

**HOCKANUM ELEMENTARY SCHOOL**  
**SAFE SCHOOL CLIMATE PLAN**  
**2012 – 2013**  
**November 30, 2012**

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>            * 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/Hockanum School 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 education and prevention curricula will be taught</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 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</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 investigatory 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/Hockanum School 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 practices</li> <li>▪ Refine the reporting and verification process of bullying</li> <li>▪ Analyze discipline and staff survey data to make systemic changes that positively impact school climate</li> </ul>	<p>2012-2013 school year</p>

	<p>and reviewed</p> <p>*Leadership and PBIS teams will assess program, policies, and practices through data collection:</p> <ul style="list-style-type: none"> <li>▪ School-Wide Information System (SWIS)</li> <li>▪ Student, staff, parent surveys</li> </ul> <p>*Leadership team will periodically report out to school community about goals, benchmarks, and progress</p>	<p>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>		
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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> *Hockanum School has established a high functioning PBIS program—as evidenced through the completion of the School Wide Evaluation Tool (SET) on 5/31/12. 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 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> What are the shared values?</p>	<p><i>Maintenance:</i> *Our Core Values are: <i>B.E.A.R. Facts</i> -Be Positive -Act Responsibly</p>	<p>*Core values will continue to be addressed and implemented systemically. *Administrative Team</p>	<p>*Leadership &amp; PBIS teams will provide staff with annual PD, faculty updates, and on-going PBIS program initiatives</p>	<p>*The School-Wide Information System (SWIS) has been utilized to reinforce PBIS expectations through data</p>	<p>2012-2013 school year</p>

	-Effort Counts -Respect Others	will continue to teach/ emphasize our school wide expectations through modeling, professional development, and reinforcement of the <i>B.E.A.R Facts</i>  <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> *Leadership team will continue to refine supervision practices in the common areas to reinforce and teach the appropriate behaviors of our students	to further develop consistency and understanding of our <i>B.E.A.R. Facts</i>  *Leadership team will provide updated discipline data annually to support/and work with teams and teachers to develop universal team practices in the areas of:  <ul style="list-style-type: none"> <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> *PBIS team will continue to examine supervisory protocols to reinforce the <i>B.E.A.R. Facts</i> and to adjust practices as determined through trends gleaned from data collection	collection, progressive discipline and support, parental involvement, and continued education and commitment to the <i>B.E.A.R. Facts</i> . Progress will be determined through reduction of ISS/OSS	
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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</b>	<i>Emergent:</i>	*The Safe School	*The Safe School	*The Safe School	2012-2013 school year

<p><b>Goals</b> What are the shared priorities?</p>	<p>*Continued commitment to the development of a Safe School Climate Plan through concrete actionable steps that reflects district and school priorities</p>	<p>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 Practices</li> </ol>	<p>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>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>	
<p><b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?</p>	<p><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</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 stake-holders 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> <li>▪ Complete school climate assessments as determined by the EHBOE</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 administration will continue to provide a curriculum and instructional focus through the Instructional Rounds</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>	<p>2012-2013 school year</p>

			<p>Process, informal observations, on-going instructional coaching from external experts and internal professional development provided by administrators and teachers</p> <ul style="list-style-type: none"> <li>Continued focus on instructional and school wide data teams</li> </ul>		
<p><b>Standard 2: Shared School Policies</b> Are these policies in place to address barriers to learning?</p>	<p><i>Awareness:</i> *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</p>	<p>*Continued development of Tier I,II,III academic and social interventions -Building administrators will provide support/direction to build capacity in Tier I and to assist in the development of academic and behavioral interventions -Early Intervention Plans (EIP) for general education students –Tier II &amp; Tier III</p>	<p>*Building administration/PBIS team and support staff will provide professional development to promote the social and academic development of the student</p>	<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>

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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</p>	<p><i>Emergent:</i> Hockanum School has implemented: *A SEL curriculum, called Second-Step has</p>	<p>*Hockanum School 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>Safe School Climate Coordinator has been appointed</li> <li>Safe School</li> </ol>	<p>*Feedback from students, parents, staff and administrative team</p>	<p>2012-2013 on-going</p>

