	<p>Continue to implement curriculum with fidelity</p> <p>Continue to refine, revise, and improve internal assessments pre and post tests to accurately reflect focused standards of</p>	<p>SUNSET Academic Walkthroughs and Student Achievement Meetings will be implemented this year.</p> <p>SWDT will collect data from IDT reporting</p>	<p>2018-19 school year</p>

			<p>student leaning and to provide data that improves instruction</p> <p>Developed and implement department pacing guides for all curricular areas that include focused instruction areas as well as interim assessment points</p> <p>Developed reporting mechanism from Instructional Data Teams to School Data Teams regarding instructional focus</p>	<p>guides regarding SIP goals of revising curriculum and creating pacing guides</p> <p>SWDT will collect data from IDT reporting guides regarding instructional strategy implementation</p> <p>Annual review of STAR and Smarter Balance data</p>	
<p><b>Standard 4: Safe Environment</b></p> <p>Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?</p>	<p><i>Emergent:</i></p> <p>Implementation of School Climate Plan with three focus areas:</p> <ol style="list-style-type: none"> <li>1. School Safety</li> <li>2. PBIS</li> <li>3. Ways to Be</li> </ol>	<p>To successfully morph PBIS committee into the Safe School Climate Team based on SIP goals that are aligned with DIP</p>	<p>Create an SUNSET School Climate Team with annual plans, goals and accountability points</p> <p>Continue to review and revise school safety protocols which include tardy tank, arrival and dismissal procedures, hallway safety, lockdown procedures, fire drills, evacuation procedures, and the tragedy response team protocols</p> <p>Continue to enhance PBIS program through the involvement of school climate practices, building capacity in Tiers I,II, and III, and further development of DMS and Incentive based programs</p> <p>Review and revise</p>	<p>Use discipline data to measure progress and implement school, team, and classroom expectations to enhance school climate and the development of strategies based on adult actions to reduce problematic behaviors and improve student decision making</p> <p>Continue to review/practice all safety protocols and procedures</p>	

			bullying report, investigative, and verification forms Monitor processes as well as the bullying curriculum and educational/informative school wide programs		
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<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 within school community?	<i>Emergent:</i> SUNSET staff organizes various civic and social initiatives each school year including but not limited to: <ul style="list-style-type: none"> <li>▪ Assisting with relief efforts</li> <li>▪ Partnerships with Children’s hospital</li> <li>▪ Assisting soup kitchens</li> <li>▪ Peer leaders assisting new students, open houses, etc.</li> </ul>	The school community will continue to focus on engaging in teacher practices that promote social justice, equity, and civic responsibility—to engage students and the community at large in meaningful ways	Continue to take an active role in the community by being involved in social and civic functions	Continued analysis of student, staff, and parent surveys Number of community outreach projects completed	2018-19 school year
<b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	The School Climate Team will continue to play a proactive role in planning, guiding and collaborating with staff to devise and implement a school climate plan that is based on the academic and social needs of the school	The School Climate Committee will focus on improving program development in the three areas: <ol style="list-style-type: none"> <li>1. School Safety</li> <li>2. PBIS</li> <li>3. Bullying Prevention Program</li> </ol>	The process of moving the School Climate Team forward will be based on data collection, staff input, and program development	Continue to analyze discipline data to measure progress and implement school, team, and classroom expectations *Identify strategies based on adult actions to reduce problematic behaviors and improve student	

		(Second Step)		decision making Continue to review/practice all safety protocols and procedures	
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<b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	PTO East Hartford Youth Services Parent/Students book Bingo Nights, open houses, etc. Establish school to home parent contact (team level) School Messenger System to contact parents regarding school news Award Ceremony Presentation to improve engagement/participation	Continue to identify ways to connect with and involve parents into the school community through Family Engagement Committee and school liaison. *Tracking of participation of parents and community members at events.	Continue to present a safe and welcoming environment where all members feel valued Identify professional development opportunities to assist staff with school to home communication strategies	Administer and analyze School Climate Survey and Student Climate Survey Administer and analyze School Wide Survey for students, staff, and administrators Engage and connect families to school Identify strategies as identified by analysis of District Wide Climate Survey and Student Climate Survey Tracking parental participation at events	2018-19 school year
<b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?	SUNSET continues to monitor the progress of the School Climate Plan in the areas of school safety, PBIS, and Ways to Be through student, staff, and parent surveys that are administered throughout the school year	School climate data will be analyzed and communicated staff to build capacity in the domains of school safety, PBIS, and Bullying Prevention	Upon completion of surveys, data will be assessed and further goals will be established and monitored Communicate appropriate data to staff quarterly.	Administer and analyze School Climate Survey and Student Climate Survey Administer and analyze School Wide Expectations Survey for students, staff, and administrators Engage and connect families to school Identify strategies as identified by analysis of District Wide Climate Survey and Student	2018-19 school year

				Climate Survey Continued analysis student, staff, and parent surveys	
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