

Safe School Climate Plan 2023-2024

District: East Hartford Public Schools

School: Anna E. Norris Elementary School

Standard 1: Shared Mission				
Is it evident that all members of the school community are committed to the physical, emotional and intellectual safety of all learners?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p>*Align School Improvement Planning with focus on Active Attendance and Engagement for all</p> <p>*Utilize training for safety responses, fire, lockdown, evacuation drills; COVID response</p> <p>*Train all staff in Mandated Bullying & Mandated-Reporter training</p> <p>*All staff will consistently implement SEL/ PBIS/ Second Step practices as part of prevention and intervention strategies</p> <p>*School-wide bullying awareness and prevention instruction taught through (Second Step Program/ SEL)</p> <p>*Safe School/Healthy School Teacher Leadership Committee will assess</p>	<p>*Staff will consistently review, reflect and refine current safety plans for efficient health and safety responses to behaviors and emotions</p> <p>*Integrate tier one teaching of Second Step/ SEL through morning meetings and targeted lessons</p> <p>*Continued team meetings to review student safety and behavioral needs within the tier 1 and 2 environments with all support team members to create plans of support for learning and behavior</p> <p>*Engage in data cycles to include reflection, analysis and adjustment of behavioral plans</p> <p>*Engage staff in quarterly learning around engagement, SEL and de-</p>	<p>* Revise safe school climate plan</p> <p>*Principal will fill the role of safe school climate specialist to:</p> <ul style="list-style-type: none"> -Develop and oversee the investigative /supervisory elements of reported acts of bullying -Maintain records of reports and verified acts of bullying -Coordinate anti-bullying practices <p>*Staff will understand the revised definition of bullying and reporting procedures for occurrences</p>	<p>*Continued review of the climate plan to:</p> <ul style="list-style-type: none"> -Monitor and review building safety procedures -Monitor the progress and development of PBIS/ SEL/ Second Step lessons -Analyze school-wide discipline data to determine effectiveness and areas for improvement 	<p>*Ongoing during the 2023-2024 school year</p>

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program, policies, and practices	escalation strategies within the classroom using teacher leaders as guide			
<p style="text-align: center;">Standard 1: Shared Mission</p> <p style="text-align: center;">Do participants share a vision of what a Safe School Committee looks, feel and sounds like?</p>				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p>*The PBIS/SSHS teams have been active for several years. Each team has refined the process of defining behaviors and responses using a tiered system</p> <p>*Convene the Health and Safety Committee aligned to district guidelines to monitor and discuss best practices with nutrition, exercise, COVID response and family engagement</p>	<p>*The PBIS/SSCC will continue to create a shared understanding of the SEL standards, universal design and application of core practices, programs, and definitions of behaviors and responses in Tiers I, II, III</p>	<p>* PBIS/SSC will collaborate with staff, students, and parents. The SSC will continue to serve as the conduit to create further understanding, development, and enhancement of a Safe School Committee in the following manner:</p> <ul style="list-style-type: none"> -Continue to articulate, model and reinforce school wide expectations -Focused effort on developing core classroom practices/to meet student needs in alignment with SEL standards -Continued collaborative development of Tier II/III strategies -Staff and students to support displays of positive behaviors and choices 	<p>*Staff, student and family surveys will assess current practices and to identify areas of growth</p>	<p>*Ongoing during the 2023-2024 school year</p>

