Woodland School
Safe School Climate Plan
2023-2024

National School Climate Standards	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
Standard 1: Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?	*All staff is trained in the district policies related to bullying, mandated reporting, teen dating violence, sexual harassment and OSHA policy. *All staff know and follow fire drill and lockdown procedures. *All staff and	*Shared values among staff connected to REACH *Use of Safe School Climate Plan to develop, implement and maintain Restorative Practices, safety, PBIS *Complete School Climate Survey (Mid-Year)	*Evaluate school climate *Weekly staff meetings to include restorative circles *Create a PBIS Team *Conduct a PBIS self-assessment *Develop goals and action steps for the modification of PBIS	*Complete School Climate Survey (Mid-End of Year) *Monitor goals and action steps based on PBIS assessment results. *Document completion of action steps connected to PBIS goals. *Student incentive survey	2023-2024 SY

	students are required to report acts of bullying and harassment. *All staff is briefed on the safety protocols and revisions *Mission and vision is shared in daily staff communication *Emergent: Staff follow the school mission and vision. *REACH Values are known and communicated. *REACH Pledge is recited each day as a reminder to staff and students.	*Trauma-Informed Care	*Develop staff charter and review monthly *Weekly strategies/articles on Trauma-Informed Care		

National School Climate Standards	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
Standard 1: Shared Mission Do participants share a vision of what a Safe School Committee looks, feels and sounds like?	*Woodland shares a vision that is focused on continued improvement of the systems and structures that promote a safe school climate.	*A Safe School Committee separate from the SSST *Clear vision for who should be on the Safe School Committee *Clear vision for the agenda of the Safe School Committee	*Clearly define a Safe School Committee separate from the SSST *Create a Venn Diagram to identify overlapping functions among school teams. *Establish who (roles) should serve on the Safe School Committee. *Invite people to become members of the Safe School Committee	*Presentation to school staff defining each team/committee and their function *Provide standard agenda and minutes format for each team/committee	2023-2024 SY
Standard 1: Shared Values: What are the shared values?	*All staff agree that safety is the number one priority for both staff and students. *Relationships	*Shared values regarding student discipline and restorative practice *Shared values regarding the	*Identify core values that will guide in our work on the Safe School Committee and other school teams and	*Self assessment on adherence to the teams core values when engaging in work connected to the Safe School	2023-2024 SY

	matter	behavior manager's role in the educational process.	committees.	Committee and other school teams and committees.	
Standard 1: Shared Goals: What are the shared priorities?	*Safety for all staff and students *Proactive strategies and interventions to ensure safety *Consistent communication regarding potential safety concerns and need for interventions. *Commitment to improving systems and structures that promote a safe school environment. *Protocols for addressing and documenting safety issues.	*Shared priorities related to curriculum, instruction and assessment K-12. *Shared priorities regarding data collection and analyzing behavior data to improve student's access to learning.	*Gather baseline data on staff knowledge of data collection	*PD on the importance of data collection	2023-2024 SY
Standard 2: Shared School Policies: Are there policies that promote the development of skills, knowledge and engagement? who	*Weekly Meetings: -Team Leaders -Grade Level Teams -Attendance Team -Student and Staff -Support Team (SSST)	*Alignment EHPS curriculum *Access to curriculum resources and materials K-12 *Effectiveness of existing K-12 SEL	*Conduct a Curriculum/Assessment/Instruction Needs Assessment for all grade levels. *Align to district attendance policy	*Develop list of needs in order of priority	2023-2024 SY

have become disengaged.	*Advisory course added for College/Career Readiness	curriculum *Advisory course at the middle school level * Student Success Plans	*Evaluate and modify MS/HS grading system		
National School Climate Standards	**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**
Standard 2: Shared School Policies: Are these policies in place to address barriers to learning?	*Advisory course designed to promote work ethic, self-advocacy, and accountability *Attendance team meets weekly to discuss truant students. *Strategies to re engage truant students: Phone calls, letters, home visits, DCF referrals and PPTs are strategies used to	*Grading policies *Student's understanding of their own IEPs and ILPs.	*Middle school and high school team to develop shared grading practices. *Quarterly student success workshops	*Student Success Journals *Grading Policy	2024-2025 SY 2023-2024 SY

