



Synergy High School
SAFE SCHOOL CLIMATE PLAN
2016-2017

| 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>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p> | <p><i>Maintenance:</i></p> <ul style="list-style-type: none"> *All staff follow the school mission and vision that were developed in the Spring of 2012. Additionally, staff is committed to the EHPS/Synergy core beliefs. *All staff know and follow fire drill and lockdown procedures. *All staff are trained with the district policies related to bullying, mandated reporting, teen dating violence and OSHA policy. *All staff and students are required to report mean spirited behavior/bullying. *Additionally, all students are provided with the EHPS Bullying training through their Advisory class. *Students are provided with district policies related to safety, and other school expectations/policies. *Administrative team regularly reviews school and discipline policies along with student, staff, and parent survey data | <p>*To improve staff and student understanding of: 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 and Synergy student.</p> | <p>*The School Climate Team and Social Emotional subcommittee will continue to look at school wide initiatives on developing/maintaining a safe school climate and to provide feedback to SDT.</p> <p>*Staff are provided with a manual that includes district policies including mandated reporting, bullying, and safe school climate protocols.</p> <p>*Develop and implement a safe school climate plan</p> <p>*As needed, provide in service for all staff</p> <p>*Identified a safe school climate specialist to: develop and oversee the investigative/supervisory elements of reported acts of bullying, maintain records of reports and verified acts of bullying, and coordinate anti- bullying practices (including teen dating violence)</p> <p>*Through training; staff will understand the revised definition of bullying and EHBOE/Synergy reporting procedures for occurrences on and off school grounds. Students will also be provided with the district wide bullying training through their Advisory class.</p> | <p>*Implement the school climate plan for the 2016-2017 year to be monitored by the School Climate/Social Emotional subcommittee with goals and accountability points to: monitor and review building safety procedures, monitor the progress and development of PBIS, provide staff with school climate PD, encourage student leaders/students to lead anti- bullying activities, refine the reporting and verification process of bullying, and analyze discipline and parent, student, and staff survey data to make systemic changes that positively impact school climate.</p> | <p>2016-2017 school year</p> |
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| <p>Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks feels and sounds like?</p> | <p><i>Maintenance</i> *Presently Synergy High School has a code of conduct/core beliefs that include alignment to district core beliefs: Expectations Matter, Effort Matters, Competency Matters, Solutions Matter, Relationships Matter, and Results Matter *A formal PBIS assessment was made of Synergy High School which impacted creation of the 2016-2017 PBIS plan.</p> | <p>*Emphasis of core beliefs across the school *Staff will need formal or informal professional development opportunities to further clarify the PBIS system /de-escalation strategies to gain continued understanding of universal design and application of core practices, and programs.</p> | <p>*The PBIS Team has merged with our student support team so that core work can be streamlined. This group will meet once per week and 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: continue to articulate, model and reinforce school wide expectations, focused effort on developing core classroom practices, interventions to meet student needs, continued development of interventions, feedback loop, and exit criteria, and improve participation and awareness of incentive program (via CRI) to staff and students to support displays of positive behaviors and choices.</p> | <p>*State, district, and school surveys will be used to assess current practices and to identify areas of growth.</p> | <p>2016-2017 school year</p> |

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| <p>Standard 1: Shared Values What are the shared values?</p> | <p><i>Maintenance:</i> * Continued emphasis of core beliefs: Expectations Matter, Effort Matters, Competency Matters, Solutions Matter, Relationships Matter, and Results Matter</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>core beliefs</i> *Core values will continue to be defined and reinforced with students through universal team practices and continued classroom focus. *Administrative team will continue to refine supervision practices in the common areas to reinforce and teach the appropriate behaviors of our students.</p> | <p>* The Social/ Emotional subcommittee will provide staff with formal strategies during Tuesday Instructional Data Team meetings, contribute to annual professional development, faculty updates, and on-going PBIS program initiatives to further.</p> | <p>*The Student Support Team (SST) has been merged with our PBIS team to assist in the reinforcement of PBIS expectations.</p> | <p>2016-2017 school year</p> |
| <p>Standard 1: Shared Goals What are the shared priorities?</p> | <p><i>Maintenance</i> *Continued commitment to implement the Safe School Climate Plan (including attentiveness to teen dating violence) 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: school safety, PBIS, and Student Leadership/Prevention.</p> | <p>*The Safe School Climate Plan is 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. * State, district, and school surveys will be used to assess current practices and to identify areas of growth.</p> | <p>2016-2017 school year</p> |

