



**EAST HARTFORD MIDDLE SCHOOL  
SAFE SCHOOL CLIMATE PLAN  
2012 – 2013**

| <b>National School Climate Standard</b>   | <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> |
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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><i>Emergent:</i><br/>* Continued focus on programs, policies, and practices to enhance/sustain positive school climate</p> <p>*All staff will be trained in fire drill and lockdown procedures</p> <p>*All staff will be trained in policies for understanding EHBOE/EHMS bullying policy and how to report mean spirited behavior/bullying to administration</p> <p>*All staff will consistently continue to 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, III</p> <p>*School-wide bullying</p> | <p>*Staff will receive continued training on procedural expectations as they pertain to following the guidelines for maintaining a safe building:</p> <p>*To improve staff understanding of:</p> <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> <p>*Continued school wide focus on PBIS strategies in Tier I and further</p> | <p>*Establish a School Climate Team to look at school wide initiatives on developing/maintaining a safe school climate</p> <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> <p>*Identified a safe school climate specialist to:</p> <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> <p>*Through training, staff will understand the revised definition of bullying and EHBOE/EHMS reporting procedures for occurrences on and off school grounds</p> | <p>*Implement the school climate plan for the 2012-2013 year to be monitored by the School Climate Team with goals and accountability points to:</p> <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>▪ Implement anti-bullying curriculum</li> <li>▪ Refine the reporting and verification process of bullying</li> <li>▪ Analyze discipline and staff survey data to make systemic changes that</li> </ul> | <p>2012-2013 school year</p>                    |

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|  | <p>education and prevention curricula will be taught and reviewed</p> <p>*Administrative team will assess program, policies, and practices through data collection:</p> <ul style="list-style-type: none"> <li>▪ Discipline Management System (DMS)</li> <li>▪ Student, staff, parent surveys</li> </ul> <p>*Administrative team will periodically report out to school community about goals, benchmarks, and progress</p> | <p>program development in Tiers II/III</p> <p>*School wide bullying education and prevention curricula will be delivered formally to students</p> <p>*Continued refinement of data collection practices and dissemination to staff to improve core practices</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> | <p>positively impact school climate</p> |  |
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| <p><b>Standard 1: Shared Mission</b><br/>Do participants share a vision of what a positive school climate looks feels and sounds like?</p> | <p><i>Emergent:</i><br/>*EHMS has established a high functioning PBIS program—as evidenced through the completion of the School Wide Evaluation Tool (SET) facilitated by CREC on 1/11/12. The assessment determined that at least 80% of staff and students are in compliance as a school community in understanding the key elements associated with a positive school climate</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>2012-2013 school year</p> |
| <p><b>Standard 1: Shared Values</b><br/>What are the shared values?</p>  | <p><i>Maintenance:</i><br/>*Our Core Values are:<br/><i>The Ways to Be</i><br/>-Be Respectful</p>  | <p>*Core values will continue to be addressed and implemented systemically.</p>   | <p>*Administrative/PBIS leadership team will provide staff with annual PD, faculty updates, and on-going PBIS</p>  | <p>*The Discipline Management System (DMS) has been developed to reinforce</p>                                       | <p>2012-2013 school year</p> |

