

Park City Magnet School Climate Plan (2018-2019)

<u>National School Climate Standard</u>	<u>Current School Status (informed by data) To What Extent is this Evident?</u>	<u>Areas Identified as Needing Improvement with Action Steps</u>	<u>Measurement and Documentation Option for Determining Improvement</u>	<u>Timeline for Reaching Improvement Goals</u>
1.1	<ul style="list-style-type: none"> • SEL is a goal in our strategic school plan. • School Climate Officer facilitates team meetings. • School wide use of RULER tools. • Ongoing PD, discussions, and workshops focused on district protocols/policies for Bullying, Sexual Harassment and student/staff safety. • Implementation of Start with Hello week from Sandy Hook Promise. • Completed School Emergency Plan on file with district via Veocci. • Code of Conduct Presentations for grades 3-8 with signature and attendance sheets. 	<ul style="list-style-type: none"> • Continuous PD, committee work, discussions, and workshops focused on updates/revisions to policies/protocols ex. bullying, code of conduct, school emergency events, and sexual harassment. • Research and possible incorporation of S.A.V.E. club and Wingman Program for grades 6-8. • Restorative Justice and ACES training for staff. 	<ul style="list-style-type: none"> • Continuous cycle of school data review focused on bullying, sexual harassment, discipline/office referrals, and SRBI referrals for behavior. • Agendas, minutes, and feedback forms from district PD and workshop sessions. • Veocci logs for fire drills and emergency events. 	<p>Sept. 2018-June 2019</p>

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1.2	<ul style="list-style-type: none"> • Continuous analysis of data to determine areas of growth followed by action planning related to areas of growth. <p>Analysis of data includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Twice yearly student school climate survey (grades 3-8) 2. Staff School Climate Survey 3. PowerSchool Discipline Log Types 4. Bullying Report 5. Sexual Harassment Report 6. RULER staff survey 7. Parent and Student Referrals 	<ul style="list-style-type: none"> • Identification of PD needs for staff based on staff survey and office referrals types • Provide workshops for students based on results of student school climate survey • Incorporate discussions of SEL as part of common planning meetings 	<ul style="list-style-type: none"> • School Climate Survey for staff • School climate survey for students • OSS and ISS data • Progress monitoring of action plans based on data results and identified staff/student needs. 	Sept. 2018-June 2019
1.3	<p>All school based staff utilize:</p> <ul style="list-style-type: none"> • RULER tools • BPS Code of Conduct • SRBI referrals for behavior • School based support team provides 	<ul style="list-style-type: none"> • Continuous building of staff capacity to utilize behavioral intervention/modification strategies aligned to specific student needs. • Mindfulness and 	<ul style="list-style-type: none"> • PowerSchool discipline data • Agendas, minutes, and feedback from PD sessions and workshops 	Sept. 2018-June 2019

	individual/class/small group lesson on pertinent topics.	mediation PD	<ul style="list-style-type: none"> • Observations noting use of classroom management/behavioral intervention strategies • SRBI behavior referrals updates noting progress 	
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2.1	<ul style="list-style-type: none"> • Lead, Achieve, Succeed utilized building wide • RULER classroom charter, Mood Meter, and Meta-Moment implemented building wide • Peer Mentoring Program- ex. younger students paired with older students as role models. • TOPS (teen outreach program) for 7th and 8th grade students • Development of Student Success Plans for grades 6-8 	<ul style="list-style-type: none"> • Continue to update parent and staff handbooks • Continue to review and update student success plans for grades 6-8. • Utilize per marking period progress report warning letters and create academic success plans with students in grades 2-3. • Form 7th grade committees for new students, student leadership, and RULER. • Research and consider possible implementation of S.A.V.E and Wingman for grades 6-8. 	<ul style="list-style-type: none"> • Copies of Individual handbooks • Student Success Plan Binder • Agendas, minutes, and work products from student committee meetings. 	Sept. 2018- June 2019

2.2	<ul style="list-style-type: none"> • District Bullying Policy • School Climate Plan • Strategic School Plan Goal • BPS Code of Conduct • PPT/504/SRBI meetings 	<ul style="list-style-type: none"> • Identification of resources/materials for SRBI to utilize as behavior interventions for Tier 2 and Tier 3 • Continuous staff PD based on 504, PPT , and student confidentiality rights • Continuous alignment of SEL to student/staff/family needs for PD and School Climate Plan 	<ul style="list-style-type: none"> • Utilization of faculty meetings to review school wide strategies/protocols to update plan accordingly. 	Sept. 2018-June 2019
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2.3	<ul style="list-style-type: none"> • Continue to conduct academic and behavioral roundtable meeting for individual students (parents, student, staff, and admin attend) • Continue team building activities to further strengthen staff and student relationships • Continue family workshops focused on SEL goals aligned to strategic school 	<ul style="list-style-type: none"> • Research additional strategies to further promote positive school climate • Form principal and student SEL counsel 	<ul style="list-style-type: none"> • Data from PowerSchool log entries as evidence of roundtable meetings • Photos or documentation from school based events • Photos, letters, and recognitions from community service learning projects 	Sept. 2018-June 2019

