

Blackham School Climate Plan
School Year 2019-2020

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement with Action Steps	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p>Standard 1: The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.</p> <p>Indicator 1.1 School policies and practices support school, family, youth and community members working together to establish a safe and productive learning community.</p>	<ul style="list-style-type: none"> • Blackham has a Mission and Vision in place. (“The vision of Blackham School is to be a professional learning community where instruction invites effort and supports academic rigor for all students and educators in a safe nurturing environment.”) From this vision, the staff created a mission statement. The vision and mission are visual throughout the school and referenced at monthly staff meetings • Code of Conduct has been discussed and distributed to all students (grades 4-8) and is available online. • Identify members of the School Climate Team (Members: Mrs. Julian, Mrs. Anderson, Ms. Arganese, Ms. Maggiore, Mr. Spiller, Ms. Mosley, Mrs. Kasten, Ms. Sobulefsky, Ms. Fontanez, Ms. Novotny) • School Climate Plan has been published on school website • School-wide rules are established and in place (Be Safe, Be Respectful, Be Responsible) • PBIS team in place; monthly rewards given (Members: Ms. Ali Julian, Ms. Laviolette, Ms. Szygiel, Ms. Cicale, Mr. Powers, Ms. Rankin) • Climate surveys given to students bi-annually • Climate surveys given to parents annually • Climate surveys given to staff bi-annually 	<ul style="list-style-type: none"> • Staff training in RULER emotional intelligence program • Implement and Train Staff in Restorative Practice • Monthly Climate Meetings 	<ul style="list-style-type: none"> • Ongoing visual inspections of mission and vision presence in school • Staff attendance logs at RULER training • Restorative Practice training logs submitted • Climate Team meets after drills for follow-up 	<ul style="list-style-type: none"> • Ongoing discussion of vision and mission in monthly staff meeting through June 2020 • Ongoing professional development of RULER program offered to staff bi-monthly through June 2020 • Ongoing parent communication of school climate and RULER program in monthly newsletters and via school website through June 2020 • Ongoing communication and updates to parents, staff and students about any safety changes

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<p>Indicator 1.2 Schools gather accurate and reliable data about school climate from students, school personnel and parents/guardians for continuous improvement and share it regularly with the school community.</p>	<ul style="list-style-type: none"> • Blackham has a School Improvement Plan in place • Code of Conduct has been discussed and distributed to all students (grades 4-8) and is available online. <p>Currently Collecting Data from:</p> <ul style="list-style-type: none"> • Child Find • Curriculum and Instruction • Suspensions and Expulsions • Special Education Data • Chronic Absenteeism • School climate survey • Parent concerns • Bullying report form • PAC meeting attendance • PBIS student reward count • SRBI intervention plan in place for behavior (Individualized plans developed for each student based on each student's needs and functioning) 	<ul style="list-style-type: none"> • Increase communication to staff regarding school climate data • Decrease office referrals • Include parent on the School Climate Team (Nilda Barahona) • Increase number of students earning PBIS marking period awards 	<ul style="list-style-type: none"> • Data team meets bi-monthly to analyze data including bullying, discipline, attendance and tardiness • SRBI team meets weekly to analyze specific cases of attendance, discipline, and tardiness • PAC parent night attendance • PBIS team meets semi-monthly to analyze student rewards data • Climate Team to analyze climate surveys given to students and parents annually • Climate Team to analyze climate surveys given to staff semi-annually 	<ul style="list-style-type: none"> • Ongoing communication through June 2020 of climate-related information to staff via weekly memos and staff meetings • Ongoing climate communication through June 2020 to parents via monthly newsletters, monthly PAC meetings, and website • School Social Worker to give PD on Bullying in school environment in January 2020. Topics covered include bullying policy, district definitions of bullying, and cyber-bullying.

