

CLS Safe Climate Plan

Year: 2019-20

District: Ellington

School: Crystal Lake

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	Timeline 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>CLS is a Responsive Classroom school. Guiding principals include:</p> <ul style="list-style-type: none"> • The social curriculum is as important as the academic curriculum • How children learn is as important as what they 	<p>All new staff attend a one day Responsive Classroom Training- however, they could use more training as there is much to learn about this philosophy. A clear understanding of what logical consequences takes time to understand for staff and parents.</p>	<p>All certified staff have a copy of Kristi Mraz’s book, <u>Kids First from Day One</u>, focused on creating student-centered schedules and classroom environments.</p> <p>All staff completed Power Point trainings on Mandated Reporting, Restraint and Seclusion, Title IX and Bullying Laws.</p> <p>All staff received</p>	<p>We chart our office referrals- time, place, grade etc.</p>	<p>Annually</p>

	<p>learn; process and content go hand in hand.</p> <ul style="list-style-type: none">• The greatest cognitive growth occurs through social interaction .• There is a set of social skills that children need to learn and practice to be successful academically and socially: cooperation, assertion,		<p>training in the alternative learning environment and appropriate means of intervention and support.</p> <p>CLS focuses on mindset and recites a mindset mantra each morning. We also hold mindset pep rallies. Constant communication is provided to parents on our work</p>		
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	<p>responsibility, empathy, and self-control.</p> <ul style="list-style-type: none">• Knowing the children we teach—in individually, culturally and developmentally—is as important as knowing the content we teach.• Knowing the families of the children we teach and inviting				
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	<p>participation is essential to children's education.</p> <ul style="list-style-type: none">• How the adults at school work together is as important as individual competence; lasting change begins with the adult community.				
	<p>Our goal this year was to have 10 or less office referrals each month. We have achieved this goal.</p>				

<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</p>	<p>The Core of Center School's language arts curriculum is delivered using the Teachers College Reading and Writing Project Units of Study for Reading and Writing. These materials include units on Social Issues.</p> <p>CLS includes Second Step curriculum in all grades K-6 as the foundation of our Tier I Behavioral instruction.</p> <p>CLS has a comprehensive Scientifically Research Based Intervention</p>	<p>While we have the Second Step program, scheduling those lessons in is not always feasible. We need to do a better job weaving some of these lessons into morning meeting.</p> <p>A need for training in Trauma Based interventions for students.</p>	<p>Reminding all staff about the importance of second Step lessons throughout the year.</p> <p>An SRBI Team has been established to monitor students specifically needing Tier III supports for behavior.</p> <p>A significant number teachers and paraprofessionals, and administrator are trained in PMT response to deescalate students in crisis.</p> <p>Media Center offers explicit instruction in</p>		<p>Annually</p>

<p>re-engage students who have become disengaged.</p>	<p>System (SRBI) to address barriers to learning as well as a continuum of Special Education supports available to qualifying students.</p> <p>As part of the school's yearly Instructional Plan, the school sets goals to reduce the number of behavior infractions, and to increase the number of positive recognitions.</p>		<p>creating a digital footprint and cyberbullying to fourth and fifth graders.</p>		
<p>Standard 3: The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social,</p>	<p>The behavior SRBI plan outlines behaviors and consequences and also provides definitions for each</p> <p>Tier I Second Step lessons are designed to enhance</p>	<p>Parent survey results indicate concerns about the safe and respectful ride for their child to and from school.</p> <p>This year the survey revealed an area we need to work on is student treating each other with respect.</p>	<p>Primary teachers were trained in Purposeful Play and implement choice play time during the school day.</p> <p>Based on information from <u>Kids First from Day One</u>, teachers have created daily schedules</p>		<p>Annually</p>

<p>emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to learning and teaching and re-engage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for</p>	<p>engagement of every student.</p> <p>This year to celebrate our work around mindset we engaged in a Day of Play.</p> <p>Flexible seating options are offered in classrooms, such as standing desks, wobble or bean bag seats, and yoga mats.</p> <p>Classrooms provide opportunity for student voice and choice in projects, assignments, and/or groupings.</p>		<p>incorporating movement and choice.</p> <p>All three elementary schools will work on building relationships and students treating each other with respect for a SIP goal.</p>		
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meeting this standard.					
<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>CLS works in relation to CREC staff for ongoing training and support.</p> <p>All certified staff has received sensitivity training on gender identification.</p> <p>CLS parents and staff members are surveyed each year regarding their perceptions about our school climate and are asked to indicate what the school should do to further a welcoming, supportive and safe environment.</p>				Annually

<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>All teachers will use positive teacher language to reinforce, redirect, and remind students as necessary.</p> <ul style="list-style-type: none"> ○ Reinforcing <ul style="list-style-type: none"> ● Names concrete, specific behaviors ● Applies to all students ● Emphasizes description over personal approval ● Reflects important goals and values ● Examples : <i>I noticed people walking to the rug quietly. I</i> 		<p>CLS will explore concepts of Restorative practices for student problem solving.</p>		<p>Annually</p>
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	<i>noticed many people are remember ing our meeting circle rules.</i>				
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