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|  | <p>-Be Safe<br/>-Be Responsible<br/>-Be a Leader</p> | <p>*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 our students</p> | <p>program initiatives to further develop consistency and understanding of our <i>Ways to Be</i></p> <p>*Administrative team will provide updated discipline data annually 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>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> |  |
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|  | <b>Current School Status</b> | <b>Areas Identified as</b> | <b>Identified Strategies to</b> | <b>Measurement and</b> | <b>Time Line for Reaching</b> |
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|   | <b>(informed by data) To What Extent is This Evident?</b>   | <b>Needing Improvement</b>   | <b>Realize Improvement</b>   | <b>Documentation Options for Determining Improvement</b>   | <b>Improvement Goals</b> |
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| <p><b>Standard 1: Shared Goals</b><br/>What are the shared priorities?</p>  | <p><i>Emergent:</i><br/>*Continued commitment to the development of a Safe School Climate Plan through concrete actionable steps that reflects district and school priorities</p>   | <p>*The Safe School Climate Plan will continue to maintain, develop, and assess programs and procedures that impact its three domains:</p> <ol style="list-style-type: none"> <li>1. School Safety</li> <li>2. PBIS</li> <li>3. Bullying Prevention Program</li> </ol>   | <p>*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</p>  | <p>*The Safe School Climate Plan will include a coherent infrastructure with goals and accountability points to be monitored by the School Climate Team</p> <p>* State, district, and school surveys will be used to assess current practices and to identify areas of growth</p>  | 2012-2013 school year    |
| <p><b>Standard 2: Shared School Policies</b><br/>Are there policies that promote the development of skills, knowledge and engagement?</p> | <p><i>Maintenance:</i><br/>*The East Hartford Board of Education (EHBOE) in accordance with state law has implemented a Safe School Climate Plan for each school</p> <p>*The EHBOE has adopted a wide range of policies that are focused on the continued development of social, emotional, ethical, civic, and intellectual skills</p> | <p>* Will identify a Safe School Climate Team which will govern the School Climate Plan:</p> <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 implement prevention and intervention strategies</li> </ul> | <p>*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:</p> <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 development</li> </ul> <p>*Curriculum and Instructional focus</p> <ul style="list-style-type: none"> <li>▪ Building</li> </ul> | <p>* State, district, and school surveys will be used to assess current practices and to identify areas of growth</p> <p>*Materials collected from instructional rounds</p> <p>*Teacher feedback of internal/external professional development and instructional coaching</p> <p>*Informal observations and post-conference feedback</p> | 2012-2013 school year    |

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|  |  | <ul style="list-style-type: none"> <li>▪ Complete school climate assessments as determined by the EHBOE</li> </ul> | <p>administration will coordinate an anti-bullying program and curriculum to be addressed school wide, within teams, and in the classroom</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> <li>▪ Continued emphasis on EHMS Instructional Non-Negotiables</li> <li>▪ Continued focus</li> </ul> |  |  |
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|   |  |  | on writing across the disciplines through the John Collins Writing Program  |  |                       |
| <b>Standard 2: Shared School Policies</b><br>Are these policies in place to address barriers to learning? | <i>Awareness:</i><br>*Building administration, special education teachers, and classroom teachers will meet weekly during team meetings to review PBIS/SRBI interventions and to create intervention and support plans to effectively meet student's academic and social needs | *Continued development of Tier I,II,III academic and social interventions<br>-Building administrators will provide support/direction to build capacity in Tier I and to assist in the development of academic and behavioral interventions<br>-Social, Organizational, Academic Programs (SOAP) –Tier II<br>-Academic Resource Center (ARC) – Tier II<br>-Early Intervention Plans (EIP) for regular education students –Tier III<br>-Intervention Action Plan (IAP) for special education students – Tier III<br>-EHMS Attendance Intervention Plan (AIP) | *Building administration/PBIS Leadership Team and support staff will provide professional development to promote the social and academic development of the student | * State, district, and school surveys will be used to assess current practices and to identify areas of growth | 2012-2013 school year |

| <b>National School Climate Standard</b>              | <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> |
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| <b>Policies on Dealing with P.A. 11-232 Bullying</b> | <i>Emergent:</i><br>EHMS has identified a                                       | *EHMS is in the process of meeting all of the  | 1. Safe School Climate                              | *Feedback from students, parents, staff and                              | 2012-2013 on-going                              |

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| <p><b>Allegations:</b><br/>Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?<br/><b>(This is generally the component of the plan provided to the district by the Law Firm advising the district.)</b></p> | <p>*Bullying Prevention Program has and will continue to address the following:</p> <ul style="list-style-type: none"> <li>▪ A bullying curriculum to disseminated to all students through the administrative team (State of the Union),</li> <li>▪ Support Staff/Guidance Teams through Developmental Guidance Program</li> <li>▪ PE/Health Department in Grade 6,7, and 8</li> <li>▪ School Wide awareness programs</li> </ul> | <p>required steps as indicated by P.A. 11-232</p> | <p>Coordinator has been appointed</p> <ol style="list-style-type: none"> <li>2. Safe School Climate Team will be established for the 2012-2013 school year</li> <li>3. Safe School Climate Plan will be completed for the 2012-2013 school year</li> <li>4. Bullying report and investigative forms have been implemented for students, parents, and school employees to be facilitated by administration</li> </ol> | <p>administrative team</p> |  |
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| 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 |
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| <p><b>Standard 3: School Practices</b><br/>Are there practices in place to promote positive youth development?</p> | <p><i>Emergent:</i><br/>Within classrooms and through existing in school/after school programs, EHMS has been able to identify, promote, and respond to student needs through positive programs. EHMS</p> | <p>*Guidance and support/staff will continue to implement a curriculum that is developmentally appropriate and supports students' emotional needs</p> | <p>*Administrative team will continue to work with guidance/support staff to develop and implement classroom instruction that addresses students emotional and social development</p> | <p>Student and staff feedback<br/><br/>Consult with guidance/support staff</p> | <p>2012- 2013 school year</p>            |