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Standard 1: Shared Values What are the shared values?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<ul style="list-style-type: none"> *Be Positive, Be Polite, Be Productive *Continue clear student systems to support student behavior *Align systems to SEL, Restorative Practices and SRBI-B 	<ul style="list-style-type: none"> *Continue to review behavioral data to ensure that students are accessing and engaging in learning 	<ul style="list-style-type: none"> *Daily reminders of Be Positive, Be Polite and Be Productive, along with other character/expectation reminders *Staff review monthly character traits and model appropriate behaviors for students in all areas of the building 	<ul style="list-style-type: none"> *Ongoing review of behavior referrals and students within the SRBI-B process *Ongoing meetings of PBIS team to review behavioral trends and identified supports 	<ul style="list-style-type: none"> *Ongoing during the 2023-2024 school year
Standard 1: Shared Goals What are the shared priorities?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<ul style="list-style-type: none"> *Continue to provide the required supplemental trainings for all staff in the areas of anti-bullying, mandated reporting and overall school safety *Continue to revise Safe School Climate Plan on an annual basis and in response to data 	<ul style="list-style-type: none"> *Continue to support the required supplemental trainings for all staff in the areas of anti-bullying, mandated reporting and overall school safety *Continue to revise Safe School Climate Plan on an annual basis and in response to data 	<ul style="list-style-type: none"> *Clear definitions and ongoing updates will be shared with all staff as it pertains to anti-bullying, mandated reporting, safe school, etc. 	<ul style="list-style-type: none"> *Continue to revise Safe School Climate Plan on an annual basis and in response to data 	<ul style="list-style-type: none"> *Ongoing during the 2023-2024 school year
Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?				

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<ul style="list-style-type: none"> *Annual training in the areas of anti-bullying, mandated reporting and school safety *Alignment to East Hartford Board of Education Policy: Anti-Bullying, Mandated Reporting, Safe School Climate Committee, Student Code of Conduct, Restorative Practices, Trauma Informed Instruction, SEL 	<ul style="list-style-type: none"> *Annual training in the areas of: Anti-Bullying, Mandated Reporting, Safe School Climate Committee, Student Code of Conduct, Restorative Practices, Trauma Informed Instruction, SEL 	<ul style="list-style-type: none"> *Building principal will continue to lead annual trainings and data review with all staff *Building principal will continue to lead Safe School Climate Team to review current procedures and practices 	<ul style="list-style-type: none"> *Staff feedback in professional development opportunities and trainings *Daily observations of staff practices 	<ul style="list-style-type: none"> *Ongoing during the 2023-2024 school year
<p style="text-align: center;">Standard 2: Shared School Policies Are these policies in place to address barriers to learning?</p>				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<ul style="list-style-type: none"> *All certified staff members and support staff participate in SRBI-A and SRBI-B cycles and develop appropriate plans to support student learning and access to instruction *SEL instruction occurs daily within the classroom *Academic and behavioral intervention occur in a three-tiered system and data is reviewed on a biweekly basis 	<ul style="list-style-type: none"> *SRBI program review and implementation *Alignment of SRBI practices to data cycles 	<ul style="list-style-type: none"> *Continue to teach and reinforce expected behaviors seen within all areas of the building *Continue to map out and align the SRBI cycles to natural data cycles 	<ul style="list-style-type: none"> *SRBI calendar and data review *Daily observations of staff and student practices 	<ul style="list-style-type: none"> *Ongoing during the 2023-2024 school year
<p>Policies on dealing with P.A. 11-232 Anti-Bullying Allegations: Does the plan include specific requirements in An Act Strengthening of School Bullying Laws?</p>				

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*Bullying prevention and training plan and ongoing review *Second Step SEL curriculum to address social and emotional needs	*Continue bullying prevention and training for all staff *Continue to review Second Step SEL curriculum	*Ongoing training in SEL and Anti-Bullying efforts	*District and school climate surveys and feedback	*Ongoing during the 2023-2024 school year
Standard 3: School Practices Are there practices in place to promote positive youth development?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
*Classroom practices include team building and cooperative learning, restorative practices, daily reminders, lunch bunches, student leadership opportunities, THRIVE after school program	*Continue to implement and monitor classroom practices to support student social, emotional and developmental needs	*PBIS team will review student participation, behavioral and attendance data in order to address needs	*Ongoing data tracking and discussion, as recorded in meeting minutes	*Ongoing during the 2023-2024 school year
Standard 3: School Practices Are there practices in place that enhance teaching and learning?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
*Instructional planning that develops student-centered and targeted lessons *Ongoing coaching cycles to support instruction in both literacy and math *Ongoing observation within the classroom to ensure that instruction is targeted, aligned and at an	*Opportunities for support staff collaboration to occur on a more frequent basis to discuss instructional focus, data and individualized student needs	*School Improvement Plan *SRBI Cycles *Progress Monitoring Data *Benchmark Data	*SRBI, PM and benchmark data	*Ongoing during the 2023-2024 school year