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<p>Indicator 1.3 Capacity building is developed over time to enable all school community members to meet school climate standards.</p>	<ul style="list-style-type: none"> • School Counselor and Social Worker have weekly small group meetings with students to develop positive social skills and behaviors • School Counselor conducts class visits bi-monthly to present and discuss positive behaviors • School-wide rules are established and in place (Be Safe, Be Respectful, Be Responsible) • Students earn daily PBIS rewards: for positive behavior throughout the school • Students complete Student Success Plans at the beginning of year 	<ul style="list-style-type: none"> • Support of student success plans and monitoring throughout the year using Naviance as the Platform 	<ul style="list-style-type: none"> • Data Team to meet and analyze data bi monthly including bullying, discipline, attendance and tardiness • Staff meeting discussion regarding supporting students in monitoring Student Success Plans 	<ul style="list-style-type: none"> • October 2019 Student Success plan completed. • December 2019 and May 2020 Student Success Plans reviewed

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<p>Standard 2: The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge and dispositions and (b) a comprehensive system to address barriers to learning and teaching and reengaging students who have become disengaged</p>	<ul style="list-style-type: none"> • School-wide rules are established and in place (Be Respectful, Be Responsible, Be Safe,) • SRBI intervention plan in place for behavior (Individualized plans developed for each student based on each student's needs and functioning) • Attendance team meets monthly to discuss student issues and follow district attendance protocols • School Counselor updates and reviews 504 plans annually with staff and parents 	<ul style="list-style-type: none"> • Staff training in RULER emotional intelligence program • Staff training in bullying prevention 	<ul style="list-style-type: none"> • Data Team to meet and analyze data bi monthly including bullying, discipline, attendance and tardiness • Staff attendance logs at RULER training • Staff attendance logs at bullying training 	<ul style="list-style-type: none"> • School Social Worker to give PD on Bullying in school environment in January 2020. Topics covered include bullying policy, district definitions of bullying, and cyber-bullying. • Ongoing parent communication of school climate and RULER program in monthly newsletters and via school website through June 2020.

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<p>Indicator 2.1 Policies and mission and vision statements that promote social, emotional, ethical and civic, as well as intellectual, skills and dispositions are developed and institutionalized.</p> <p>Indicator 2.2 Policies and mission and vision statements are developed and institutionalized that promote a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.</p>	<ul style="list-style-type: none"> • Blackham has a Bullying/Safe School Climate Plan in place • Code of Conduct has been discussed and distributed to all students (grades 4-8) and is available online. • All students to complete Student Success Plans at the beginning of year using Naviance 	<ul style="list-style-type: none"> • Professional Development on Bullying • Improving the Implementation of PBIS, school wide behavior policies and Safe School Climate Plan 	<ul style="list-style-type: none"> • Data Team to meet and analyze data bi-monthly including bullying, discipline, attendance and tardiness • PBIS team meets monthly to analyze student rewards data 	<ul style="list-style-type: none"> • Ongoing PBIS data review through June 2020 • October 2019 Student Success plan completed. • December 2019 and May 2020 Student Success Plans reviewed

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<p>Indicator 3.1 Specific practices are designed to enhance engagement of every student through classroom-based social, emotional, ethical and civic learning and in school-wide activities.</p>	<ul style="list-style-type: none"> • Teachers plan differentiated lesson based on student need, preference, language, ability, and modality • Teachers meet in PLCs weekly to discuss student learning • All students completed Student Success Plans at the beginning of year • After-school programs offered to students (basketball, chess club, debate team, track team, Lighthouse, drill team) • Students recognized monthly (student of the month, perfect attendance certificates monthly) 	<ul style="list-style-type: none"> • Continued staff professional development in differentiation and instructional techniques and strategies 	<ul style="list-style-type: none"> • Data Team to meet and analyze data bi-monthly including student achievement on state, district, and classroom assessments 	<ul style="list-style-type: none"> • Continued ongoing professional development on instructional strategies monthly through June 2020
<p>Indicator 3.2 Teachers and school administrators design specific classroom and school-wide practices to address barriers to learning and teaching and reengage those who have become disengaged.</p> <p>Indicator 3.3 School leaders develop and sustain a comprehensive system of learning supports by ensuring an appropriate operational infrastructure that incorporates capacity building mechanisms.</p>	<ul style="list-style-type: none"> • All students completed Student Success Plans at the beginning of year • Attendance team meets monthly to discuss student issues and follow district attendance protocols • School Counselor updates and reviews 504 plans annually with staff and parents • SRBI intervention plan in place for behavior (Individualized plans developed for each student based on each student's needs and functioning) 	<ul style="list-style-type: none"> • Increase student and parent awareness of available resources via monthly newsletter, website, and school and classroom announcements. 	<ul style="list-style-type: none"> • Weekly Administrative team meetings to discuss student learning and supports needed • Weekly PLC meetings to discuss student learning and supports needed 	<p>Ongoing weekly through June 2020</p>

