



**Joseph o. Goodwin Elementary 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> It is recommended that the "Multiple Measures of Data" document be used as a guide for the kinds of data that would be important to review and include.	<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>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?	<b>School climate surveys given every year</b>	<b>-PBIS team to review data/make decisions</b> <b>-Ensure Second Step lessons</b>	<b>PBIS team to meet as often as other building level teams</b>	<b>-Meeting minutes</b> <b>-Documentation from classroom teachers of Second Step times</b>	<b>2012-2013 School year</b>
<b>Standard 1: Shared Mission</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?	<b>PBIS has been in place for many years</b>	<b>-New student training</b> <b>-Recognition of positives in other areas- bus, cafe</b>	<b>-School climate staff training</b> <b>-Give out more good news awards to additional staff</b>	<b>-SET data review</b> <b>-Staff, parent surveys in spring</b>	
<b>Standard 1: Shared Values</b> What are the shared values?	<b>Respectful, responsible, ready</b>	<b>-SSC referral vs. regular discipline referral;</b> <b>major/minor</b> <b>-PBIS team to review SSC data</b> <b>-Reduce referrals, suspensions, SSC time/incidents</b>	<b>-data for PBIS team</b>	<b>Reduced referrals</b>	
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<b>Standard 1: Shared Goals</b> What are the shared priorities?	<b>Student achievement tied with climate</b>	<b>Climate plan communicated</b>	<b>Input from staff and parents</b>	<b>Student/staff/parent surveys</b>	

<b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?	<b>EHBOE policies/ Bullying</b>	<b>-Review handbook -Reinforce RRR to parents</b>	<b>-Add information in handbook -Send matrix home in newsletter</b>	<b>-Survey data</b>	
<b>Standard 2: Shared School Policies</b> Are there policies in place to address barriers to learning?	<b>-EIP, data team, counseling, behavior plans, positive reinforcement, SSC</b>	<b>-Fidelity of EIP, reviewing plans on time -Adding behavioral tiers</b>	<b>PBIS data team review of plans</b>	<b>Meet regularly (every 6-8 weeks) to review EIP plans/progress, Progress monitoring for academics/behavior</b>	
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<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</b>	<b>-Bullying policy reviewed with staff -Safe school climate committee established, bullying protocol -Students encouraged to report incidents</b>	<b>-Add bullying policy to school website  -Staff review/definition, examples with students</b>	<b>Training all staff  Sign off for review, ensure Bullying added to handbook</b>	<b>Log of investigations/ incidents</b>	

<b>district.)</b>					
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<b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?	<b>(tier 1)</b> <b>After school programs, second step, assemblies, principal's breakfast, health curriculum, governor's reading program, after school clubs</b>	<b>Continue programs, encourage staff to develop new programs</b>	<b>Bigger celebrations (summer reading)</b>	<b>Increased achievement, caught being good awards data, membership in programs</b>	
<b>Standard 3: School Practices</b> Are there practices in place that enhance teaching and learning?	<b>District/CALI P.D.</b> <b>-Data team process</b> <b>-EIP brainstorming, common planning</b> <b>-SPED. Consult time</b>	<b>Align to common core</b>	<b>Common core training/sharing, Professional goals</b>	<b>Data team feedback</b>	
<b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?	<b>EIP, counseling, SSC, parents as partners (k), Parent conferences</b>	<b>Parent education</b>	<b>Implementation and review of safe school climate plan</b>	<b>Referral data, EIP data, SSC data, BIP data, attendance data</b>	
<b>National School Climate Standard</b>	<b>Current School Status (informed by data) To What</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize</b>	<b>Measurement and Documentation Options for</b>	<b>Time Line for Reaching Improvement</b>

	<b>Extent is This Evident?</b>		<b>Improvement</b>	<b>Determining Improvement</b>	<b>Goals</b>
<b>Standard 3: School Practices</b> Are there practices in place that develop and sustain infrastructure and capacity building?	<b>PTO, data and grade level meetings, staff meetings, climate/PBIS committee</b>	<b>-Establish PBIS committee</b>	<b>-Recruiting, sharing matrix</b>	<b>Regular meetings, data minutes</b>	
<b>Standard 4: Safe Environment</b> Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?	<b>Student work posted, welcome signs, rules posted, student pictures posted, achievements published in newsletter, parent info. Center, nurse, PE activities, availability of staff to discuss concerns , school tours, library improvements</b>	<b>Classroom rules posted through RRR grade-level matrix, increase parent involvement</b>	<b>Grade levels meet to develop, Increased communication with parents of events, volunteer opps.</b>	<b>Parent/student surveys</b>	
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<b>Standard 5: Social Justice</b> Is the school engaging in practices that promote the social	<b>Second Step, Equity team, courageous conversations, multi-cultural education, milk</b>	<b>Continue current practices, explore new ways to help community</b>	<b>Additional programs realized</b>	<b>List of activities/survey</b>	

and civic responsibilities and a sense of social justice within school community?	<b>donations, coat drive, CCMC donations, staff modeling appropriate behavior</b>				
<b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	<b>Part of district improvement plan, PBIS/school climate team, sharing of feedback for staff climate survey</b>		<b>Professional development</b>	<b>Pre-post school climate data</b>	
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<b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	<b>Staff informed and involved</b>	<b>Parent involvement and education</b>	<b>Share school plan with parents and obtain feedback</b>	<b>Plan modified per parent feedback</b>	
<b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?	<b>Share plan with staff, team in place</b>		<b>Change/modify based on feedback from surveys, SSC/data review</b>		