

HOCKANUM SCHOOL: EARLY CHILDHOOD LEARNING CENTER

SAFE SCHOOL CLIMATE PLAN

2018 – 2019

July 2018

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>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>Emergent:</i> * Continued focus on programs, policies, and practices to enhance/sustain positive school climate *All staff will be trained in fire drill and lockdown procedures *All staff will 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 *School-wide curricula will be taught to help our Pre K students to self-regulate and identify feelings, problem solve *Leadership and PBIS teams will assess program, policies, and practices through data collection via surveys *Leadership will periodically report out to school community about goals, benchmarks, and progress</p>	<p>*Staff will receive continued training on procedural expectations as they pertain to following the guidelines for maintaining a safe building: *To improve staff understanding of: *Continued school wide focus on PBIS strategies in Tier I and further program development in Tiers II/III *School wide curricula will be delivered formally to students</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"> ▪ Develop/implement a safe school climate plan ▪ Provide continued in-service for all staff ▪ Identified a safe school climate specialist to: ▪ Develop and oversee the investigative/supervisory elements of reported acts of bullying, if needed ▪ Maintain records of reports and verified acts of bullying <p>*Through training, staff will understand the revised definition of bullying and EHBOE/Hockanum School reporting procedures for occurrences on and off school grounds * Review discipline data to address identified behavioral needs through specifically designed school wide core practices *Identify needs/concerns of staff and parents, respond appropriately through program development and continued focus in Tiers I, II, III as elements of our PBIS/SRBI programs</p>	<p>*Implement the school climate plan for the 2018-2019 year to be monitored by the School Climate Team with goals and accountability points to:</p> <ul style="list-style-type: none"> ▪ Monitor the progress and development of PBIS/SRBI ▪ Provide staff with school climate PD ▪ Refine the reporting and verification process of bullying ▪ Analyze social emotional data to make systemic changes that positively impact school climate 	<p>2018-2019 school year</p>

<p>Standard 1: Shared Mission 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 PBIS team during its first year as an Early Childhood Learning Center. This team will continue to meet throughout the school year.</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 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"> ▪ Continue to articulate, model and reinforce school wide expectations, following the C.U.B. Facts ▪ Focused effort on developing core classroom practices/interventions to meet student needs ▪ Continued development of Tier II/III and interventions, feedback loop, and exit criteria ▪ Improve participation and awareness of incentive program to staff, parents and students to support displays of positive behaviors and choices 	<p>*State, district, and school surveys will be used to assess current practices and to identify areas of growth</p>	<p>2018-2019 school year</p>
<p>Standard 1: Shared Values What are the shared values?</p>	<p><i>Maintenance:</i> *Our Core Values are: <i>C. U. B. Facts</i> - Cooperate - Use your words - Be kind</p>	<p>*Core values will continue to be addressed and implemented systemically. *Administration will continue to teach/ emphasize our school wide expectations through modeling, professional development and the reinforcement of the <i>C. U. B. Facts</i></p> <ul style="list-style-type: none"> ▪ Core values will continue to be defined and reinforced with students through universal team practices and continued 	<p>*PBIS team will provide staff with annual PD, faculty updates, and on-going PBIS program initiatives to further develop consistency and understanding of our <i>C. U. B. Facts</i></p> <p>* Principal/PBIS team will provide updated data annually to support/and work with teachers to develop universal team practices in the areas of:</p> <ul style="list-style-type: none"> ▪ Establishing consistent classroom routines ▪ Identify the top behavioral issues/trends of each team and to develop strategies and interventions to 	<p>* Classroom and SRBI data will be used to reinforce PBIS expectations through support, parental involvement, and continued education and commitment to the <i>C. U. B. Facts</i>.</p>	<p>2018-2019 school year</p>

