**Hallen School Climate Plan (School Year 2017-2019)**

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| **National School Climate Standard #1**  **The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.** | | | | |
| **National School Climate Standard** | **Current School Status (informed by data) To What Extent is This Evident?** | **Areas Identified as Needing Improvement with Action Steps** | **Measurement and Documentation Options for Determining Improvement** | **Time Line for Reaching Improvement Goals** |
| **Indicator 1.1**  ***School policies and practice support families, youth and community members working together to establish a safe and productive learning community.*** | Evidence that Hallen School has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate through the following:   * A clear mission and vision * An active School Climate Team * A published School Climate Plan * The school-wide use of PBIS and RULER * Ongoing review of policies and procedurals, etc. Bullying, Sexual Harassment * Implementation stage of Restorative Practices | Continue to train and monitor staff with bullying protocols and other relevant policies  Implementation of Restorative Practices | Review school-wide data including attendance, bullying, discipline, and parent response and feedback | Quarterly review of data  Providing Professional Development based on the needs of staff members |

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| **Indicator 1.2**  ***School gathers accurate and reliable data about school climate from students, school personnel, and parents/guardians for continuous improvement and shares it regularly with the school community****.* | Reliable and accurate data is collected through the following:   * School climate survey - students * Walkthroughs * Office Referrals * ISS/OSS * Parent Referrals * Absences/Tardies Bullying Report Form * School Climate survey -Teacher | Increase communication to staff regarding school climate data and determine next steps:   * Common planning meetings * Team meetings * Professional Development Sessions * Emails * Open Door Communications | Improved results from the various surveys:   * School Climate – Staff * School Climate – Students * Parent Survey | Results will be analyzed yearly: |

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| **Indicator 1.3**  ***Capacity building is developed over time to enable all school community members to meet school climate standards.*** | All staff uses strategies through the following:   * PBIS * Restorative Practices * Classroom Rules * RULER * Use of the Code of Conduct Manual | The area in need of improvement includes consistency in the utilization of the following:   * Adhering to classroom and staff charters * Consistent teaching of behavioral strategies through PBIS * Building of behavioral modification strategies to promote change | Improvements will be measured through:   * Discipline data * Attendance data * Evaluations * Observations of the use of strategies * Classroom walkthroughs | Ongoing  August 2017-2018 |

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| **National School Climate Standard #2**  **The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge and dispositions and (b) a comprehensive system to address barriers to learning and teaching and re-engaging students who have become disengaged.** | | | | |
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| **Indicator 2.1**  ***Policies and mission and vision statements that promote social, emotional, ethical, and civic, as well as intellectual, skills, and dispositions, are developed and institutionalized.*** | Promoting social, emotional, ethical, civic, intellectual, skills and dispositions are evident in the following:   * Bullying policy * Sexual Harassment Policy * Safe School Climate Plan * Code of Conduct * Dress Code | There is a need for improvement in the alignment of the following:   * PBIS Strategies * RULER Strategies * Restorative Practice implementation * Rules and Procedures * Code of Conduct Expectations | Use faculty meetings grade level meetings, and professional sessions to review school-wide behavior expectations to include universal strategies  Review evaluation documentation that notes classroom management ratings based on the rubric | Ongoing – review of policies and climate strategies to include all stakeholders |

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| **Indicator 2.2**  ***Policies and mission and vision statements are developed and institutionalized that promote a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged.*** | A comprehensive system is designed using the following:   * Mission/Vision Statement * Parent Partnership Plan * School Improvement Plan * School Climate Plan | Continue to align all programs with ongoing meetings, communications where actions steps are monitored and revised | School Reporting Form  School Data  School Discipline  Student/Staff surveys  Evaluations/Observations  Stakeholder Feedback | Ongoing monitoring with results June 2018 |

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| **National School Climate Standard #3**  **The school community’s practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to learning and teaching and re-engage those who have become disengaged; and develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.** | | | | |
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| **Indicator 3.1**  ***Specific practices are designated to enhance engagement of every student through classroom-based social, emotional, ethical and civic learning and in school-wide events.*** | Evidence of increased engagement is evident through:   * Turnaround Arts strategies and Program * Classroom and school projects * Mentoring for selected students * Cooperative grouping in classrooms * SRBI groups | Increase communication between all staff about student learning including parents | Improvements will be assessed through the following:   * SRBI meetings * Final projects completed by students with celebrations * Data collection of students in SRBI * Attendance at parent meetings and activities | Ongoing – August 2017 – June 2018 |