National School Climate Standards	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
	reengage students.				
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.)	*EHPS policy regarding reports of bullying and investigation is adhered to by certified staff.	*Staffs understanding of the process and procedure for bullying and investigations *Accessibility of EHPS Bullying Report Form *Clear understanding of what bullying is.	*Develop a new hire packet to ensure new staff is trained appropriately on EHPS policies.	*Keep a log of staff that have completed training. *Use a survey to determine staff's understanding of the policy as well as the effectiveness of the training.	2023-2024 SY
Standard 3: School Practices: Are there practices in place to promote positive youth development?	*REACH (Respect, Emotional Management, Achieve and Grow, Citizenship, Heart) values are	*Structure of Data Teams *Classroom behavior data collection *Collaborative data inquiry (academic	*Data Team/Team Leaders to take Data Wise Course offered by HarvardX. *Leadership team to train all certified	*Document training of staff *Observations of data team meetings	2023-2024 SY

	promoted. *Emergent: Goals based on data collection connect to REACH values. *Students recite the Woodland Pledge each morning.	and behavior)	staff.		
Standard 3: School Practices: Are there practices in place that enhance teaching and learning?	*SSST meets to discuss at-risk students and matters concerning the school climate and crisis intervention *Honor Roll *Perfect attendance recognition *Student of the week *student of the month *REACH data binders	*Data collection on crisis interventions resulting in hospital transports *Tiered system of behavior supports	*Creation of MC/Office Referral Process	*Professional development on referral process	2023-2024 SY
Standard 3: School Practices: Are there practices in place that develop and sustain infrastructure and capacity building?	*Weekly Team Leader *Weekly Team Meetings *Staff meetings *Professional Development *Frequent check-ins	*Professional development time for behavior managers	*Conduct a school safety survey	*Develop goals based on school safety survey	2023-2024 SY

	with staff. *Daily Agenda with links to important information.				
Standard 4: Safe Environment: Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?	*Students are greeted each morning by staff *Staff duties for arrival and dismissal are established and followed. *Students are encouraged to be themselves and accept others as they are.	*Positive Communication *PBIS	*Redesign School-Wide PBIS	*Student incentive survey *Student review of of redesign and survey *PBIS Rubric	2023-2024 SY
Standard 5: Social Justice: Is the school engaging in practices that promote the social and civic responsibilities and sense of social justice within the school community?	*Emerging-Restorative Practices *Mediation to resolve conflict *Emerging-Data collection in the Mindfulness Center (MC) *Opportunities for high school students to earn community service hours in school.	*Restorative Circles *Implement and monitor reflection sheets in the MC *Mentoring (staff:student, student:student) *Student review board	*Develop a system to monitor the outcomes of student mediations to determine success rate.	*Review data each quarter to determine patterns, successes and areas of improvement.	2023-2024 SY

Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	* The SSST will continue to perform the functions of the School Climate Committee until a separate team is established.	*Once establish the team will focus on: ● Restorative practices ● Review of practices ● PBIS	*Data (qualitative and quantitative) from surveys will be used to inform next steps	*Identify commonalities between areas of strength and areas of growth as well as Technical vs. Adaptive changes needed	2023-2024 SY
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	*Parent Square *SBHC *Parent feedback *Student feedback *Staff feedback	*Parent engagement *Parent Workshops *School Climate Survey	*Parent workshop topic interest survey	*Review of survey *Selection of topics *Addition to calendar for 2024-2025 school year	2023-2024 SY
Impact on Results: Is progress monitoring inherent in the school climate improvement process?	Woodland will continue to monitor all data points outlined in the School Climate Plan.	Committee will meet weekly to review data to identify glows and grows. A plan will be created to address the growth.	*Communicate progress to staff on a monthly basis	*Analyze and categorize all data points *Identify strengths and areas of grow *Development of a plan for addressing areas in need of improvement.	2023-2024 SY