



DR. JOHN A. LANGFORD ELEMENTARY SCHOOL
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	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>*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>*Align with Pride in 5 Priorities</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 Teacher Leadership Committee (PBIS/SSC/ Crisis/ Health and Safety) team will assess program, policies,</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-escalation strategies within the classroom using teacher leaders as guide</p>	<p>* Revise safe school climate plan</p> <ul style="list-style-type: none"> ▪ Review Updated Legislation ▪ Utilize staff meetings, professional learning workshops to focus on school climate data, progress and strategies for improvement <p>• Share best practices for strategies to promote positive learning behaviors in monthly teacher-led talent exchanges and team meetings</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>*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>2023-2024 School Year</p>

	<p>and practices through data collection:</p> <ul style="list-style-type: none"> ▪ PowerSchool Reports ▪ Student Behavioral Data <p>*Safe School Committee (SSC) team will share reports with school community regarding progress</p>		*Staff will understand the revised definition of bullying and reporting procedures for occurrences		
<p>Standard 1: Shared Mission</p> <p>Do participants share a vision of what a Safe School Committee looks, feels and sounds like?</p>	<p>*The PBIS/SSC teams have been active for several years. As a team, they have refined the process of defining behaviors and responses using a tiered system</p> <ul style="list-style-type: none"> • Convene the Health and Safety Committee along district guidelines to monitor and discuss best practices with nutrition, exercise, COVID response and family engagement • PBIS/SSCC will continue to link the school's efforts to the Pride in Five Focus areas for the District and school 	<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/SSCC 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 RRAPS/ 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 ▪ Revise RRAPS incentive program to include schoolwide, monthly recognition and posting of role model behaviors ▪ Staff and students to support displays of positive behaviors and choices ▪ Revise RRAPS assemblies via teacher leadership committee: whole school participation 	<p>*Staff, student and family surveys will assess current practices and to identify areas of growth</p>	<p>2023-2024 School Year</p> <p>*Recognition assemblies bi-monthly aligned to RRAPS</p> <p>*Revised Daily announcements</p> <p>*Posting of Positive Role models bi-monthly</p> <p>*School Showcases</p>

<p>Standard 1: Shared Values What are the shared values?</p>	<p>*Our <i>RRAPS Rules</i> (values) are: -Be Respectful -Be Responsible -Be an Active Learner -Be a Positive Role Model -Be Safe</p> <p>*All Health and Safety Recommendations per CDC and district guidelines</p>	<p>*Core values will continue to be addressed, emphasized, taught, celebrated and implemented systemically. *Each teacher will model explicit expectations according to schoolwide calendar (linked to SEL lessons) created by PBIS/ Safe School Climate Committee</p> <p>*Implementation calendar will align with data cycles and include a launch, mid-year reset, and Spring re-focus</p> <p>*PBIS/SSCC/ Health and Safety will review behavioral data and identify needs/ trends/ next steps</p>	<p>* PBIS/SSCC will provide staff with PD, faculty updates, and on-going updates to further develop consistency with <i>RRAPS/ SEL and Second Step lessons</i></p> <p>*Share best practices and exemplar strategies in talent exchanges and team meetings</p> <p>* PBIS/SSCC team will provide review data for behaviors and health and safety practices to support classroom instruction on SEL</p> <p>*Establish consistent/ posted classroom expectations using behavior matrix</p>	<p>* PBIS/SSCC will review, share, highlight and celebrate reduction in behaviors and note areas of growth, using videos, models and DOJO messages</p> <p>*Staff will identify students who display expected, positive behaviors and record on highlight sheets for daily announcements by principal to whole school</p> <p>*Highlight tickets will be distributed at monthly staff meeting to share specific role models of each RRAPS</p>	<p>2023-2024 School Year</p>
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Standard 1: Shared Goals What are the shared priorities?	*Continued commitment to the development of a Safe School Climate Plan through concrete actionable steps that reflect district and school priorities	*The Safe School Climate Plan will continue to maintain, develop, and assess programs and procedures that impact its three domains: <ol style="list-style-type: none"> 1. School Safety 2. SSC 3. Bullying Prevention Program 4. *Health/ Safety and Wellness 	*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 goals and accountability points to be monitored by the PBIS/SSCC/ Health and Safety Committee *Feedback will be collected from staff, students and families to inform planning	2023-2024 School Year
Standard 2: Shared School Policies 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	* Will identify a Safe School Climate Team PBIS/SSCC/ Health and Safety) which will govern the School Climate Plan with the Safe School Climate Specialist/ (Principal) <ul style="list-style-type: none"> ▪ Provide annual training of the bullying policy for all stake-holders including the identification, reporting, and verification process ▪ Refine the documentation and maintenance of log ▪ Continue to implement prevention and intervention strategies ▪ Complete school climate assessments as determined by the EHBOE ▪ Administer student surveys in accordance with Health and Safety requirements 	*Building principal/safe school climate specialist will implement the Safe School Climate Plan in accordance with EHPS BOE policy that will be reflected, shared and monitored in the following manner: - *Review of yearly data *Building principal/safe school climate specialist will conduct yearly professional development <ul style="list-style-type: none"> ▪ The PBIS/SSCC/ Health and Safety will continue to support SEL/ Second Step/ Health and Safety Practices 	* State, district, and school surveys will be used to assess current practices and to identify areas of growth	2023-2024 School Year *Annual training in August
Standard 2: Shared School Policies	*All grade level teachers, coaches and support personnel will participate in	*Continued development of Tier I,II,III academic, and behavioral interventions	*Tier I teaching of the expected behaviors will be taught by all classroom	*Feedback will be collected to inform planning in	2023-2024 School Year