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| <p>Standard 2: Shared School Policies 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>* Need for continued formal and informal training of the bullying policy for all stake- holders including the identification, reporting, and verification process and continue to implement prevention and intervention strategies.</p> <p>* Complete school climate assessments as determined by the EHBOE</p> | <p>*Synergy will implement the Safe School Climate Plan in accordance with EHBOE policy that will be reflected, shared and monitored in the following manner: building administration will conduct a yearly review of student handbook, administrative guidelines, and discipline data, building administration will conduct yearly professional development. *Curriculum and Instructional focus *Building administration will continue to provide a curriculum and instructional focus through informal observations, reviewing lesson plans. *Continued focus on instructional and school wide data teams</p> | <p>* State, district, and school surveys will be used to assess current practices and to identify areas of growth.</p> <p>*Materials collected PBIS set visit, and other formal/informal observations.</p> <p>*Teacher feedback of internal/external professional development</p> <p>*Implement informal observations and post-conference feedback as part of new teacher evaluation system.</p> | <p>2016-2017 school year</p> |
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| <p>Standard 2: Shared School Policies Are these policies in place to address barriers to learning?</p> | <p><i>Awareness:</i> *Synergy High School follows all EHBOE policies to ensure social, emotional, ethical, and civic development. As needed, building administration, reviews policies during Student Instructional Data Team Meetings, PTO meetings, school governance meetings, newsletters, team meetings, and assemblies to ensure all students' needs are being met.</p> | <p>*Continued development of academic and social interventions in Advisory. *Social/ Emotional subcommittee will provide support and direction to build teacher capacity in classrooms to assist in the development of academic and behavioral interventions such as Behavioral Plans, Student Support Center (SSC), and other student interventions.</p> | <p>*Building administration/ Social/ Emotional Subcommittee and support staff will provide professional development to promote the social and academic development of the student. *Creation of a de-escalation presentation to share with school personnel. *Social/ emotional subcommittee meetings.</p> | <p>* State, district, and school surveys will be used to assess current practices and to identify areas of growth.</p> | <p>2016-2017 school year</p> |

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| <p>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? (This is generally the component of the plan provided to the district by the Law Firm advising the district.)</p> | <p><i>Maintenance:</i> *Synergy High School has identified a safe school climate plan to encourage Bullying Prevention across the school. *The core beliefs are stated during morning announcements, instruction and displayed throughout the building lessons.</p> | <p>*Synergy High School needs to continue the process of meeting all of the required steps as indicated by P.A. 11-232 including Teen Dating Violence.</p> | <ol style="list-style-type: none"> 1. Safe School Climate Coordinator has been appointed. 2. Safe School Climate Team has been established for the 2016-2017 school year. 3. Safe School Climate Plan has been completed for the 2016-2017 school year. 4. Bullying report and investigative forms have been implemented for students, parents, and school employees to be facilitated by administration. | <p>*Feedback from students, parents, staff and administrative team</p> | <p>2016-2017 school year</p> |
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| <p>Standard 3: School Practices Are there practices in place to promote positive youth development?</p> | <p><i>Emergent:</i> Within classrooms, Synergy High School has been able to identify, promote, and respond to student needs through positive programs. Synergy High School offers a plethora of programs including: Advisory dedicated to preparing students for the world of work , Internships, PBIS Student Subcommittee, Dragon Dollars Program, assemblies, positive morning acknowledgements (core beliefs, dragon dollar leaders, etc.), Adventures Plus, and Cooperative Work Experience.</p> | <p>*Providing assistance of PBIS “best practices” to non-certified staff; individually, team professional development and weekly meetings.</p> | <p>*Administrative team will work with school personnel to address students’ emotional and social development. *Student success plans for all students. *Continued emphasis of peer leadership and Advisory programs.</p> | <p>Student and staff feedback Consult with school personnel</p> | <p>2016-2017 school year</p> |
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| <p>Standard 3: School Practices Are there practices in place that enhance teaching and learning?</p> | <p><i>Maintenance:</i></p> <p><u>Curriculum and Instruction:</u> *Implement grade level curriculum with fidelity, including relevant assessments.</p> <p><u>Data Teams:</u> *Regular school data teams *IDTs held weekly</p> | <p>*Continue to review and revise curriculum, instruction standards and assessments as needed through data analysis, reflective practices and collaboration.</p> <p>.</p> | <p>*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. *Participate in building walkthroughs. *Planning for active learning work.</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. *Continued feedback loop from administrator to staff regarding classroom performance via informal/formal observations –all tenured staff will receive two informal observations and one formal; non-tenured will receive two formal and one informal. *Annual review of CAPT, PSAT, SAT and STAR data, with an emphasis on overall reduction of achievement gaps</p> | <p>2016-2017 school year</p> |
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| <p>Standard 3: School Practices Are there practices in place to address barriers to learning?</p> | <p><i>Maintenance:</i> *A Social/ Emotional IDT subcommittee meets once per week to discuss at-risk students. Additionally, a protocol is in place that allows teachers to meet the needs of struggling students in the classroom prior to removal from the classroom</p> <p>*Administration provides professional development (PD) as needed to address barriers to student learning. *Continue to review internal assessments, and CAPT/SAT/ PSAT data to accurately inform instruction, improve core practices , and provide appropriate interventions for students. *Review students who require additional academic and behavioral support beyond the core practices that they receive.</p> | <p>*Continued focus on PBIS programs, and Instructional Data Teams to document academic and behavioral data as well as Career Readiness Inventories to effectively measure student improvement through the application of research based adult practices.</p> | <p>*Continue to provide professional development outlining procedures and practices regarding the Safe School Climate Plan which encompasses School Safety, PBIS, and the Bullying Prevention Program. *Continued focus on instructional and behavioral strategies through the implementation of Synergy High School’s core beliefs *Review Student Support Center (SSC) protocols and practices to improve behavioral and academic support system. *Continue to provide appropriate math and reading interventions based on data points to ensure appropriate entry and exit in academic support programs.</p> | <p>*Review ISS/OSS data to with the goal of reducing suspensions and thus reducing barriers to learning. *Review school assessment and behavioral data to effectively use student assessment data to focus on adult actions to meet the needs of students as defined by assessment data. *Use academic and behavioral data along with daily Career Readiness Inventories</p> | <p>School Year 2016-2017</p> |
| <p>Standard 3: School Practices</p> | <p><i>Maintenance</i> *Implementation of SIP</p> | <p>*Continued to monitor progress of the SIP</p> | <p>*Continue to implement curriculum with fidelity</p> | <p>* Building walkthroughs</p> | <p>School Year 2016-2017</p> |