<p>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>been implemented to all classes grades Pre-K to 6 to address the following:</p> <ul style="list-style-type: none"> <li>▪ Skills for Learning</li> <li>▪ Empathy Training</li> <li>▪ Emotion Management</li> <li>▪ Problem Solving Skills, including Conflict Resolution Skills</li> </ul>		<p>Climate Team will be established for the 2012-2013 school year</p> <p>3. Safe School Climate Plan will be completed for the 2012-2013 school year</p> <p>4. Bullying report and investigative forms have been implemented for students, parents, and school employees to be facilitated by administration</p>		
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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 existing in school/after school programs, Hockanum School has been able to identify, promote, and respond to student needs through many positive programs &amp; PBIS initiatives.</p>	<p>*Classroom teachers will continue to implement a curriculum that is developmentally appropriate and supports students' emotional needs</p>	<p>*PBIS team will continue to work with classroom teachers to develop and implement classroom instruction that addresses students emotional and social development</p>	<p>Student and staff feedback</p> <p>Consult with Student Support Center Tutor</p>	<p>2012- 2013 school year</p>
<p><b>Standard 3: School Practices</b></p>	<p><i>Maintenance:</i>  <b>Curriculum and</b></p>	<p>*Continue to review and revise</p>	<p>*Continue to participate in Instructional Round s</p>	<p>*Use data from Instructional Rounds</p>	<p>2012 – 2013 school year</p>

<p>Are there practices in place that enhance teaching and learning?</p>	<p><b><u>Instruction:</u></b>  *Implement Language Arts, Writing, Math, Science and Social Studies curriculum with fidelity  *Maintain and improve a system of instructional coaching, classroom walk through, informal and formal observations, and continued communication with appropriate staff to track curriculum pace and sequence  *Implement pacing guides for all curricular areas that include focused instruction areas as well as interim assessment checkpoints  *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  *Refine reporting mechanism for IDT and SWDT regarding instructional focus and pace  *Implement a shared expectation and understanding of effective instruction</p>	<p>curriculum/instruction standards and assessments as needed through data analysis, reflective practices and collaboration</p>	<p>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 observations will be used to review curriculum pace and instructional strategies</p> <ul style="list-style-type: none"> <li>• S.R.B.I./ E.I.P. system in place for students that receive interventions based on need</li> </ul>	<p>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  *Continued feedback loop from administrator to staff regarding classroom performance via informal/formal observations –all tenured staff will receive two informal observations  *Professional development calendars and attendance records will reflect adult participation and action regarding professional growth  *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</p> <ul style="list-style-type: none"> <li>• Progress monitoring of EIP students occurs regularly: Tier 2: bi-monthly. Tier 3: weekly</li> </ul>	
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	<p>across the departments (Focus on EHMS Non- negotiables):</p> <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 disciplines</li> </ol> <p><u>External Consultants:</u> *Continued implementation of the John Collins Writing Program *Continue to participate in instructional coaching through consultant David Cormier *Continued participation in Instructional Rounds (Connecticut Center for School Change)</p> <p><u>Internal Consultants:</u> *Instructional Leadership Teams *Professional Development *Informal and formal evaluations and walkthroughs to monitor and tracks curriculum pace, sequence and instructional practice</p> <p><b><u>Data Teams:</u></b></p> <p><u>School Wide Data Teams:</u> *Reorganized and</p>				
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	<p>reconstituted SWDT to include all representation from all departments</p> <ul style="list-style-type: none"> <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</li> </ul> <p>monthly monitor implementation and refine processes as needed</p> <p><u>Instructional Data Teams:</u></p> <ul style="list-style-type: none"> <li>*Develop and disseminate rubric/checklist to align IDT minutes with district standards</li> <li>*Develop and disseminate progress reporting protocol/monthly reporting document to SWDT</li> <li>*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</li> </ul> <p><u>System of accountability and communication for IDT, SWDT, and DDT</u></p> <ul style="list-style-type: none"> <li>*Design and implement an accountability form</li> </ul>				
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	<p>for monthly reporting from IDT to SWDT/Building Principal</p> <ul style="list-style-type: none"> <li>*Monitor the fidelity of the data team process at the building level to ensure the conversion of data analysis to instructional planning (IDT)</li> <li>*Enhance the lateral accountability model through bi-annually reports progress of IDT's, SWDT's and SIP to DDT</li> <li>*Monitor the fidelity of the data team process and substantive feedback at the building level</li> </ul>				
<p><b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?</p>	<p><i>Maintenance:</i></p> <ul style="list-style-type: none"> <li>*Continue to implement a structured SRBI process that is systemically embedded in classroom strategies/interventions (Tier I), and supplemental interventions (Tier II &amp; Tier III).</li> <li>*Leadership team will continue to provide internal high quality professional development to advance universal understanding of PBIS/SRBI to further develop core practices, strengthen interventions</li> </ul>	<ul style="list-style-type: none"> <li>*Continued focus on PBIS initiatives and the SRBI process to document academic and behavioral data to effectively measure student improvement through the application of research based adult practices</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to provide professional development outlining procedures and practices regarding the Safe School Climate Plan which encompasses School Safety, PBIS, and Bullying Prevention Practices</li> <li>*Continued focus on Tier I instructional and behavioral strategies</li> <li>*Ongoing review and revision of Early Intervention Plans (EIP) a</li> </ul>	<ul style="list-style-type: none"> <li>*PBIS SET concluded that Hockanum School demonstrated a minimum level of 80% in consistent application of PBIS</li> <li>*Review ISS/OSS data to measure goal of 10% reduction</li> <li>*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</li> <li>*Continue to use academic and behavioral</li> </ul>	School Year 2012 – 2013