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|   | <p>offers a myriad of programs including:</p> <ul style="list-style-type: none"> <li>▪ Team building and cooperative learning activities that foster collaboration</li> <li>▪ Instrumental music and choral groups</li> <li>▪ After school activities and clubs</li> </ul> <p>The Guidance Department facilitates a developmental guidance program to enhance and support classroom instruction and to further advance the school climate through a curriculum that addresses building positive student relationships, anti-bullying, as well as social, organizational, and academic concerns</p> |  |   |   |                                |
| <p><b>Standard 3: School Practices</b><br/>Are there practices in place that enhance teaching and learning?</p> | <p><i>Maintenance:</i></p> <p><b><u>Curriculum and Instruction:</u></b></p> <ul style="list-style-type: none"> <li>*Implement department curriculum with fidelity</li> <li>*Maintain and improve a system of instructional coaching, classroom walk through, informal and formal observations, and continued communication with department heads to track curriculum pace and</li> </ul>   | <p>*Continue to review and revise curriculum/instruction standards and assessments as needed through data analysis, reflective practices and collaboration</p> | <p>*Continue to participate in Instructional Round s Process</p> <p>*SWDT will collect data from IDT reporting guides regarding SIP goals of revising curriculum and creating pacing guides</p> <p>*Narrative data compiled from classroom walkthroughs, formal and informal observations will be used to review curriculum</p> | <p>*Use data from Instructional Rounds process to share with staff and holistically improve practices</p> <p>*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>*Continued feedback loop from administrator</p> | <p>2012 – 2013 school year</p> |

