



## CIBA Safe School Climate Plan (2018-2019 School Year)



**District: East Hartford**

**School: Connecticut IB Academy**

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline 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>	<ul style="list-style-type: none"> <li>-Mandated Reporter Training (DCF)</li> <li>-School Climate Training (Bullying, Harassment, and Suicide)</li> <li>-Fire drill and lockdown training, ongoing conversations regarding safety</li> <li>-continued implementation of SRBI</li> <li>-administrative review of policies, procedures and data</li> <li>-Ongoing explicit teaching of IB learner profile attributes and focus on positive learning community</li> </ul>	<ul style="list-style-type: none"> <li>-improved anti-bullying education and curricula for students</li> <li>-Ongoing conversations about safety, security, and wellness including community partners as needed</li> <li>-more PD on trauma sensitive instruction and adverse childhood experiences</li> <li>-increased monitoring of students' academic performance especially in MYP 4</li> </ul>	<ul style="list-style-type: none"> <li>-Enhance anti-bullying curricula in Health class. Consider use of Connections time.</li> <li>- continue to meet with School Security and Safety Team on a regular basis to review safety drills/refine as needed, review Critical Incident Structure, and discuss staff/student concerns and feedback</li> <li>-Meet with Health and Wellness committee to promote student wellness</li> <li>-PD on Trauma Informed Instruction with focus on Adverse Childhood Experiences (ACEs)</li> <li>-continue to focus on behaviors and identify needs/concerns from staff, students and parents. Meet with students to provide supports/teach skills.</li> <li>-Match students to appropriate level of academic support-provide tutoring (literacy tutor/peer tutor)</li> </ul>	<p>Monitor and review the following:</p> <ul style="list-style-type: none"> <li>-anti-bullying curricula and implementation</li> <li>-building safety procedures</li> <li>-committee meeting agendas, minutes, and action steps</li> <li>-PD materials and classroom implementation (classroom visits)</li> <li>-analysis of discipline and academic data</li> <li>-analysis of climate surveys (student, parent and staff)</li> </ul>	<p>2018-2019 school year</p>

<b>National School Climate Standard</b>	<b>Current School Status (informed by data)</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentatio n Options for Determining Improvement</b>	<b>Timeline for Reaching Improve ment Goals</b>
<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>-staff shares the same vision of what a positive school climate is and how it translates into the classroom</p> <p>-articulated in SIP which is aligned to DIP</p>	<p>-physical environment, signage, etc.</p>	<p>-Post student achievements (IB wall of fame), student pictures, student work, etc. in the hallways</p> <p>-Student created displays/ class bulletin boards</p> <p>-Implement suggestions from Welcoming Walkthrough</p>	<p>-analysis of climate surveys (student, parent and staff)</p> <p>-Evidence in hallways (before/after)</p>	<p>2018-2019 school year</p>
<p><b>Standard 1: Shared Vision</b> -what are the shared values?</p>	<p>-EHPS mission, vision, and core beliefs</p> <p>-CIBA mission statement</p> <p>-IB philosophy including IB learner profile, building international mindedness, and making the world a better place</p>	<p>-Review of how and to what extent values are communicated to various stakeholders</p>	<p>-Review of communication, website, school environment, etc.</p>	<p>-analysis of climate surveys (student, parent and staff)</p> <p>-analysis of communication and action steps moving forward</p>	<p>2018-2019 school year</p>