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| <p>Are there practices in place that develop and sustain infrastructure and capacity building?</p> | <p>in three areas: 1. Curriculum and instruction 2. School Climate 3. Data Teams</p> | <p>through data collection, collaboration, and professional development.</p> | <p>*Continue to refine, revise, and improve internal assessments to accurately reflect focused standards of student leaning and to provide data that improves instruction. *Share subject specific data with larger school as SDT. *Implemented professional development initiatives.</p> | <p>*Student and staff data review *STAR data review *Annual review of CAPT/PSAT/ SAT data</p> | |
| <p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?</p> | <p><i>Emergent:</i> *Implementation of School Climate Plan with three focus areas: 1. School Safety 2. PBIS 3. Core Beliefs</p> | <p>*Emphasize the work of the PBIS committee in implementing work of a Safe School Climate Team based on SIP goals that are aligned with DIP.</p> | <p>*Social/ Emotional/ PBIS subcommittee will serve as school Climate Team with annual plans, goals and accountability points. *Continue to review and revise school safety protocols, dismissal procedures, hallway safety, lockdown procedures, fire drills, evacuation procedures, and the tragedy response team protocols. *Continue to enhance PBIS program through the involvement of school climate practices. *Develop Incentive based programs. *Complete bullying report, investigative, and verification forms. *Monitor processes as well as transition 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. *Continue to review/practice all safety protocols and procedures.</p> | |

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| <p>Standard 5: Social Justice 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> *Students continue to be required to fulfill 30 hours of community service as part of their graduation requirements</p> | <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 2016-2017</p> |
| <p>Continuous Improvement: 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: 1. School Safety 2. PBIS 3. Bullying Prevention Program</p> | <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> | |
| <p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p> | <p>*School governance council *Daily phone calls when students are absent *Advisory *Open house *Targeted two evening events at Synergy *School Messenger System to contact parents regarding school business *Revised Award Ceremony Presentation to improve participation</p> | <p>*Continue to identify ways to connect with and involve parents into the school community. *Tracking of participation of parents and community members at events.</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 communication strategies.</p> | <p>*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 Climate Survey *Tracking parental participation at events</p> | <p>School Year 2016-2017</p> |

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| <p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p> | <p>*Synergy High School continues to monitor the progress of the School Climate Plan in the areas of school safety, PBIS, and Core Beliefs through student, staff, and parent surveys that are administered throughout the school year.</p> | <p>*School climate data will be analyzed and communicated staff to build capacity in the domains of school safety, PBIS, and Bullying Prevention.</p> | <p>*Upon completion of surveys, data will be assessed and further goals will be established and monitored *Communicate appropriate data to staff quarterly.</p> | <p>*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 Climate Survey. *Continued analysis student, staff, and parent surveys.</p> | <p>School Year 2016-2017</p> |
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