		classroom focus ▪ Staff will be apprised of student & staff monthly progress via 'Paws'itive Card data	address specific needs *PBIS team will continue to examine supervisory protocols to reinforce the <i>C. U. B. Facts</i> and to adjust practices as determined through trends gleaned from data collection		
	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
Standard 1: Shared Goals What are the shared priorities?	<i>Emergent:</i> *Continued commitment to the development of a Safe School Climate Plan through concrete actionable steps that reflects district and school priorities	*The Safe School Climate Plan will continue to maintain, develop, and assess programs and procedures that impact its three domains: School Safety, PBIS, Bullying Prevention Practices	*The Safe School 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	*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 & to identify areas of growth, as available	2018-2019 school year
Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?	<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 *The EHBOE has adopted a wide range of policies that are focused on the continued development of social, emotional, ethical, civic, and intellectual skills	* Will identify a Safe School Climate/PBIS Team which will govern the School Climate Plan: ▪ Identified a Safe School Climate Specialist ▪ Provided training of the bullying policy for all stake-holders per EHBOE ▪ Refined the documentation and maintenance log ▪ Continue to implement prevention and intervention strategies ▪ Complete school climate assessments as determined by the	*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: ▪ Building administration will conduct a yearly review of guide/handbooks, administrative guidelines, and discipline data ▪ Building administration will conduct yearly professional development * Curriculum and Instructional focus ▪ Building administration will continue to provide	* State, district, and school surveys will be used to assess current practices and to identify areas of growth, as available *Teacher feedback of internal/external professional development and instructional coaching *Informal observations and post-conference feedback	2018-2019 school year

		EHBOE	a curriculum and instructional focus through informal observations, on-going instructional coaching from external experts and internal professional development		
Standard 2: Shared School Policies Are these policies in place to address barriers to learning?	<i>Awareness:</i> *Building administration, special education teachers, and classroom teachers will meet bi-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	*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 (SRBI) for general education students:- Tier II & III	*Building administration/PBIS team and support staff will provide professional development to promote the social and academic development of the student	* State, district, and school surveys will be used to assess current practices and to identify areas of growth, as available	2018-2019 school year

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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.)	<i>Emergent:</i> Hockanum School is in the process of implementing: *A S.E.L. curriculum, called <i>Second-Step</i> has been purchased for some Pre K classes to address the following: <ul style="list-style-type: none"> ▪ Self-Regulation/ Executive Functioning ▪ Social/Emotional skills ▪ Problem Solving Skills, including Conflict Resolution Skills 	*Hockanum School is in the process of meeting all of the required steps as indicated by P.A. 11-232	<ul style="list-style-type: none"> ▪ Safe School Climate Coordinator has been appointed ▪ Safe School Climate Team will be established for the 2018-2019 year ▪ Safe School Climate Plan will be completed for the 2018-2019 year ▪ Bullying report & investigative forms are available for parents and school employees to be facilitated by administration 	*Feedback from parents, staff and administrative team	2018-2019 on-going

National School	Current School Status	Areas Identified as	Identified Strategies to	Measurement and	Time Line for
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Climate Standard	(informed by data) To What Extent is This Evident?	Needing Improvement	Realize Improvement	Documentation Options for Determining Improvement	Reaching Improvement Goals
<p>Standard 3: School Practices 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 & 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 *Consult with School Psychologist and/or School Based Health Center Social Worker</p>	<p>2018- 2019 school year</p>
<p>Standard 3: School Practices Are there practices in place that enhance teaching and learning?</p>	<p><i>Maintenance:</i> <u>Curriculum and Instruction:</u> *Implement Language based curriculum with fidelity *Maintain and improve a system of instructional coaching, informal and formal observations and communication with appropriate staff to track curriculum pace and sequence *Implement school wide pacing guide for D.I. G. program that includes focus of instruction areas as well as interim assessment checkpoints *Refine reporting mechanism for IDTs regarding instructional focus and pace *Implement a shared expectation and understanding of effective instruction across the curriculum <u>External Consultants:</u> * Begin participation in</p>	<p>*Continue to review and revise curriculum/ instruction standards and assessments as needed through data analysis, reflection/ collaboration</p>	<p>*Begin to participate in Instructional Rounds Process * Data compiled from classroom walkthroughs, formal and informal observations will be used to review curriculum pace and instructional strategies • S.R.B.I./ E.I.P. system in place for students that receive interventions based on need</p>	<p>*Begin to use data from Instructional Rounds 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 one informal observation *Professional development calendars and attendance records will reflect adult participation and action regarding professional growth *Progress monitoring of SRBI students occurs regularly per School Psychologist and Instructional Coach</p>	<p>2018 – 2019 school year</p>