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|  | <p>sequence</p> <ul style="list-style-type: none"> <li>*Implement pacing guides for all curricular areas that include focused instruction areas as well as interim assessment checkpoints</li> <li>*Refine/revise internal FCA's to analyze student assessment data to focus on our adult actions to meet the needs of the students and increase student achievement</li> <li>*Refine reporting mechanism for IDT and SWDT regarding instructional focus and pace</li> <li>*Implement a shared expectation and understanding of effective instruction across the departments<br/>(Focus on EHMS Non-neegotiables):</li> </ul> <ol style="list-style-type: none"> <li>1. Intentional Instructional Planning</li> <li>2. Student Engagement</li> <li>3. Rich, relevant and timely feedback to students</li> <li>4. Writing to learn across the</li> </ol> |  | <p>pace and instructional strategies</p> <ul style="list-style-type: none"> <li>*Participate in the Instructional Rounds process</li> <li>*Implement Collins/Cormier Support Workshops for group and individual support</li> </ul> | <p>to staff regarding classroom performance via informal/formal observations –all tenured staff will receive two informal observations</p> <ul style="list-style-type: none"> <li>*Professional development calendars and attendance records will reflect adult participation and action regarding professional growth</li> <li>*Annual review of CMT/CAPT 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</li> </ul> |  |
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|  | <p>disciplines</p> <p><u>External Consultants:</u></p> <ul style="list-style-type: none"> <li>*Continued implementation of the John Collins Writing Program</li> <li>*Continue to participate in instructional coaching through consultant David Cormier</li> <li>*Continued participation in Instructional Rounds (Connecticut Center for School Change)</li> </ul> <p><u>Internal Consultants:</u></p> <ul style="list-style-type: none"> <li>*Instructional Leadership Teams</li> <li>*Professional Development</li> <li>*Informal and formal evaluations and walkthroughs to monitor and tracks curriculum pace, sequence and instructional practice</li> </ul> <p><b><u>Data Teams:</u></b></p> <p><u>School Wide Data Teams:</u></p> <ul style="list-style-type: none"> <li>*Reorganized and reconstituted SWDT to include all representation from all departments</li> <li>*Align SWDT practices with CSDE Standards for SWDTs</li> <li>*Use standardized SWDT minutes to communicate the progress of the SIP and IDTs to staff and to DDT monthly monitor implementation and refine</li> </ul> |  |  |  |  |
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|  | <p>processes as needed</p> <p><u>Instructional Data Teams:</u><br/>         *Develop and disseminate rubric/checklist to align IDT minutes with district standards<br/>         *Develop and disseminate progress reporting protocol/monthly reporting document to SWDT<br/>         *Review/revise/create interim assessments for English, Math, Science, Social Studies that provide data teams with relevant student achievement data to drive the data team process</p> <p><u>System of accountability and communication for IDT, SWDT, and DDT</u><br/>         *Design and implement an accountability form for monthly reporting from IDT to SWDT/Building Principal<br/>         *Monitor the fidelity of the data team process at the building level to ensure the conversion of data analysis to instructional planning (IDT)<br/>         *Enhance the lateral accountability model through bi-annually reports progress of IDT's, SWDT's and SIP to DDT<br/>         *Monitor the fidelity of</p> |  |  |  |  |
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|  | the data team process and substantive feedback at the building level   |  |   |   |                         |
| <p><b>Standard 3: School Practices</b><br/>Are there practices in place to address barriers to learning?</p> | <p><i>Maintenance:</i><br/>*Continue to implement a structured PBIS/SRBI program that is systemically embedded in classroom strategies/interventions (Tier I), support services (Tier II/III), and supported by an administrative Discipline Management System (DMS) and student incentive based program</p> <p>*Administrative team will continue to provide internal high quality professional development to advance universal understanding of PBIS/SRBI to further develop core practices, strengthen interventions and support services</p> <p>*Continue to review internal CFA's, universal screens, and CMT 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/</p> | <p>*Continued focus on PBIS/SRBI programs and PLC's/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 implementation of EHMS Instructional Non-Negotiables and PBIS core values to be concurrently supported by DMS and Incentive Programs</p> <p>*Continue to revise, review, and improve Social-Organizational-Academic-Program (SOAP) as a Tier II intervention to meet needs of students</p> <p>*Review Academic Resource Center (ARC) protocols and practices to improve as a Tier II behavioral and academic support system</p> <p>*Continue to provide appropriate math and reading interventions</p> | <p>*PBIS SET concluded that EHMS demonstrated a minimum level of 80% in consistent application of PBIS</p> <p>*Review ISS/OSS data to measure goal of 10% reduction</p> <p>*Review department CFA data and IDT process to effectively use student assessment data to focus on teachers (adult actions) to meet the needs of students as defined by assessment data</p> <p>*Continue to use academic and behavioral data through the EIP/IAP process as a means to improve Tier I practices and to provide appropriate Tier II/III interventions</p> | School Year 2012 – 2013 |

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|  | III interventions for 15% of the student population who require additional academic and behavioral support beyond the core practices that they receive |  | based on data points to ensure appropriate entry and exit in the following Tier II/III support programs:<br><ul style="list-style-type: none"> <li>▪ Systems 44</li> <li>▪ Read 180</li> <li>▪ Math Excellence Lab</li> </ul> *Review and revise Early Intervention Plans (EIP) and Intervention Action Plans (IAP) |  |  |
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| <b>Standard 3: School Practices</b><br>Are there practices in place that develop and sustain infrastructure and capacity building? | <i>Emergent:</i><br>*Implementation of SIP in three areas: <ol style="list-style-type: none"> <li>1. Curriculum and Instruction</li> <li>2. Data Teams</li> <li>3. School Climate</li> </ol> | *Continued to monitor progress of the SIP through data collection, collaboration, and professional development | *Continue to implement curriculum with fidelity<br>*Continue to refine, revise, and improve internal assessments/CFA's to accurately reflect focused learning and to provide data that improves instruction<br>*Developed and implement department pacing guides for all curricular areas that include focused instruction areas as well as interim assessment points<br>*Developed reporting mechanism from Instructional Data Teams | *EHMS Instructional Rounds will provide classroom data three times per year<br>*SWDT will collect data from IDT reporting guides regarding SIP goals of revising curriculum and creating pacing guides<br>*SWDT will collect data from IDT reporting guides regarding instructional strategy implementation<br>*Annual review of CMT data | School Year 2012 – 2013                         |

