

**Suffield Public Schools Measurable Objectives for  
Improving School Climate  
District Plan**

National School Climate Standard	Current School District Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to leverage Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p><b>Standard 1: Shared Mission</b> 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"> <li>• A process which includes parents, students and staff is being initiated to develop a formal plan complying with Section 10-222-d An Act Concerning Strengthening of School Bullying Laws.</li> <li>• The district is in the process of revising BOE policies to be consistent and compliant with new legislation.</li> <li>• Each school in the district has a safe school climate committee and a safe school climate coordinator</li> <li>• The district has a safe school climate coordinator</li> </ul>	<p>Information from parents, students, and staff is needed to develop a more coherent plan</p>	<ul style="list-style-type: none"> <li>• A cohesive plan will be developed based on the new regulations.</li> <li>• A survey of all stake holders will be administered and areas needing improvement will be identified at the district level.</li> <li>• Survey results will be utilized by each school safe climate committee to develop a vision for what school climate looks, feels, and sounds like.</li> </ul>	<ul style="list-style-type: none"> <li>• BOE approval of Safe School Climate Plan</li> <li>• Appointment of District Safe-School Climate Coordinator</li> <li>• Appointment of Safe-School Climate Coordinator at each school</li> <li>• School-based climate plans developed &amp; Safe School Climate Committees established</li> <li>• Survey results will be reviewed and district and school reports will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>• January 2012</li> <li>• November 2011</li> <li>• November 2011</li> <li>• October 2011 to June 2012</li> <li>• TBD</li> </ul>

<p><b>Standard 1: Shared Mission</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<ul style="list-style-type: none"> <li>• The district is implementing staff professional development, school-based character education programs which focus on positive behavioral supports.</li> <li>• SRBI strategies are used to identify students who need interventions in the areas of social skills and behavior.</li> <li>• The district is moving forward with a process that recognizes the need to involve all stakeholders in developing a responsive plan.</li> </ul>	<ul style="list-style-type: none"> <li>• TBD depending on each school plan.</li> <li>• The district recognizes the need to develop a coherent plan conforming to the new legislative requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• TBD depending on each school plan.</li> <li>• The district will engage all stakeholders in an organized effort to develop a cohesive plan.</li> <li>• District structures are being developed to engage staff in the review of data points to monitor the district plan and to align priorities with each school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• TBD depending on each school plan</li> <li>• Evidence of progress in planning: <ul style="list-style-type: none"> <li>○ The development of school improvement plans.</li> <li>○ List of members</li> <li>○ Tentative meeting dates</li> <li>○ Meeting Agendas</li> <li>○ Meeting minutes</li> </ul> </li> </ul>	<p>June 2102</p>
<p><b>Standard 1: Shared Values</b> What are the shared values?</p>	<ul style="list-style-type: none"> <li>• The district believes that a school environment, in which all students (inclusive of all subgroups) feel safe, supported, engaged and helpfully challenged, is optimal for learning and healthy development.</li> <li>• The Board, through its policy and governance framework, seeks a climate in which students and adults feel socially, emotionally, intellectually and physically safe in environment that is free of harassment, intimidation and bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• The district needs to use survey information to better inform our shared values.</li> <li>• The district data reflects a need to improve the academic achievement of students with special needs and students who are economically disadvantaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Character education programs, staff training, and ongoing monitoring programs are being supported in school.</li> <li>• These efforts will be refined based on surveys and ongoing program evaluations.</li> <li>• District Theory of Action using core approaches of SRBI, data teams and collaborative cultures to improve student learning for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing monitoring of school improvement plans process and outcome based data to assess school climate.</li> <li>• Ongoing monitoring of student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of documents and data to achieve the improvement goals</li> </ul>

