



**DR. JOHN A. LANGFORD ELEMENTARY SCHOOL
SAFE SCHOOL CLIMATE PLAN
2019-2020**

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>	<ul style="list-style-type: none"> *Align School Improvement Planning with focus on School Culture *Utilize training for safety responses, fire, lockdown, evacuation drills *Train all staff in Mandated Bullying & Mandated-Reporter training *Align with DIP; continue learning about trauma-informed practices in the classroom *All staff will consistently implement SEL/ PBIS/ Restorative practices as part of prevention and intervention strategies *School-wide bullying awareness and prevention instruction taught through (Second Step Program/ SEL) *Safe School Committee (PBIS/SSC/ Crisis) team will assess program, policies, and practices 	<ul style="list-style-type: none"> *Staff will consistently review, reflect and refine current safety plans for efficient and quick safety responses *Increased tier one teaching and embedded Second Step/ SEL *Continued team meetings to review student safety and behavioral needs within the tier 1 environment with all support team members to create plans of support for learning and behavior *Continued refinement of data cycles to include reflection, analysis and adjustment of behavioral plans *Engage staff in monthly learning around embedded trauma-responsive and de-escalation strategies within the classroom 	<ul style="list-style-type: none"> * Revise safe school climate plan <ul style="list-style-type: none"> ▪ Utilize staff meetings, professional learning workshops to focus on school climate data, progress and strategies for improvement • Engage in Teacher-led learning around trauma informed practices in our classrooms • Share best practices for strategies to promote positive learning behaviors in monthly teacher-led talent exchanges • Adjust instructional calendar to support extended SEL2nd Step Whole-school instruction on Wednesdays. All support staff will attend sessions to learn expected language and implementation strategies. 	<ul style="list-style-type: none"> *Continued review of the climate plan to: <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 • Review student, staff and parent climate surveys to gather feedback on implementation strategies 	<p>2019-2020 School Year</p>

	<p>through data collection:</p> <ul style="list-style-type: none"> ▪ PowerSchool Reports ▪ Student, staff, parent surveys <p>*Safe School Committee (SSC) team will share reports with school community regarding progress</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>*Staff will understand the revised definition of bullying and reporting procedures for occurrences</p>		
<p>Standard 1: Shared Mission Do participants share a vision of what a Safe School Committee looks, feels and sounds like?</p>	<p>*The PBIS/SSC has 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"> • PBIS/SSCC will continue to link the school's efforts to the DIP and SIP and Big Rocks Focus Areas 	<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/interventions to meet student needs in alignment with SEL standards ▪ Continued collaborative development of Tier II/III interventions, and exit criteria ▪ Improve participation and awareness of RRAPS incentive program to staff and students to support displays of positive 	<p>*Staff, student and family surveys will assess current practices and to identify areas of growth</p>	<p>2019-2020 School Year</p>

			<ul style="list-style-type: none"> behaviors and choices Utilize School Store as a reinforcer of Expected Behaviors with token cash for earned rewards 		
<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>*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 will review behavioral data and identify</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 monthly talent exchange</p> <p>* PBIS/SSCC team will provide updated discipline data monthly to support universal Tier 1 practices</p> <p>*Establish consistent/ posted classroom expectations using behavior matrix</p> <p>*Plan for School-wide</p>	<p>* PBIS/SSCC will review, share, highlight and celebrate reduction in behaviors and note areas of growth.</p>	<p>2019-2020 School Year</p>

		needs/ trends/ next steps	assemblies that focus on expected behaviors and positive attendance		
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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 	*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 * State, district, and school surveys will be used to assess current practices and to identify areas of growth	2019-2020 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	* Will identify a Safe School Climate Team PBIS/SSCC) 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 	*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	* State, district, and school surveys will be used to assess current practices and to identify areas of growth *Data- Cycle Aligned Reviews of Student Behavioral Data	2019-2020 School Year *Annual training in August

	are focused on the continued development of social, emotional, ethical, civic, and intellectual skills	<p>for all stake-holders including the identification, reporting, and verification process</p> <ul style="list-style-type: none"> ▪ Refine the documentation and maintenance log ▪ Continue to implement prevention and intervention strategies ▪ Complete school climate assessments as determined by the EHBOE 	<p>*Building principal/safe school climate specialist will conduct yearly professional development</p> <ul style="list-style-type: none"> ▪ The PBIS/SSCC will continue to support SEL/ Second Step/ Trauma-Informed practices 		
<p>Standard 2: Shared School Policies Are these policies in place to address barriers to learning?</p>	*All grade level teachers, coaches and support personnel will participate in SRBI cycles to review data, create intervention and support plans to effectively meet students' academic and social 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. Support staff will support instruction of 2 nd Step, and implement in small group practices	* School surveys will be used to assess current practices and to identify areas of growth	2019-2020 School Year