<b>National School Climate Standard</b>	<b>Current School Status (informed by data)</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>Timeline for Reaching Improvement Goals</b>
<p><b>Standard 2: Shared School Policies</b> -are there policies that promote the development of skills, knowledge and engagement?</p>	<p>-in accordance with Public Law 11-232, EHBOE trains all staff in anti-bullying</p> <p>-in accordance with Public Law 11-93, EHBOE trains all staff in mandated reporting protocols</p> <p>-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>-SIP which focuses on learner engagement</p>	<p>-building wide knowledge of the safe school climate specialist</p> <p>-continue to implement prevention and intervention strategies</p> <p>-continued focus on learner profile</p> <p>-providing opportunities for student led learning and collaboration</p>	<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> <p>-Review of Safe School Climate Plan in Security and Safety Team meetings</p> <p>-student handbook and policy review on a yearly basis</p> <p>-monthly PD through faculty workshops</p> <p>-Building administration will continue to provide a focus on curriculum and instruction through classroom visits, informal/formal observations, and coaching conversations</p> <p>-embedding IB learner profile into daily instruction and conversations</p> <p>-PD on increasing student engagement and intentional instructional design around this area</p>	<p>-informal/formal observations and post-conference feedback</p> <p>-analysis of climate surveys (student, parent and staff)</p>	<p>2018-2019 school year</p>

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Standard 2: Shared School Policies</b> -are there policies in place to address barriers to learning?</p>	<p>-in accordance with Public Law 11-232, EHBOE trains all staff in anti-bullying</p> <p>-in accordance with Public Law 11-93, EHBOE trains all staff in mandated reporting protocols</p> <p>-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 address barriers to learning including attendance policies, truancy, homelessness, etc.</p> <p>-SIP strategies to address barriers to learning</p>	<p>-Implementation of Safe School Climate plan</p> <p>-Concerted efforts for attendance and getting to school on time</p> <p>-Proactive communication about attendance before loss of credit</p>	<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> <p>-Review of Safe School Climate Plan in Security and Safety Team meetings</p> <p>-student handbook and policy review on a yearly basis</p> <p>-Building administration will continue classroom visits, informal/formal observations, and coaching conversations</p> <p>-Implementation of SIP</p>	<p>-informal observations and post-conference feedback</p> <p>-analysis of climate surveys (student, parent and staff)</p>	<p>2018-2019 school year</p>

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Standard 3: School Practices</b> -are there practices in place to promote positive youth development?</p>	<ul style="list-style-type: none"> <li>-Connections and community building days to strengthen relationships and build social skills</li> <li>-SAB activities and leadership groups</li> <li>-CIBA club and activities</li> <li>-EHHS sports teams program</li> <li>-Meetings with guidance</li> <li>-School events planned for social development</li> <li>-Focus on development of ATLs and IB learner profile attributes</li> </ul>	<ul style="list-style-type: none"> <li>-Develop Health and Wellness Committee</li> <li>-Provide PD on Trauma Informed Instruction so that staff is better equipped to promote positive youth development</li> <li>-More programming at CIBA that fosters positive youth development</li> </ul>	<ul style="list-style-type: none"> <li>-Meet with Health and Wellness committee to promote student wellness</li> <li>-PD on Trauma Informed Instruction with focus on Adverse Childhood Experiences (ACEs)</li> <li>-continue to focus on behaviors and identify needs/concerns from staff, students and parents. Meet with students to provide supports/teach skills</li> <li>-develop more community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>-committee meeting agendas, minutes, and action steps</li> <li>-PD materials and classroom implementation (classroom visits)</li> <li>-analysis of discipline and academic data</li> <li>-analysis of climate surveys (student, parent and staff)</li> <li>-more community partnerships that bring opportunities to promote youth development</li> </ul>	<p>2018-2019 school year</p>