	<p>district wide Instructional Rounds</p> <p><u>Internal Consultants:</u></p> <ul style="list-style-type: none"> *Instructional Leadership Teams *Professional Development *Informal and formal evaluations and walkthroughs to monitor and tracks curriculum pace, sequence and instructional practice <p><u>Data Teams:</u></p> <p><u>School Wide Data Teams:</u></p> <ul style="list-style-type: none"> *Reorganize and reconstitute data teams to include teams from each Pre K program *Align SWDT practices with CT ELDS curriculum *Use standardized data team minutes to communicate the progress of the SIP and IDTs to staff <p><u>Instructional Data Teams:</u></p> <ul style="list-style-type: none"> *Develop and disseminate rubric/checklist to align IDT minutes with district standards *Review various Pre K assessments that provide data teams with relevant student achievement data to drive the data team process <p><u>System of accountability and communication for IDT and DDT</u></p> <ul style="list-style-type: none"> *Monitor the fidelity of the data team process to ensure the conversion of data analysis to planning *Monitor the fidelity of 				
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	the data team process and substantive feedback at the building level				
Standard 3: School Practices Are there practices in place to address barriers to learning?	<i>Maintenance:</i> *Continue to implement a structured SRBI process that is systemically embedded in classroom strategies/interventions (Tier I), and supplemental interventions (Tier II & Tier III). *Administration will continue to provide internal high quality professional development to advance universal understanding of PBIS/SRBI to further develop core practices, strengthen interventions and support services *Continue to review universal screens to accurately inform instruction, improve Tier I core practices , and provide appropriate Tier II/III interventions for students	*Continued focus on PBIS initiatives and the SRBI process to document academic and social/emotional data to effectively measure student improvement through the application of research based adult practices	*Begin to provide professional development outlining procedures and practices regarding the Safe School Climate Plan which encompasses School Safety, PBIS, and Bullying Prevention Practices *Continued focus on Tier I instructional and behavioral strategies *Ongoing review and revision of SRBI plans	*Review 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 *Continue to use academic and behavioral data through the SRBI process as a means to improve Tier I practices and to provide appropriate Tier II/III interventions	School Year 2018 –2019
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Standard 3: School Practices 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	*Continue 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 to accurately reflect focused standards (CT ELDS) of student leaning and to provide data that improves instruction *Develop/implement pacing guides for curricular areas that include focused	*Hockanum School Instructional Rounds will provide classroom data each year *Administrator will collect data from IDT reporting guides * Administrator will collect data from IDT reporting guides, regarding instructional strategy implementation *Annual review of academic/social/	School Year 2018 – 2019

			instruction areas, as well as interim assessment points *Develop reporting mechanism from Instructional Data Teams to school wide staff, regarding instructional focus *Begin to participate in district wide Instructional Rounds process	emotional data	
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?	<i>Emergent:</i> *Implementation of School Climate Plan with three focus areas: School Safety, PBIS, Bullying Prevention Practices	*To successfully morph PBIS committee into the Safe School Climate Team based on SIP goals that are aligned with DIP	*Create a Hockanum School Safe Climate Team with annual plans, goals and accountability points *Continue to review and revise school safety protocols which include lockdown procedures, fire drills, evacuation procedures, and the tragedy response team protocols *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 *Monitor processes as well as the social emotional curriculum and educational school wide programs	*Use social emotional data to measure progress and implement school wide expectations *Continue to review/practice all safety protocols and procedures	

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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> *Hockanum staff organizes various family based social initiatives each school year</p>	<p>*The school community will continue to focus on engaging in teacher practices that promote social justice and civic responsibility—to engage families 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 district wide functions</p>	<p>*Continue analysis of staff, and parent surveys</p>	<p>School Year 2018-2019</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/PBIS 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/PBIS Committee will focus on improving program development in the three areas: School Safety, PBIS Bullying Prevention Practices</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 social emotional 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>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>*Continue Head Start Council/Parent Committee meetings *Continue School Readiness Parent Advisory meetings *Began use of the School Messenger System to contact parents regarding school business</p>	<p>*Continue to identify ways to connect with and involve parents and families to 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 communication strategies</p>	<p>*Administer and analyze Parent surveys per program *Engage and connect families to school</p>	<p>School Year 2018 – 2019</p>
<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<p>*Continues to monitor the progress of the School Climate Plan in the areas of school safety & PBIS through staff/family surveys administered throughout the school year</p>	<p>*School climate data will be analyzed and communicated with staff to build capacity in the domains of school safety and PBIS</p>	<p>*Upon completion of surveys, data will be assessed and further goals will be established and monitored</p>	<p>*Administer and analyze Climate Surveys *Engage and connect families to school and town wide resources * Continued analysis of staff and parent surveys</p>	