	<p>plan and school climate plans.</p> <ul style="list-style-type: none"> • Continue BPS Code of Conduct and magnet expectation policies reviews with students grades 3-8. • Continue community service learning projects submitted by students and support staff 		<ul style="list-style-type: none"> • Parent and student signature forms for Code of Conduct and Magnet Expectation Policy • Minutes, agendas, and work product from student SEL counsel 	
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3.1	<ul style="list-style-type: none"> • Connect Ed grant apps • Peer mentoring • NGSS aligned learning tasks • Differentiated classroom instruction • Inquiry and project based learning tasks and approaches • Civic learning school wide events= Veterans Day, 911 memorial, National 	<ul style="list-style-type: none"> • Continue to strengthen community-based partnerships. • Continue to seek and implement PD sessions/opportunities to increase student engagement through rigor and inquiry based tasks 	<ul style="list-style-type: none"> • Classroom visits • Classroom observations • Project Displays • Bulletin Board displays • Classroom showcases of work for parents and community • Agendas, minutes, 	Sept. 2018-June 2019

	<p>Firefighters Day, Memorial day</p> <ul style="list-style-type: none"> • Parent/ Family Workshops aligned to school goals • Community partnerships (Women of Vision, Westport Playhouse etc.) which strengthens culture and community awareness 		<p>and work products form PD and parent workshops</p>	
3.2	<ul style="list-style-type: none"> • Students who exhibit signs of disengagement will receive direct support via: <p>School based counseling School based social work Tiered support via SRBI 504/PPT process Adult mentoring CICO Continuation of RULER School Wide Recognitions Classroom based behavioral interventions</p>	<ul style="list-style-type: none"> • Continuous monitoring of the effectiveness of support as it relates to school climate • Increase staff and parent communication regarding strategies, interventions, goals, progress monitoring, and action plans. 	<ul style="list-style-type: none"> • Utilize SRBI meetings to analyze data as it relates to school climate and the effectiveness of strategies • Agendas, minutes, feedback, and work samples from staff PD • Parent communication logs and meeting outcomes • Climate survey data 	Sept. 2018- June 2019

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3.3	<ul style="list-style-type: none"> • Continuous engagement of faculty in data analysis and action planning. • Continuous utilization of RULER, Restorative Justice, Mindfulness, and Meditation. 	<ul style="list-style-type: none"> • Continue to enhance or refine best practices with a specific focus on student referrals for SRBI or PPT • Expand Restorative Circles and ACES training 	<ul style="list-style-type: none"> • Referral data • Analysis of SRBI data to assess the effectiveness of interventions identified • Observations of the utilization of teachable moments to communicate expectations • Phone blast reports • Parent and School Based team meetings • Family workshops attendance and feedback forms • Climate survey data from students, parents , and staff 	Sept. 2018-June 2019
4.1	<ul style="list-style-type: none"> • Pre-K, K, and New Magnet Student Orientations at beginning of the year and continuously throughout the year as needed 	<ul style="list-style-type: none"> • Family engagement workshops focused on SEL topics outlined in school climate and strategic school plans 	<ul style="list-style-type: none"> • Agendas, work products, and sign in sheets • Communication flyers 	Sept. ,2018-June 2019

	<ul style="list-style-type: none"> Welcome Back to School Ice Cream Social School emergency drills (ex. fire, lock in/lock out) 	<ul style="list-style-type: none"> New Student Luncheon with principal and guidance counselor 	<p>and newsletters sent home and posted throughout the school.</p> <ul style="list-style-type: none"> Phone blast reports Continue to utilize the school climate survey data from students, parents, and staff. Parent feedback to staff and principal 	
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4.2	<ul style="list-style-type: none"> District school climate surveys for parents (annually), staff (bi-annually) and students (bi-annually). 	<ul style="list-style-type: none"> Prioritize focus areas based on data results from each climate survey 	<ul style="list-style-type: none"> Ongoing analysis of school climate surveys to continue to implement improvement action planning 	Sept. 2018- June 2019
4.3	<ul style="list-style-type: none"> Periodic faculty meetings focused on school climate plan and strategic school plan SEL priorities 	<ul style="list-style-type: none"> Coordination of meetings for crisis team , school climate team, and RULER 	<ul style="list-style-type: none"> Minutes, agendas, and work products from each meeting 	Sept. 2018-June 2019
5.1	<ul style="list-style-type: none"> Student and staff will use current events such as 	<ul style="list-style-type: none"> Use of IPADS to access current event information 	<ul style="list-style-type: none"> Principal to staff communications promoting/informing 	Sept. 2018-June 2019

	<p>local, state, and national events to model culturally responsive, civic, and ethical behavior.</p>	<ul style="list-style-type: none"> Enhance or refine culture and climate as it aligns to RULER, Restorative Justice, Code of Conduct, and the Code of Professional Responsibilities 	<p>SEL and culturally responsive topics</p>	
5.2	<ul style="list-style-type: none"> RULER charter Strengthening of staff and student relationships through celebrations/events Cultural events and celebrations Community partnerships and community sponsored events School wide collaborations through committees and grade level teams 	<ul style="list-style-type: none"> Periodically revisit individual classroom and faculty RULER charters to make revisions as necessary Incorporate additional celebrations or recognitions based on student and staff feedback 	<ul style="list-style-type: none"> Classroom charter copies Photos, website posting, newsletter communications, and displays focused on celebrations/events School Climate survey results from students and staff 	Sept. 2018-June 2019
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