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<p>Standard 4: The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p> <p>Indicator 4.1 School leaders promote comprehensive and evidence-based instructional and school-wide improvement efforts designed to support students, school personnel and community members feeling welcomed, supported and safe in school: socially, emotionally, intellectually and physically.</p>	<ul style="list-style-type: none"> • School-wide rules are established and in place (Be Safe, Be Respectful, Be Responsible) • Students earn daily PBIS rewards (eagle wings) for positive behavior throughout the school • Students earn monthly PBIS reward activities • Informative Bulletin boards throughout the school (SGC, PBIS, School Climate) • Regular communication to parents including website, phone blasts, PAC meetings, monthly newsletters • Community nights to welcome parent into the school (Back to School Night, PAC Meetings, Character Connections Family Night) 	<ul style="list-style-type: none"> • Staff training in RULER emotional intelligence program 	<ul style="list-style-type: none"> • Data Team to meet and analyze data bi-monthly including bullying, discipline, attendance and tardiness • Staff attendance logs at RULER training 	<ul style="list-style-type: none"> • Ongoing professional development of RULER program offered to staff bi-monthly through June 2020 • Ongoing parent communication of school climate and RULER program in monthly newsletters and via school website through June 2020

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<p>Indicator 4.2 Students, their families, school staff and community stakeholders are regularly surveyed and are asked to indicate what the school should do to further enhance a welcoming, supportive and safe environment.</p> <p>Indicator 4.3 School leaders monitor and evaluate the prevention and intervention strategies designed to support people feeling welcomed, supported and safe and use that data to improve relevant policies, practices, facilities, staff competencies and accountability</p>	<ul style="list-style-type: none"> • Climate surveys given to students and parents annually • Climate surveys given to staff bi-annually • Procedures are established for visitors signing in and out • Office staff are trained on how to welcome visitors • School Counselor updates and reviews 504 plans annually with staff and parents • SRBI intervention plan in place for behavior (Individualized plans developed for each student based on each student's needs and functioning) 	<ul style="list-style-type: none"> • Increase parent participation in School Climate Survey 	<ul style="list-style-type: none"> • Climate Team to analyze climate surveys given to students and parents annually • Climate Team to analyze climate surveys given to staff semi-annually • Data team meets monthly to analyze data including bullying, discipline, attendance and tardiness • SRBI team meets weekly to analyze specific cases of attendance, discipline, and tardiness 	<p>Yearly, in June 2020</p> <p>Ongoing, through June 2020</p>

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<p>Standard 5: The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to Social justice.</p> <p>Indicator 5.1 Students and staff model culturally responsive and ethical behavior. This reflects continuous learning that builds knowledge, awareness, skills, and the capacity to identify, understand, and respect the unique beliefs, values, customs, languages, and traditions of all members of the school community</p>	<ul style="list-style-type: none"> • Monthly PAC meetings engage parents of diverse backgrounds about cultural events, historical topics, and academic concepts • Holiday and End-of-Year Concerts including multiple cultural instruments (multi-cultural songs, African drum ensemble) • ESL parent newsletters sent home quarterly 	<ul style="list-style-type: none"> • Principal/classroom communication to contain information on multicultural learning • District-provided school-level training on incorporating culturally-responsive behavior in the classroom 	<ul style="list-style-type: none"> • Staff attendance logs at district-provided training 	Yearly

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<p>Indicator 5.2 Relationships among and between staff and students are mutually respectful, supportive, ethical and civil</p> <p>Indicator 5.3 Students and staff are actively engaged in celebrating milestones and accomplishments as they work to achieve meaningful school and community life.</p>	<ul style="list-style-type: none"> • Teachers meet in PLCs weekly to discuss student learning • First- and second-year teachers receive TEAM support from mentors • Non-tenured teachers receive peer observations • Sunshine committee and School Spirit committee established to support positive relationships amongst staff • Students recognized monthly (student of the month, perfect attendance certificates) • All students completed Student Success Plans at the beginning of year 	<ul style="list-style-type: none"> • Increase staff social events to improve morale • Staff training in RULER emotional intelligence program 	<ul style="list-style-type: none"> • Climate Team to analyze climate surveys given to staff bi-annually • Staff attendance logs at RULER training 	<ul style="list-style-type: none"> • Ongoing professional development of RULER program offered to staff bi-monthly through June 2020 • Ongoing parent communication of school climate and RULER program in monthly newsletters and via school website through June 2020 • December 2019 and May 2020 Student Success Plans reviewed