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| **Indicator 3.2**  ***Teachers and school administrators design particular classroom and school-wide practices to address barriers to learning and teaching and re-engage those who have become disengaged.***  ***And***  **Indicator3.3**  ***School leaders develop and sustain a comprehensive system of learning supports by ensuring an appropriate operational infrastructure that incorporates capacity building mechanisms.*** | Disengaged students will receive support through the following:   * Social Work Counseling * Tiered support through SRBI * Strategies from PBIS, RULER and Restorative Practices * 504/PPT process * Universal Behavior Expectations * Professional development on effective classroom management strategies * School-wide celebrations | To continue to monitor the effectiveness of the support as it relates to school climate  Increase staff/parent communication | Utilize SRBI and data team meetings to analyze data as it relates to school climate and the use of effective strategies  Use morning announcements as a mean to promote a positive school climate and communicate school-wide expectations  Use various opportunity to communicate expectations, i.e.   * Open House * Bridgeport Website * Parent Conferences * Phone Conferences * PPT Process * Parent/Team Meetings * Principal: Classroom Observations * Monthly Newsletters * Phone Blasts | August 2013-Ongoing |

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| **National School Climate Standard #4**  **The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.** | | | | |
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| **Indicator 4.1**  ***Promote comprehensive and evidence-based instructional and school-wide improvement efforts designed to support students, school personnel and community members feel welcomed, supported and safe in school: socially, emotionally, intellectually, and physically.*** | **School-Wide efforts include the following:**   * SRBI Supports * PBIS Classroom school-wide supports * Emergency Plan * Participation in school events * GOATS mentoring groups * Book Clubs * 504/SPED Accommodations and Modifications | Increased invitations for community members and parents to feel welcome and engage in school-wide activities based on the needs in the School Improvement Plan  Offer at least two opportunities per month | Continue to use the School Climate Survey   * Attendance at Open House * Parent Surveys * Teacher Survey * Parent feedback to teachers and Principal | Monitor progress bi-weekly through various meetings  Analyze surveys yearly  Review monthly calendar and parent partnership plan each month |

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| |  | | --- | | **Indicator 4.2**  ***Students, their families, school staff and community stakeholders are regularly surveyed and are asked to indicate what the school should do to further enhance a welcoming, supportive and safe environment.*** | | * Surveys to show how the school could improve welcoming, supportive and safe environment. * School Climate Survey Anecdotal conversations with students, parents, staff, community Principal * Monthly Parent/Guardian Newsletters * Monitor for positive school environment – entrance, classrooms * Procedures for visitors signing in and out * Office staff are trained on how to welcome visitors * Parents invitations to read to classes every other month | | Particular focus on areas of concern on the school climate survey  Review the school climate survey with all staff and stakeholders | | Analyze surveys and implement next steps to support improvement efforts | | | Yearly | |
| **National School Climate Standard #5**  **The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.** | | | | | | | | |
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| |  | | --- | | **Indicator 5.1**  ***Students and staff model culturally responsive and ethical behavior. This reflects continuous learning that builds knowledge, awareness, skills, and the capacity to identify, understand and respect the unique beliefs, values, customs, languages, and traditions of all members of the school community.*** | | | Students and staff model culturally responsive and ethical behavior by way of:   * Cultural events, music, art, experiences * Multicultural/Diversity Committee Whole School Meetings * Student Mentors * Adult/Staff members mentor * Letters Home * Monthly Volunteer opportunities * Community Drives * Celebrations and recognitions | | Understanding the alignment to improve culture and climate as is relates to:   * RULER * PBIS * Restorative Practice * Turnaround Arts * Code of Conduct Manual * Professional Responsibilities | | Principal/classroom communication to contain information on social/emotional learning  Articles and links sent to teachers on best practices on social/emotional learning  Utilization of strategies related to RULER, PBIS, Restorative Practices, and Turnaround Arts Strategies  Improved results of surveys | Ongoing during the 2017-2018 SY | |

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| **Indicator 5.2 and 5.3**  ***Relationships among and between staff and students are mutually respectful, supportive, ethical, and civil.***  ***And***  ***Students and faculty are actively engaged in celebrating milestones and accomplishments as they work to achieve meaningful school and community life.*** | Successful relationships among employees and students demonstrated and celebrated through the following venues:   * Mentoring * Staff /Administrator relationships * School wide-collaboration * Social Worker * Peer mentoring * Cultural and Behavioral celebrations * Community events, activities and partnerships * Productive Team Meetings * Efforts of the Sunshine committee | Increase social events and celebrations to promote a collaborative school community to include all stakeholders | Survey results  Increase attendance at school events and activities  Observations and feedback | Ongoing during the 2017-2018 SY |