

# EARLY CHILDHOOD LEARNING CENTER

## SAFE SCHOOL CLIMATE PLAN 2023

– 2024

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	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>	<p>-All staff are trained in Pyramid Model philosophy and strategies to promote a positive school environment -Pyramid Model Leadership Team meets monthly to review building data and procedures -PBIS Team meets regularly to plan and monitor school wide PBIS initiatives -All staff implement PBIS &amp; SRBI as prevention and intervention with a three-tiered approach to best practices of student intervention. -All staff trained in fire drill and lockdown procedures -School Wide SEL implementation -Crisis Support &amp; Intervention Team established -Administration reviews and reports utilizing data</p>	<p>-Refinement of data collection practices and dissemination to all staff to improve core practices -Continued school wide focus on PBIS strategies in Tier I - Continued training on procedural expectations as they pertain to following the guidelines for maintaining a safe building</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"> <li>Develop/implement a safe school climate plan</li> <li>Provide continued in-service for all staff</li> <li>Develop and oversee the investigative/supervisory elements of reported acts of bullying, if needed</li> </ul> <p>-Maintain records of reports and verified acts of bullying -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, and III as elements of our PBIS/SRBI programs</p>	<p>-Behavior Intervention Report (BIR) Data</p> <p>- Analyze school-wide discipline data to determine effectiveness and areas for improvement</p> <p>-Implement the school climate plan for the 2023-2024 school year to be monitored by the School Climate Team with goals and accountability points to:</p> <ul style="list-style-type: none"> <li>Monitor the progress and development of PBIS/SRBI</li> <li>Refine the reporting and verification process of bullying</li> <li>Analyze social emotional data to make systemic changes that positively impact school climate</li> </ul>	<p>2023-2024 school year</p>

<b>Standard 1: Shared Mission</b> Do participants share a vision of what a positive school climate looks feels and sounds like?	-ECLC has an established PBIS team. This team has developed a PBIS system and meets throughout the year to monitor use and fidelity of the system. -ECLC Pyramid Model leadership team and SSC committee has established school wide expectations of positive behavior. -School wide expectations have been established through the Pyramid Model leadership team based on staff input and survey data.	-Staff will receive continued professional development to further clarify the PBIS system to gain continued understanding of universal design and application of core practices, programs, and terms	-The PBIS team and SSC Committee will collaborate with staff and parents to ensure understanding and use of the PBIS system. -The committee will continue to articulate, model and reinforce school wide expectations to: <ul style="list-style-type: none"> <li>▪ Ensure a focused effort on developing core classroom values</li> <li>▪ Improve participation and awareness of incentive program to staff, parents and students to support displays of positive behaviors and choices.</li> </ul>	-Parent and staff surveys will be used to assess current practices and to identify areas of growth	2023-2024 school year
<b>Standard 1: Shared Values</b> What are the shared values?	- School Wide Expectations: <ul style="list-style-type: none"> <li>o Be Kind</li> <li>o Be Safe</li> <li>o Be Responsible</li> </ul> -A matrix of these expectations is utilized for all aspects of the school day (classroom, hallway, outdoor time)	-School Wide Expectations will be posted in all classrooms, hallways and outdoor play areas. -Administration will continue to teach/ emphasize our school wide expectations through modeling and professional development	-PBIS team will provide staff with annual PD, faculty updates, and on-going PBIS program initiatives to further develop consistency and understanding of the PBIS system.	-PBIS data will be collected and analyzed to determine classroom and building use of the PBIS system and alignment with School Wide Expectations	2023-2024 school year

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<b>Standard 1: Shared Goals</b> What are the shared priorities?	-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 for school safety.	-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	2023-2024 school year
<b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?	-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	-The Safe School Climate/PBIS Team will govern the School Climate Plan along with the Safe School Climate Specialist to: <ul style="list-style-type: none"> <li>▪ Provided training of the bullying policy for all stake-holders per EHBOE</li> <li>▪ Refined the documentation of behavioral concerns</li> <li>▪ Continue to implement prevention and intervention strategies</li> <li>▪ Complete school climate assessments as determined by the EHBOE</li> </ul>	-Building administration will implement the Safe School Climate Plan in accordance with EHBOE policy that will be reflected, shared and monitored	-Informal observations and post-conference feedback -Teacher feedback of internal/external professional development and instructional coaching	2023-2024 school year