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appropriate level of challenge to students *Professional Development in all content areas *Ongoing biweekly review of student data and development of targeted skill instruction				
Standard 3: School Practices Are there practices in place to address barriers to learning?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
*Weekly data teams and grade level meetings to review student data *Ongoing training in literacy and math instruction, trauma informed instruction and social emotional learning *Review of SRBI-A and SRBI-B data in alignment to set SRBI cycles	*Opportunities for support staff collaboration to occur on a more frequent basis to discuss instructional focus, data and individualized student needs	*SRBI Cycles *Progress Monitoring Data *Benchmark Data	*SRBI Data *Progress Monitoring Data *Benchmark Data	*Ongoing during the 2023-2024 school year
Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
*Ongoing training in literacy and math instruction, trauma informed instruction and social emotional learning *Training is available to all certified and non-certified staff in an ongoing basis	*Continue to monitor progress of staff capacity and develop professional development opportunities in alignment to data	*SRBI Cycles *Progress Monitoring Data *Benchmark Data	*SRBI Data *Progress Monitoring Data *Benchmark Data	*Ongoing during the 2023-2024 school year

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Standard 4: Safe Environment				
Is the school providing a physically, emotionally, intellectually safe healthy and welcoming environment?				
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*School climate support training include PBIS, School Climate Training, SEL, Safety Training, Bullying Prevention Training	*Continue to review student data and adjust plans according to need	*Continue to conduct ongoing safety drills *Continue to investigate situations that occur between students and address the cause *Continue to manage tier 1 classroom management strategies	*Continue to review student data and adjust plans according to need	*Ongoing during the 2023-2024 school year
Standard 5: Social Justice				
Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
*Annual community events and practices include food and clothing drives, uniform donations, winter donations, cultural night, community fundraisers	*Continue to involve the school community and families in developing and attending school events	*Continue to work with families and community partners to sponsor events within the school day	*Staff, student and family surveys	*Ongoing during the 2023-2024 school year
Continuous Improvement				
Is there a clear understanding that school climate is an ongoing organic process integral to wider school improvement?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
*PBIS and SSHS Teams and instructional decisions are made in response to data (academic, behavioral, attendance, survey)	*Continue to refine practices in identified areas of need	*Continue to conduct safe school climate reviews, along with academic review, behavioral reviews and survey data to identify targeted school needs	*Staff, student and family surveys *Student academic data *Student behavioral data	*Ongoing during the 2023-2024 school year

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Family/Community Partnerships				
Is progress monitoring inherent in the school climate improvement process?				
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<ul style="list-style-type: none"> *Weekly communication is sent out to families via Parent Square *Open House *Parent-Teacher Conferences *Parent Café *Ongoing classroom updates from teachers 	<ul style="list-style-type: none"> *Continue to provide volunteer opportunities for families within Norris school *Continue to develop Open House around feedback from families 	<ul style="list-style-type: none"> *Create and maintain a clean and inviting environment for all who enter the building 	<ul style="list-style-type: none"> *Staff, student and family surveys 	<ul style="list-style-type: none"> *Ongoing during the 2023-2024 school year
Impact on Results				
Is progress monitoring inherent in the school climate improvement process?				
Current School Status (informed by data)	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement & Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<ul style="list-style-type: none"> *Staff, student and family surveys *Attendance data *Academic data – benchmark, progress monitoring, SBAC *Behavioral data *Observational; data 	<ul style="list-style-type: none"> *School climate data review aligned to safety data, SEL data, PBIS data 	<ul style="list-style-type: none"> *Review school climate to identify needs 	<ul style="list-style-type: none"> *Staff, student and family surveys 	<ul style="list-style-type: none"> *Ongoing during the 2023-2024 school year