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<p>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.)</p>	<p>Langford has identified a *Bullying Prevention Program (Second Step) and will continue to address the following:</p> <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 Climate Survey	2019-2020 School Year

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<p>Standard 3: School Practices Are there practices in place</p>	Within classrooms and through existing in school/after school	*Staff will continue to implement a curriculum that is developmentally	* PBIS/SSCC will review student behavioral and attendance data to promote	Data from school, family, student surveys	2019-2020 School Year

<p>to promote positive youth development?</p>	<p>programs, Langford has been able to identify, promote, and respond to student needs through positive programs. Langford offers a myriad of programs including:</p> <ul style="list-style-type: none"> ▪ Team building and cooperative learning activities that foster collaboration ▪ Instrumental music and choral groups ▪ Crossroads After-School Program ▪ School wide assemblies that foster school community and reinforce positive behavior. ▪ Buddy Classrooms that promote mentoring 	<p>appropriate and supports students' emotional needs</p>	<p>engagement in school</p> <p>* PBIS/SSCC will report monthly to staff for reflection and review of strategies</p>		
<p>Standard 3: School Practices Are there practices in place that enhance teaching and learning?</p>	<p><u>Curriculum and Instruction:</u> *Utilize a rich, engaging, student-centered curriculum in a workshop format *Maintain and improve a system of 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</p>	<p>*Revise coaching cycles (k-2/ 3-5) to support implementation of instruction with effective teaching strategy focus in the workshop format with maximized supports</p>	<p>*Engage in three cycles of data collection (aligned to DIP/SAM), analysis and reflection on effectiveness of teaching practices on student achievement and behaviors in the Tier I setting</p>	<p>*Grade Level Data Team meeting reflections and action plans (GLAMS)</p>	<p>2019-2020 School Year</p>
<p>Standard 3: School Practices Are there practices in place to address barriers to learning?</p>	<p>*Tier I approach to SEL/PBIS teaching *Monthly PBIS/SSCC meetings to review progress and barriers</p>	<p>*Effective use of teacher-led grade level data teams to review effectiveness on student progress, behaviors and attendance</p>	<p>*Continued to provide professional development regarding the Safe School Climate Plan which encompasses School Safety, SSC, and the Bullying</p>	<p>*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</p>	<p>2019-2020 School Year *Three SRBI Cycles of Data Review *Student-centered Team</p>

	*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		Prevention Program *Continued focus on Tier I instructional and behavioral strategies *Utilize a flexible workshop model with appropriate 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 for academics and behaviors	II/III interventions	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 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	2019-2020 School Year GLAMS- Midyear and Year-End
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 *Integration of Attendance Team with the SSCC/PBIS committee	*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 evolution of school climate practices, building capacity in Tiers I,II, and III,	*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	2019-2020 School Year

			and Incentive based programs		
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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?	*Langford staff organizes several social, community-building activities throughout the school year including *Various Family Engagement Events *Family Dance *Pajama Day Fundraiser	*The school community will continue to focus on increased engagement with family and community	*Continue to take an active role in the community by being involved in social and civic functions in partnership with our Community and Family Liaison	*Continued analysis of student, staff, and parent surveys	2019-2020 School Year
Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	The PBIS/SSCC 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 *Continue to review/practice all safety protocols and procedures	2019-2020 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 (team level) *Open House *Student-Led Conferences *School Governance Council/ PTO *Bimonthly RRAPS assemblies to celebrate attendance and positive behaviors for learning	*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 *Improve communication through a parent/volunteer board in lobby *Identify professional development opportunities to assist staff with school to home communication strategies	*Administer and analyze School Climate Survey and Student Climate Survey	*Student-Led Conferences in October and March *Survey during March conferences 2019-2020 School Year
Impact on Results: Is progress monitoring inherent in the school climate improvement	*Langford continues to monitor the progress of the School Climate Plan in the areas of school safety, SSC,	*School climate data will be analyzed and communicated staff to build capacity in the domains of school safety,	*Upon completion of surveys, data will be assessed and further goals will be established and	*Administer and analyze School Climate Survey and Student Climate Survey	2019-2020 School Year

process?	and bullying prevention through student, staff, and parent surveys that are administered throughout the school year *Welcoming Walkthrough protocols- Follow-up	SSC, and Bullying Prevention	monitored		
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