



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</p> <p>*Train all staff in Mandated Bullying & Mandated-Reporter training</p> <p>*Align with Pride in 5 Priorities; continue learning about trauma-informed practices in the classroom</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 Committee (PBIS/SSC/ Crisis) team will assess program,</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</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; continued communication regarding safety plans for students to include families and staff</p> <p>*Continued refinement of data cycles to include reflection, analysis and adjustment of behavioral plans</p> <p>*Engage staff in ongoing learning around engagement, SEL and de-escalation strategies</p>	<p>* Revise safe school climate plan</p> <ul style="list-style-type: none"> Utilize professional learning and staff meetings to focus on school climate data, progress and strategies for improvement Share best practices for strategies to promote positive learning behaviors in monthly teacher-led talent exchanges and team meetings <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>*Staff will understand the revised definition of bullying and reporting procedures for occurrences</p>	<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>policies, 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>	within the classroom using teacher leaders as guide			
<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 team will refine the process of defining behaviors and responses using a tiered system</p> <ul style="list-style-type: none"> • 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 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 Wolf Pack Way expectations ▪ Focused effort on developing core classroom practices/interventions to meet student needs in alignment with SEL standards ▪ Continued collaborative development of Tier II/III interventions, and exit criteria ▪ Revise PAWS incentive program to include schoolwide, monthly recognition and posting of role model behaviors ▪ Staff and students to support displays of positive behaviors and choices ▪ Implement town hall assemblies to include learning around a core value and recognize role model behaviors 	<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 monthly</p> <p>*Daily announcements</p> <p>*Posting of Positive Role models monthly</p>

Standard 1: Shared Values What are the shared values?	*Our <i>Wolf Pack Way</i> includes: safety and active learning. *Continue to communicate and refine the determination of major/minor behavior definitions, as indicated in SSCC/PBIS manuals and behavior response plan	*The schoolwide expectations will continue to be addressed, emphasized, implemented systematically, taught, and celebrated. *All teachers and staff members will model explicit expectations according to our Wolf Pack Way matrix. *Each teacher will model explicit expectations according to schoolwide calendar (linked to SEL lessons) created by PBIS/ Safe School Climate Committee *Implementation calendar will align with data cycles and include a launch, mid-year reset, and Spring re-focus *PBIS/SSCC/ will review behavioral data and identify needs/ trends/ next steps	* PBIS/SSCC will provide staff with PD, faculty updates, and on-going updates to further develop consistency with <i>Wolf Pack Way/ SEL and Second Step lessons</i> *Share best practices and exemplar strategies in staff meetings, team meetings * PBIS/SSCC team will provide review data for behaviors to support classroom instruction on SEL *Establish consistent/ posted classroom expectations using behavior matrix	* PBIS/SSCC will review, share, highlight and celebrate reduction in behaviors and note areas of growths *Staff will identify students who display expected, positive behaviors and record on PAWSitive Office Referrals weekly	2023-2024 School Year
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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	*The Safe School Climate Plan will continue to maintain, develop, and assess programs and	*The Safe School Climate Plan will be deliberate, comprehensive and clear for the school community to understand in their	*The Safe School Climate Plan will include goals and accountability points to be monitored by the PBIS/SSCC	2023-2024 School Year

	steps that reflect district and school priorities	procedures that impact its three domains: 1. School Safety 2. Bullying Prevention Program 3. PBIS	application of practices and procedures that will contribute to maintaining a safe and positive school environment	*Feedback will be collected from staff, students and families to inform planning	
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 EHBOE 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 Lessons 	* 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 Are these policies in place to address barriers to learning?	*All grade level teachers, coaches and support personnel will participate in SRBI/ team meeting cycles to review data, create intervention and support plans to effectively meet students' academic and social emotional needs.	*Continued development of Tier I,II,III academic, and behavioral interventions	*Tier I teaching of the expected behaviors will be taught by all classroom teachers and reinforced by all support personnel	*Feedback will be collected to inform planning in alignment with district expectations	2023-2024 School Year

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	What Extent is This Evident?			for Determining Improvement	
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.)	Silver Lane 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, Silver Lane has been able to identify, promote, and respond to student needs through positive programs. Silver Lane 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 Thrive After-School Program Classroom/ School Wide Recognition that foster school community and reinforce positive behavior. 	*Staff will continue to implement a curriculum that is developmentally appropriate and supports students' emotional needs	* PBIS/SSCC/SWDT will review student behavioral and attendance data to promote engagement in school * PBIS/SSCC 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

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 rich learning 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/ SLAM), analysis and reflection on effectiveness of teaching practices on student achievement and behaviors in the Tier I setting	*Silver Lane Data Team meeting reflections and action plans (SLAMS) led by data team 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	*Effective use of 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 following Tier II/III support programs *Participate in SRBI cycles of support	*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 *Student-centered team meetings as requested by classroom teachers

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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/ SLAMS 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 SLAMS- 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 Wolf Pack Way principles *Alignment of Safety Protocol & Responses *Utilization of Family Resource Support and 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 social and civic responsibilities and a sense of social justice within school community?	*Silver Lane staff recognizes, and celebrates all members of our school community as vital to our rich and thriving school environment *Silver Lane utilizes representative text and open dialogue to share and discuss civic responsibilities	*The school community will continue to focus on increased engagement with family and community; utilization of virtual communication and in-person when feasible	*Utilize Family Support Specialist and LEAP hope visits as a strategy to enhance community relationships and active engagement with families * Continuation of staff training opportunities focused on social justice and active engagement in learning	*Continued analysis of student, staff, and parent feedback and data collection in alignment with district expectations	2023-2024 School Year
Continuous Improvement: Is there a clear understanding that school	The PBIS/SSCC/ Health and Safety will continue to play a proactive role in planning,	*The School Climate Team will focus on improving	*The process of moving the School Climate Team forward will be based on	*Continue to analyze discipline data to measure progress and implement	2023-2024 School Year

climate improvement is an ongoing organic process integral to wider school improvement?	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	program development in the three areas: 1. School Safety 2. SSC 3. Bullying Prevention Program	data collection, staff input, and program development	school, team, and classroom expectations *Identify strategies to reduce behaviors and improve student decision making *Continue to review/practice all health and safety protocols and procedures	
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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 (virtual/ in-person if feasible) *PTO *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 PTO 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 *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?	*Silver Lane 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