<p><b>Standard 1: Shared Goals</b> What are the shared priorities?</p>	<p>The goals of the district are to:</p> <ul style="list-style-type: none"> <li>• Develop &amp; implement a districtwide plan complying with Section 10-222-d.</li> <li>• To develop a district-wide plan that works to eradicate mean behavior &amp; all forms of bullying by assisting students to exhibit behaviors consistent with shared values.</li> <li>• To complete a strategic planning process that reflects these same shared values</li> </ul>	<ul style="list-style-type: none"> <li>• The district recognizes the need to implement improved district and school climate plans based on the new legislation and to strengthen initiatives to eradicate mean behavior and bullying.</li> <li>• The district recognizes the need to have a Strategic Plan that is consistent with the climate plan initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement formalized plans.</li> <li>• Evaluate effectiveness of both plans</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and report alignment of the climate Plan with legislation.</li> <li>• Measure and modify strategies implemented &amp; analyze survey and any patterns of bullying behavior</li> </ul>	<ul style="list-style-type: none"> <li>• June 2012</li> <li>• June 2012</li> <li>• Strategic Plan complete May 2012</li> </ul>
<p><b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?</p>	<ul style="list-style-type: none"> <li>• The district maintains current policies that promote a safe and orderly school environment as demonstrated by policies effecting instruction, students, leadership and governance.</li> <li>• The district supports the initiative to establish school climate committees and character education programs in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The district recognizes the need to support existing polices.</li> <li>• The district recognizes the need to modify, create, and implement developmentall y appropriate policies consistently across the system.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the BOE committee structure, develop policies appropriate to support school climate and be consistent with new legislation.</li> <li>• Continue to support the instructional programs that lead to improved school climate, staff training, and ongoing monitoring programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing review of policies based on data.</li> <li>• Ongoing monitoring of school improvement plans, process and outcome based data to assess school plans</li> </ul>	<p>Yearly</p>

<p><b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?</p>	<ul style="list-style-type: none"> <li>• The district provides programs, structures, partnerships and professional development at all levels that support service learning which is consistent with positive youth development.</li> <li>• Opportunities for involvement in activities that teach healthy decision making, team work, acceptance and respectful behavior are available and encouraged at all levels for all students.</li> </ul>	<p>The district recognizes that these elements of the school program need to be expanded and focused on including all students.</p>	<p>School climate committees are charged to continually solicit input and review proposals to promote the positive development of youth.</p>	<p>Ongoing assessment of the efficacy of programs and effectiveness specifically as it may be reflected in the review of student academic, appropriate inclusion, and discipline data.</p>	<p>Yearly</p>
<p><b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?</p>	<ul style="list-style-type: none"> <li>• The district recognizes the need to provide access to developmentally appropriate programs at all levels and the need to remove barriers to that access.</li> <li>• Programs that support differentiation of instruction to support success for all students include: <ul style="list-style-type: none"> <li>○ District Theory of Action</li> <li>○ Strategic Planning</li> <li>○ SRBI (a program focused on recognizing the different learning style of students and changing instructions to meet the needs of all students)</li> <li>○ professional development</li> <li>○ use of appropriate inclusive education practices.</li> </ul> </li> </ul>	<p>District data reflect a need to improve our academic achievement for students with special needs and students who are economically disadvantaged. Other data points will be used.</p>	<ul style="list-style-type: none"> <li>• Professional development activities will be used to facilitate use of differentiated instruction, personalized learning, 21st century skills and improved use of data to inform instruction.</li> <li>• Review of District Strategic Plan &amp; development of 3 to 5 year district goals.</li> <li>• Development of District &amp; school-based improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessment of student achievement and assessment of the performance of subgroups with the expectation of meeting performance targets.</li> <li>• Results of the review of District Strategic Plan</li> <li>• Review of District and school-based improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>• CFAs as administered</li> <li>• CMT/CAPT yearly</li> <li>• CBM's and other assessments</li> <li>• District data points as identified through Strategic Plans - Yearly</li> </ul>

<p><b>Standard 3: School Practice</b> Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<ul style="list-style-type: none"> <li>• School climate committees are being developed and Climate Coordinators are being assigned to support the ongoing work of creating a positive climate.</li> <li>• Professional development activities to build and maintain the ability of staff to support climate goals and values are ongoing.</li> <li>• The district Theory of Action and Strategic Plan supports the work.</li> </ul>	<p>The district recognizes the need for and advantage of having these supports in place to improve school climate/ culture.</p>	<p>The district will support the committees and coordinators through professional development and budget as needed.</p>	<p>Ongoing assessment of the efficacy of programs and effectiveness specifically as it may be reflected in the review of student academic and discipline data.</p>	<p>yearly</p>
<p><b>Standard 4: Safe Environment</b> Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<ul style="list-style-type: none"> <li>• The district is providing the environment described through a combination of school based character education programs, professional development, supervision and evaluation, and Instructional practices aimed at meeting the needs of all learners in the classroom and in the school community.</li> <li>• The district is moving forward with planning and initiatives focused specifically on improving the safe, healthy and welcoming environment referenced.</li> </ul>	<ul style="list-style-type: none"> <li>• The district recognizes that these school programs need to be continually monitored and evaluated for impact.</li> <li>• The district recognizes the need for continuous program development in this area and ongoing work with all staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouragement of research-based initiatives through implementation of the District Theory of Action to lead to improved learning outcomes and culture.</li> <li>• A review of the work of these programs through a combination of survey, student achievement and anecdotal data.</li> <li>• Use of the supervision and evaluation process.</li> </ul>	<p>Meeting or exceeding targets as established through the school improvement and planning process for academic achievement, climate, culture, and discipline data.</p>	<p>Ongoing</p>