<b>National School Climate Standard</b>	<b>Current School Status (informed by data)</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>Timeline for Reaching Improvement Goals</b>
<p><b>Standard 3: School Practices</b> -are there practices in place that enhance teaching and learning?</p>	<p>-Cycle of IB professional development</p> <p>-PD schedule consisting of school based PD, department based PD, and district offered PD</p> <p>-Implementation of TEval process</p> <p>-Student Achievement Meetings (SAM) 3x/year</p> <p>-Creation of interdisciplinary units</p> <p>-Analysis of IB and PSAT/SAT data to inform teaching</p>	<p>-Determine cycle of IB professional development</p> <p>-PD schedule that is balanced between various priorities (IB, district initiatives, state mandates, content specific staff wants, etc.)</p> <p>-Common planning time to work on curriculum (revisions/refinement), adjust to new IB requirements, ensure alignment (vertical/horizontal)</p> <p>-Alignment of daily instruction to ATLS</p> <p>-Create PSAT/SAT plan</p>	<p>-Provide IB PD to prioritized staff as determined by IB curricular revisions</p> <p>-Work with department supervisors and district staff to create PD calendar which balances various priorities</p> <p>-Provide time for subject teams to work on curriculum</p> <p>-See PSAT/SAT Plan</p>	<p>-Log of staff who attended IB PD and evidence of what they learned through classroom implementation and sharing what they learned with colleagues</p> <p>-PD schedule</p> <p>-Curriculum revisions</p> <p>-Data Team feedback and data analysis</p> <p>-Informal/formal observation post-conferences</p> <p>-PSAT/SAT data review</p>	<p>2018-2019 school year</p>

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Standard 3: School Practices</b> -are there practices in place to address barriers to learning?</p>	<p>-Interventions: Literacy tutoring/Peer tutoring program</p> <p>-Meetings with families for academic/behavioral concerns</p> <p>-Attendance committee to proactively monitor attendance and loss of credit</p>	<p>-increased monitoring of students' academic performance especially in MYP 4</p> <p>-increased communication between families and staff</p> <p>-Established attendance committee meetings and protocols</p> <p>-Increase student accessibility to health services</p>	<p>-Match students to appropriate level of academic support-provide tutoring (literacy tutor/peer tutor)</p> <p>-Creation of Google Form for teachers to report on student progress and for guidance to determine trends. Communication within 24 hours of the meeting to teachers including summary of meeting and action steps moving forward</p> <p>-Weekly attendance meeting schedule and review of protocols by # of absences and days of school</p> <p>-Refined protocols for students to obtain services from EHHS SBHC and Intercommunity</p>	<p>-analysis of climate surveys (student, parent and staff)</p> <p>-analysis of student report cards particularly growth over the school year</p> <p>-Information shared at parent meetings is comprehensive and teachers are provided with a summary of the meeting and next steps</p> <p>-Attendance committee meeting schedule, minutes, and protocols</p> <p>-Attendance data improves</p> <p>-Students are accessing services through SBHC and Intercommunity</p>	<p>2018-2019 school year</p>

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Standard 3: School Practices</b> -are there practices in place that develop and sustain infrastructure and capacity building?</p>	<p>-Implementation of the SIP in following areas:</p> <ul style="list-style-type: none"> <li>• Transforming student learning</li> <li>• Building a rich and vibrant learning culture</li> <li>• Attract and grow and talented and diverse work force</li> <li>• Responsibly invest district resources</li> </ul>	<p>-Continue to monitor progress of the SIP through data collection, collaboration, and professional development</p>	<p>-Effectively respond to school and classroom assessment data</p> <p>-TEAM mentorship program for new teachers</p> <p>-Distributed leadership</p> <p>-Seeking out new grant opportunities</p> <p>-Further develop the international student program</p>	<p>-Data analysis (particularly IB assessments and PSAT/SAT scores)</p> <p>-Successful completion of TEAM modules as determined by EHPS</p> <p>-Staff participation in school wide decisions</p> <p>-Increased funding through grants and international student tuition</p>	<p>2018-2019 school year</p>
<p><b>Standard 4: Safe Environment</b> -is the school creating a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p>-School Climate initiatives:</p> <ul style="list-style-type: none"> <li>➤ School safety (critical incident, emergency response)</li> <li>➤ Anti-bullying program</li> </ul>	<p>-Streamline current programs to fall under the umbrella of School Climate</p>	<p>-Host Welcoming Walkthrough to gain stakeholder feedback from multiple perspectives</p> <p>- Continue to meet with School Security and Safety Team on a regular basis to review safety drills/refine as needed, review Critical Incident Structure, and discuss staff/student concerns and feedback</p>	<p>-Implement suggestions from Welcoming Walkthrough</p> <p>-administrative review of discipline data each year</p> <p>-regular drills and review to cover emergency procedures</p>	<p>2018-2019 school year</p>