Are these policies in place to address barriers to learning?	SRBI/ team meeting cycles to review data, create intervention and support plans to effectively meet students' academic and social emotional needs.		teachers. Support staff will support instruction of 2 nd Step, and implement in small group practices	alignment with district expectations	
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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.)	Langford has identified a *Bullying Prevention Program (Second Step) and will continue to address the following: <ul style="list-style-type: none"> Social Emotional Learning Standards 	* Staff proficiency with the implementation of the SEL/ Anti-bullying curriculum	*Ongoing staff training regarding the Second Step curriculum and SEL expectations	*Feedback from students, parents, staff and administrative team in alignment with district expectations	2023-2024 School Year

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Standard 3: School Practices Are there practices in place to promote positive youth development?	Within classrooms and through existing in school/after school programs, Langford has been able to identify, promote, and respond to student needs through positive programs. Langford offers a myriad of programs including: <ul style="list-style-type: none"> Team building and cooperative learning activities that foster collaboration Lunch bunches Instrumental music and choral groups 	*Staff will continue to implement a curriculum that is developmentally appropriate, inclusive and supports students' emotional needs	* PBIS/SSCC/ Health and Safety will review student behavioral and attendance data to promote engagement in school * PBIS/SSCC/ Health and Safety will report monthly to staff for reflection and review of strategies	Data from powerschool and feedback in alignment to district expectations	2023-2024 School Year

	<ul style="list-style-type: none"> ▪ THRIVE After-School Program ▪ Classroom/ Grade Level Recognition that fosters school community and reinforces positive behavior. 				
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	<u>Curriculum and Instruction:</u> *Utilize a purposeful, engaging, student-centered curriculum in a technology-rich environment *Maintain and improve a system of student-centered instructional coaching, informal and formal observations, team meetings to discuss successful implementation * Utilize Common Planning Times *Teacher led data reflection cycles guide data driven decision making	*Utilize student centered coaching (k-5) to support implementation of instruction with an effective teaching strategy focus in with maximized supports	*Engage in three cycles of data collection (aligned to Pride in 5/ SIP/ SAM/ GLAM), analysis and reflection on effectiveness of teaching practices on student achievement and behaviors in the Tier I setting	*Grade Level Data Team meeting reflections and action plans (GLAMS) led by teacher leaders *Teacher led school wide committees to enhance effective classroom practices	2023-2024 School Year
Standard 3: School Practices Are there practices in place to address barriers to learning?	*Tier I approach to SEL/PBIS teaching *Monthly PBIS/SSCC/ Health and Safety meetings to review progress and barriers *Continued review of Tier II/ III interventions and effectiveness on student progress, behaviors and attendance through student focused team meetings with classroom teacher and appropriate support staff *Partnership with UConn to add additional instructional	*Effective use of teacher-led grade level data teams to review effectiveness on student progress, behaviors and attendance	*Continued to provide professional development regarding the Safe School Climate Plan which encompasses School Safety, SSC, and the Bullying Prevention Program *Continued focus on Tier I instructional and behavioral strategies *Utilize a flexible, targeted, student-centered model with appropriate problem-based math and reading instruction/acceleration and interventions based on data points to ensure appropriate entry and exit in the	*Continue to use academic and behavioral, and attendance data through the SRBI process as a means to improve Tier I practices and to provide appropriate Tier II/III interventions	2023-2024 School Year *Three SRBI Cycles of Data Review aligned to benchmarks *Student-centered team meetings as requested by classroom teachers