<p><b>Standard 5: Social Justice</b> Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<ul style="list-style-type: none"> <li>• The district provides curriculum and instructional practices that promote 21st century skills development, curiosity and inquiry into the diverse beliefs of a global society.</li> <li>• Through participation in curriculum and co-curricular activities students are offered experience in developmentally appropriate civic responsibilities that will prepare them for participation in the greater community.</li> <li>• The district provides the model of social justice through the positive welcoming school environment and example of the respectful treatment of students of all abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The district recognizes that these understandings and qualities need to be fostered to reach the goal of improved climate and for students to contribute to the community.</li> <li>• The quality of the school climate and the effectiveness of the specific programs cited require ongoing assessment and supervision.</li> </ul>	<p>Review the quality of the school climate and the work of these specific programs through a combination of survey, student achievement, and anecdotal data will be required.</p>	<ul style="list-style-type: none"> <li>• Data from formative assessments</li> <li>• Student surveys</li> <li>• post-graduation surveys</li> </ul>	<p>yearly</p>
<p><b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<ul style="list-style-type: none"> <li>• The district recognizes that improvement of school climate is part of the district and school improvement planning process as evidenced by the components of and ongoing focus on the school climate initiative.</li> <li>• The focus and components of that initiative include: curriculum, student programs, professional development, policy and governance, and budgeting of resources.</li> </ul>	<p>It is recognized that a more systematic method of surveying opinions and experiences of students and parents would be beneficial (communication strategies, public relations).</p>	<ul style="list-style-type: none"> <li>• Review the work of school improvement plans, instructional practices, student achievement and survey instruments.</li> <li>• Ongoing assessment of the efficacy of programs and effectiveness specifically as it may be reflected in the review of student academic and discipline data.</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation and analysis of the data reviewed.</li> <li>• Data from state and district-wide assessments and specific climate data.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly</li> <li>• Ongoing</li> </ul>

<p><b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<ul style="list-style-type: none"> <li>• The district recognizes and is acting on the need to engage parents and community members in the process utilizing a variety of resources and strategies to ensure broad representation across stakeholders.</li> <li>• Actions toward this goal include development of the District Theory of Action, School &amp; District Improvement Plans, the district strategic planning process, and surveys currently in the planning stages.</li> <li>• The BOE has a community Engagement &amp; Public Relations subcommittee to strengthen and improve communication across the community.</li> </ul>	<ul style="list-style-type: none"> <li>• A more systematic method of surveying opinions and experiences of students and parents would be beneficial to strengthening the District &amp; School-based climate improvement efforts. (communication strategies, public relations)</li> <li>• A survey developed by the SDE needs to be distributed when it becomes available.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and ensure that broad representation from a variety of stakeholders is present.</li> <li>• Distribute the SDE survey and analyze results.</li> <li>• Strengthen school and district websites for timely communication and information. Strategic Planning and Theory of Action</li> </ul>	<ul style="list-style-type: none"> <li>• Review and compile the survey data.</li> <li>• Monitor and review the school websites</li> <li>• Review strategic plans and Theory of Action</li> </ul>	<ul style="list-style-type: none"> <li>• June 2012</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<ul style="list-style-type: none"> <li>• Data is collected for all of the school based initiatives and information regarding incidents patterns of bullying is reviewed continuously.</li> <li>• Ongoing use and development of other survey methods are being planned.</li> </ul>	<p>Data warehousing and access to data available and collected needs to be improved.</p>	<p>The district Theory of Action, strategic planning, professional development, and supervision and evaluation are all focused on using and improving progress monitoring and productive use of data.</p>	<p>Ongoing assessment of the efficacy of programs and effectiveness specifically as it may be reflected in the review of student academic and discipline data will be used as ongoing measures of a positive school climate that is conducive to learning.</p>	<p>Yearly and on going</p>