<b>Standard 2: Shared School Policies</b> Are these policies in place to address barriers to learning?	-Building administration, special education teachers, and classroom teachers will participate in data team meetings to review PBIS/SRBI interventions and to create intervention and support plans to effectively meet student's academic and social needs -Pyramid Model classroom observations (TPOT) completed	-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)	- Tier I teaching of the expected behaviors will be taught by all classroom teachers. Support staff will support instruction of 2nd Step, and implement in small group practices	-Behavior Intervention Report data - School surveys will be used to assess current practices and to identify areas of growth -TPOT data	2023-2023 school year
<b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? <b>(This is generally the component of the plan provided to the district by the Law Firm advising the district.)</b>	-The ECLC utilizes the S.E.L. curriculum, <i>Second-Step</i> to address the following: <ul style="list-style-type: none"> <li>▪ Self-Regulation / Executive Functioning</li> <li>▪ Social/Emotional skills</li> </ul> Problem Solving Skills, including Conflict Resolution Skills	The ECLC is continuously working to meet all of the required steps as indicated by P.A. 11-232	<ul style="list-style-type: none"> <li>▪ Safe School Climate Coordinator has been appointed</li> <li>▪ Safe School Climate Team is established</li> <li>▪ Safe School Climate Plan will be updated during the 2023-2024 school year</li> </ul> Bullying report & investigative forms are available for parents and school employees to be facilitated by administration	-Behavior Intervention Reports -Bullying investigation documentation	2023-2024 on-going

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<b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?	-PBIS Initiative -Family Literacy Nights -Family Cultural Events -After school program -Parent and Family Workshops	-Classroom teachers will continue to implement Second Step to supports students' emotional and social needs.	-PBIS team will continue to work on assessing and adjusting our PBIS plan	-Monitor student, class, and whole building progress toward PBIS goals.	2023-2024 school year
<b>Standard 3: School Practices</b> Are there practices in place that enhance teaching and learning?	-Data team meetings -Instructional coaching -Curriculum collaboration -Pyramid Leadership team meetings -Planned professional developments	-CT ELDS Alignment with Curriculum	-Classroom observation feedback -Data team meeting focus	-Classroom observations and post observation conferences	2023-2024 school year
<b>Standard 4: Safe Environment</b> Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?	-PBIS -Student work posted throughout school -School wide expectations posted in hallways and classrooms -Weekly update posted for parents	- Streamline current programs to fall under the umbrella of School Climate	-Parent Involvement Board -Parent Committee -School Wide Expectation Matrix	-BIR data -Parent Feedback	2023-2024 school year

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<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?	-Second Step -Coat drive -Monthly cause donations -Thanksgiving Meal collection/donation -Toy Drive -Staff modeling appropriate behavior	-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	-Continue promoting civic responsibilities and social justice within the school community.	-Staff and Family Surveys	2023-2024 school year
<b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	-the Pyramid Model Leadership Team has combined with the School Climate Team -established Safe School Climate Specialist -Continue to streamline interventions, provide PD, coordinate safe and welcoming school environment offerings	*The School Climate/Pyramid Model team will focus on improving program development in the areas of School Safety, PBIS, and Bullying Prevention Practices.	-Data collection from discipline, attendance, surveys -Continue to introduce and utilize Pyramid Model Strategies.	-Continue to analyze social emotional data and BIR data to measure progress and implement school wide 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	2023-2024 school year
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<b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	-Head Start Council/Parent Involvement meetings held monthly -Continue School Readiness Policy Council meetings -Health Advisory Committee -Parentsquare communication utilized for communication and parent feedback.	-Continue to identify new ways to connect with and involve parents and families to the school community.	-Continue to present a safe and welcoming environment where all members feel valued. -Continue to assist staff with school to home communication strategies	-Parent and community feedback	2023-2024 school year

<b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?	-Continues to monitor the progress of the School Climate Plan in the areas of school safety & PBIS through staff/family surveys and BIR data.	-School climate data will be analyzed and communicated with staff to build capacity in the domains of school safety and PBIS	-Upon completion of surveys, data will be assessed and further goals will be established and monitored	-Solicit parent and community feedback on school climate.	2023-2024 school year
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