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|  |  |   | <p>to School Data Teams regarding instructional focus</p> <ul style="list-style-type: none"> <li>*Implemented and disseminated EHMS Instructional Non-negotiables to all staff as a daily expectation</li> <li>*Implemented Instructional Coaching for all staff via David Cormier</li> <li>*Participated in Instructional Rounds process facilitated by the Connecticut Center for School Change</li> <li>*Implemented Collins/Cormier Support Workshops for group and individual support</li> </ul>  |  |  |
| <p><b>Standard 4: Safe Environment</b><br/>Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?</p> | <p><i>Emergent:</i><br/>*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. Bullying Prevention Program</li> </ol> | <p>*To successfully morph PBIS committee into the Safe School Climate Team based on SIP goals that are aligned with DIP</p> | <ul style="list-style-type: none"> <li>*Create an EHMS School Climate Team with annual plans, goals and accountability points</li> <li>*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</li> <li>*Continue to enhance PBIS program through the involvement of school climate practices, building capacity in Tiers I, II, and III, and further</li> </ul> | <ul style="list-style-type: none"> <li>*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</li> <li>*Continue to review/practice all safety protocols and procedures</li> </ul> |  |

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|  |  |  | development of DMS and Incentive based programs<br>*Review and revise bullying report, investigative, and verification forms<br>*Monitor processes as well as the bullying curriculum and educational/informative school wide programs |  |  |
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| <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 within school community? | <i>Emergent:</i><br>*EHMS staff organizes various civic and social initiatives each school year including but not limited to: <ul style="list-style-type: none"> <li>▪ Food Drive</li> <li>▪ Christmas Giving Tree</li> <li>▪ Staff Contribution to emergencies</li> <li>▪ Turkey Drive</li> <li>▪ Hockanum River clean—up</li> <li>▪ ASIS Walk</li> </ul> | *The school community will continue to focus on engaging in teacher practices that promote social justice 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  | School Year 2012-2013                    |
| <b>Continuous Improvement:</b><br>Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider                                   | 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  | *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> </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<br>*Identify strategies based on adult actions to reduce |  |



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| school improvement? | is based on the academic and social needs of the school | 3. Bullying Prevention Program |  | problematic behaviors and improve student decision making<br>*Continue to review/practice all safety protocols and procedures |  |
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| <b>National School Climate Standard</b>   | <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> |
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| <b>Family/Community Partnerships:</b><br>Are all stakeholders' interests represented and reflected in the school climate improvement efforts? | *Establish school to home parent contact (team level)<br>*Revised and implemented Open House/Back to School Night Protocols<br>*Revised and implemented new Parent Conference Week (Spring Session)<br>*Developed and implemented School Governance Council<br>*Continued to use School Messenger System to contact parents regarding school business<br>*Revised Award Ceremony Presentation to improve engagement/participation | *Continue to identify ways to connect with and involve parents into the school community  | *Continue to present a safe and welcoming environment where all members feel valued<br>*Identify professional development opportunities to assist staff with school to home communication strategies | *Administer and analyze School Climate Survey and Student Climate Survey<br>*Administer and analyze School Wide Expectations Survey for students, staff, and administrators<br>*Engage and connect families to school<br>*Identify strategies as identified by analysis of District Wide Climate Survey and Student Climate Survey | School Year 2012 – 2013                         |
| <b>Impact on Results:</b><br>Is progress monitoring inherent in the school climate improvement process?                                       | *EHMS continues to monitor the progress of the School Climate Plan in the areas of school safety, PBIS, and bullying prevention through student, staff,   | *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   | *Administer and analyze School Climate Survey and Student Climate Survey<br>*Administer and analyze School Wide Expectations Survey for  |   |

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|  | and parent surveys that are administered throughout the school year |  |  | students, staff, and administrators<br>*Engage and connect families to school<br>*Identify strategies as identified by analysis of District Wide Climate Survey and Student Climate Survey<br>*Continued analysis student, staff, and parent surveys |  |
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