<b>National School Climate Standard</b>	<b>Current School Status (informed by data)</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>Timeline for Reaching Improvement Goals</b>
<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 the school community?</p>	<p>-MYP: Service as Action (SA)  -DP: Creativity, Activity, and Service (CAS)  Club sponsored service such as FPS raising awareness for hunger  -Human rights initiatives  -Service activities through Interact and SAB  -National Honor Society volunteerism</p>	<p>-Create/refine protocols for SA and CAS expectations.  -Need for more outreach programs both locally and globally  -More grade level opportunities for field trips and experiences to promote social and civic responsibilities</p>	<p>-Provide Connections time for entering experiences and reflection in ManageBac  -Seek additional outreach programs and practices that promote civic responsibility and social justice on the local and global scale  -Seek out additional partnerships and organizations to provide experiences for students in these areas</p>	<p>-Use of ManageBac to document SA and CAS experiences and reflections on them  -Increased quality of reflections logged in ManageBac  -Completion of additional outreach programs than the past  -Offering more field trips and experiences to students (grade level) than in the past</p>	<p>2018-2019 school year</p>
<p><b>Continuous Improvement:</b> -is there a clear understanding that school climate improvement is an ongoing process integral to wider school improvement?</p>	<p>-SIP and staff PD/conversations revolve around the theme of school climate improvement which is directly connected to wider school improvement</p>	<p>-Combine CIBA Security and Safety Committee with School Climate Team  -Review and refine Safe school Climate Plan with team members</p>	<p>- focus on school climate improvement based on data collection, staff input, and program development</p>	<p>-analysis of climate surveys (student, parent and staff)</p>	<p>2018-2019 school year</p>

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement-	Timeline for Reaching Improvement Goals
<p><b><u>Family/Community Partnerships:</u></b> -Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>-Monthly meetings with Parent Advisory Council (PAC)</p> <p>-Communication through regular use of school messenger system, monthly calendars, etc.</p> <p>-Parent/Guardian communication plan through TEval</p>	<p>-Increase involvement in PAC</p> <p>-Establish EHPS parent liaison with CIBA</p> <p>-Increase positive communication and communication of concerns</p>	<p>-Provide virtual option to join PAC meetings</p> <p>-Ask PAC members what presentations they would like to have</p> <p>-Establish Parent/Guardian communication plan</p> <p>-Establish EHPS parent liaison to strengthen partnerships with families and promote community partners</p> <p>-Plan school events using a cultural lens (different set ups, times, etc.)</p>	<p>-analysis of climate surveys (student, parent and staff)</p> <p>-feedback from PAC and monthly attendance numbers</p> <p>-increased communication with families for both positive reasons and concerns</p> <p>-increased programming with community partners</p>	<p>2018-2019 school year</p>

National School Climate Standard	Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p><b>Impact on Results:</b> -Is progress monitoring inherent in the school climate improvement process?</p>	<p>CIBA monitors the school climate improvement process through:</p> <ul style="list-style-type: none"> <li>-analysis of climate surveys (student, parent and staff)</li> <li>-Welcoming Walkthroughs conducted every three years</li> <li>-Walkthrough from District Instructional Task Force conducted every two years</li> <li>-Monitoring of SIP which embeds school climate improvement process strategies</li> <li>-Student Achievement Meetings (SAM) 3x/year</li> </ul>	<p>-Data gathered from climate surveys, walkthroughs, SIP, and SAMs will be discussed regularly with staff.</p>	<p>-Data gathered will be analyzed and action steps will be created based on data analysis and collaborative conversations</p>	<ul style="list-style-type: none"> <li>-Compare data gathered in Climate Surveys to previous year's data</li> <li>-Compare feedback from Welcoming Walkthrough and Instructional Walkthroughs to previous walkthroughs' data</li> <li>-Compare SAM data and findings with last year's SAMs</li> </ul>	<p>2018-2019 school year</p>