	and support services *Continue to review 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			data through the EIP process as a means to improve Tier I practices and to provide appropriate Tier II/III interventions	
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<b>Standard 3: School Practices</b> Are there practices in place that develop and sustain infrastructure and capacity building?	<i>Emergent:</i> *Implementation of SIP in three areas: 1. Curriculum and Instruction 2. Data Teams 3. School Climate	*Continued to monitor progress of the SIP through data collection, collaboration, and professional development	*Continue to implement curriculum with fidelity *Continue to refine, revise, and improve internal assessments/CFA's to accurately reflect focused standards of student learning and to provide data that improves instruction *Developed and implement pacing guides for all curricular areas that include focused instruction areas as well as interim assessment points *Developed reporting mechanism from Instructional Data Teams to School Data Teams regarding instructional focus *Participated in	*Hockanum School Instructional Rounds will provide classroom data three times per year *SWDT will collect data from IDT reporting guides regarding SIP goals of revising curriculum and creating pacing guides *SWDT will collect data from IDT reporting guides regarding instructional strategy implementation *Annual review of CMT data	School Year 2012 – 2013

			Instructional Rounds process facilitated by the Connecticut Center for School Change		
<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. Bullying Prevention Practices</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 a Hockanum School Safe Climate Team with annual plans, goals and accountability points</p> <p>*Continue to review and revise school safety protocols which include lockdown procedures, fire drills, evacuation procedures, and the tragedy response team protocols</p> <p>*Continue to enhance PBIS program through the evolution of school climate practices, building capacity in Tiers I,II, and III, and further development Incentive based programs</p> <p>*Review and revise bullying report, investigative, and verification forms</p> <p>*Monitor processes as well as the bullying curriculum and educational/informative school wide programs</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>	

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<p><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?</p>	<p><i>Emergent:</i> *Hockanum staff organizes various civic and social initiatives each school year including but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Classroom Animal Adoptions</li> <li>▪ Foodshare’s Annual Walk Against Hunger</li> <li>▪ Food Drives</li> </ul>	<p>*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</p>	<p>*Continue to take an active role in the community by being involved in social and civic functions</p>	<p>*Continued analysis of student, staff, and parent surveys</p>	<p>School Year 2012-2013</p>
<p><b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>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</p>	<p>*The School Climate Committee will focus on improving program development in the three areas:</p> <ol style="list-style-type: none"> <li>1. School Safety</li> <li>2. PBIS</li> <li>3. Bullying Prevention Practices</li> </ol>	<p>*The process of moving the School Climate Team forward will be based on data collection, staff input, and program development</p>	<p>*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 decision making *Continue to review/practice all safety protocols and procedures</p>	

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<p><b>Family/Community Partnerships:</b> Are all stakeholders’ interests represented and reflected in the school climate improvement efforts?</p>	<p>*Maintain the Parent Teacher Team (PTT) *Developed and implemented School Governance Council *Began use of the School Messenger System to contact parents regarding</p>	<p>*Continue to identify ways to connect with and involve parents into the school community</p>	<p>*Continue to present a safe and welcoming environment where all members feel valued *Identify professional development opportunities to assist staff with school to home</p>	<p>*Administer and analyze School Climate Survey and Student Climate Survey *Administer and analyze School Wide Expectations Survey for students, staff, and</p>	<p>School Year 2012 – 2013</p>

	<p>school business</p> <ul style="list-style-type: none"> <li>*Ongoing revision to the monthly Character Education Assemblies to improve engagement/participation</li> </ul>		<p>communication strategies</p>	<p>administrators</p> <ul style="list-style-type: none"> <li>*Engage and connect families to school</li> <li>*Identify strategies as identified by analysis of District Wide Climate Survey and Student Climate Survey</li> </ul>	
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<ul style="list-style-type: none"> <li>*Hockanum School continues to monitor the progress of the School Climate Plan in the areas of school safety, PBIS, and bullying prevention through student, staff, and parent surveys that are administered throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>*School climate data will be analyzed and communicated with staff to build capacity in the domains of school safety, PBIS, and Bullying Prevention</li> </ul>	<ul style="list-style-type: none"> <li>*Upon completion of surveys, data will be assessed and further goals will be established and monitored</li> </ul>	<ul style="list-style-type: none"> <li>*Administer and analyze School Climate Survey and Student Climate Survey</li> <li>*Administer and analyze School Wide Expectations Survey for students, staff, and administrators</li> <li>*Engage and connect families to school</li> <li>*Identify strategies as identified by analysis of District Wide Climate Survey and Student Climate Survey</li> <li>*Continued analysis student, staff, and parent surveys</li> </ul>	