	support with 5th year interns and Special Education interns *Participate in Year 2 DBI data cycles in partnership with UConn and SPED team		following Tier II/III support programs *Participate in SRBI cycles with teacher-leadership teams for academics and behaviors		
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Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?	*Implementation of Pride in 5/ SIP in three “Big Rock” areas: 1. Instruction 2. Data 3. Culture	*Continued to monitor progress of the SIP through data collection, collaboration, and professional development	*Ongoing cycles of data review- SAM/ GLAMS to review grade level data to determine trends, needs and next steps in academics, behavior and attendance *SRBI cycles of data review *Progress Monitoring toward benchmarks	*Refined Big Rocks with Plus/Delta feedback to note celebrations, revise School Improvement plan, and adjust professional learning plans	2023-2024 School Year GLAMS- Beginning, Midyear and Year-End to reflect on progress and effective strategies and implementation
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?	*Implementation of School Climate Plan with three focus areas: 1. School Safety 2. SSC 3. Bullying Prevention Program	*Continued alignment of PBIS/SSC/SEL expectations with our school-wide RRAPS principles *Alignment of Safety Protocol & Responses *Utilization of Family Resource Support and Summer Team, through LEAP program, to welcome families and conduct home visits to re-engage	*Continue to review and revise school safety protocols which include arrival and dismissal procedures, hallway safety, lockdown procedures, fire drills, evacuation procedures, and response team protocols *Continue to enhance SSC program through the involvement of school climate practices, building capacity in Tiers I,II, and III, and Incentive based programs	*Use discipline and attendance data to measure progress and implement school, team, and classroom expectations to enhance positive school climate *Continue to review/practice all safety protocols and procedures	2023-2024 School Year

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Standard 5: Social Justice Is the school engaging in practices that promote the	*Langford staff recognizes, and celebrates all members of our school community as	*The school community will continue to focus on increased engagement with	*Utilize Family Support Specialist as a strategy to enhance community	*Continued analysis of student, staff, and parent feedback and data collection	2023-2024 School Year

social and civic responsibilities and a sense of social justice within the school community?	vital to our rich and thriving school environment *Langford utilizes representative text and open dialogue to share and discuss civic responsibilities	family and community; utilization of virtual communication and in-person	relationships and active engagement with families * Continuation of staff training opportunities focused on social justice and active engagement in learning	in alignment with district expectations	
Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	The PBIS/SSCC/ Health and Safety 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	*The School Climate Team will focus on improving program development in the three areas: 1. School Safety 2. SSC 3. Bullying Prevention Program	*The process of moving the School Climate Team forward will be based on data collection, staff input, and program development	*Continue to analyze discipline data to measure progress and implement school, team, and classroom expectations *Identify strategies to reduce behaviors and improve student decision making	2023-2024 School Year

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Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	*Establish school to home family contact; ParentSquare *Open House *Student-Led Conferences *Partnership with Family Resource to engage with families and offer critical supports	*Continue to identify ways to connect with and involve parents into the school community *Improve SGC participation for community/families	*Continue to foster a safe and welcoming environment where all members feel valued *Utilize family home visits as a tool to strengthen home partnerships *Improve communication utilizing ParentSquare virtual accessible contact *Identify professional development opportunities to assist staff with school to home communication strategies	*Gather feedback from stakeholders in alignment with district expectations	*Student-Led Conferences in October and March *2023-2024 School Year
Impact on Results: Is progress monitoring inherent in the school climate improvement process?	*Langford continues to monitor the progress of the School Climate Plan in the areas of school safety, SSC, and bullying prevention through student, staff, and parent feedback in alignment with district expectations	*School climate data will be analyzed and communicated with staff to build capacity in the domains of school safety, SSC, and Bullying Prevention	*Feedback and data will be assessed and further goals will be established and monitored	*Gather feedback from stakeholders in alignment with district expectations	2023-2024 School Year