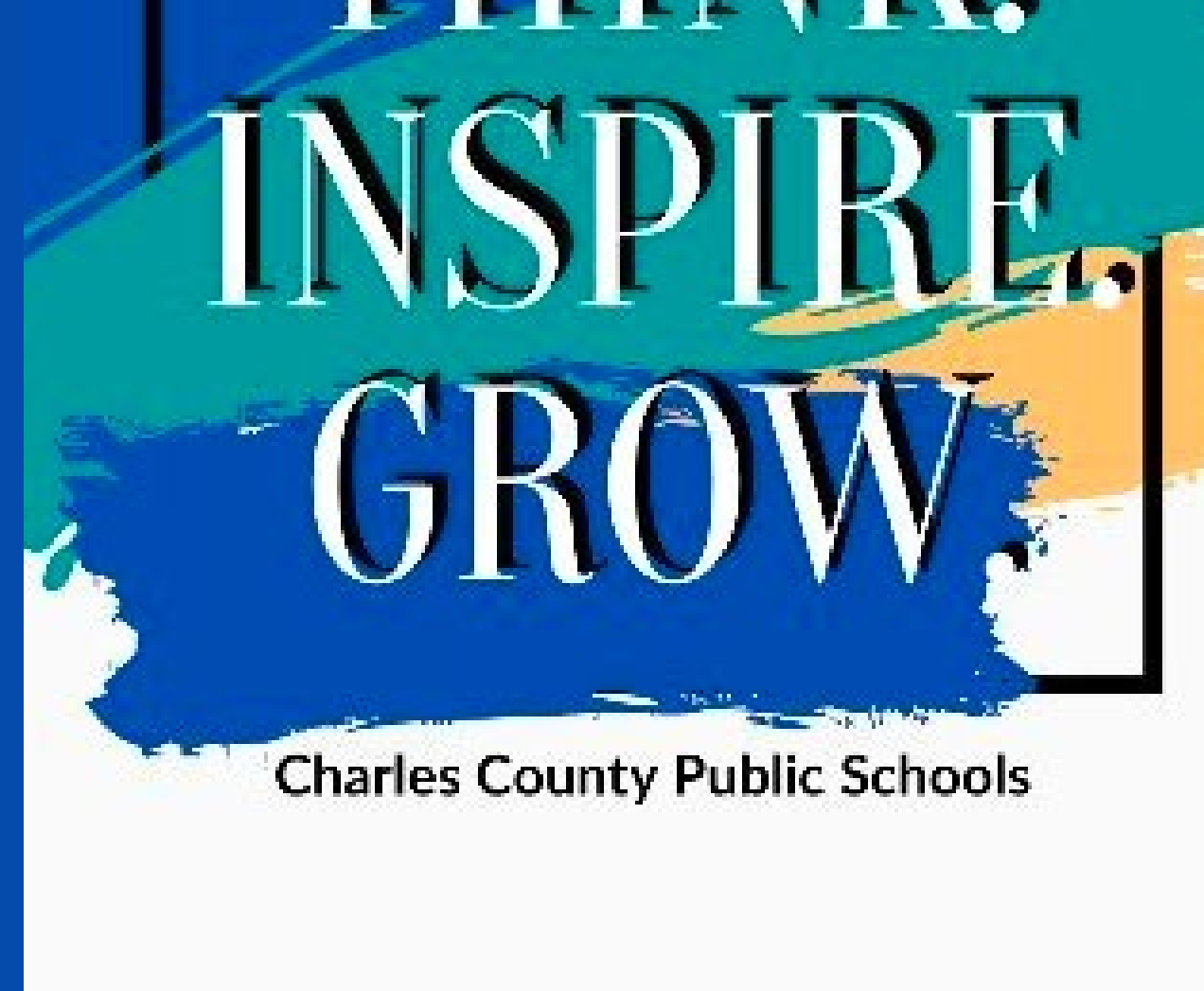


Charles County Public Schools School Climate Plan

Milton Somers



Always Start With Why ...

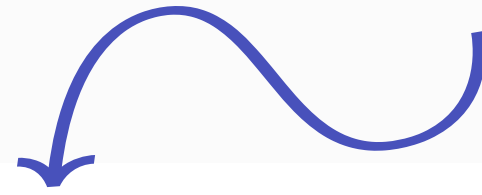
The CCPS School Climate Plan provides opportunities for educational leaders to act as agents of continuous improvement to promote each student's academic success and well-being (Standard 10).

The School Climate Plan will allow schools to monitor school climate data to determine successes, challenges, and next steps to ensure schools are environments conducive to learning where students can think, be inspired, and grow.





Continuous School Improvement



The purpose of the CCPS Continuous School Improvement Plan is to provide a comprehensive framework that **Milton Somers** will use to support teacher capacity, student achievement, and school culture and climate. The continuous improvement processes helps education practitioners agree on specific challenges they face, identify change practices that can address those challenges, implement those change practices, study their implementation and outcomes, and decide whether the change practices are worthwhile and should be implemented or scaled up in their specific contexts.

Continuous improvement is based on the three principles:

1. Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
2. Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
3. Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change (Derrick-Mills, Sandstrom, Pettijohn, Fyffe, & Koulish, 2014; Hawley, 2006; Park, Hironaka, Carver, & Nordstrum, 2013; Snow, Dismuke, Zenkert, & Loffer, 2017).

Data Summary

- What are some key take aways your team discovered while analyzing your school's data?
- What assumptions are you able to make about your school's climate based upon our interpretations of the data?
- What is impacting your school's culture and climate? What changes do you want to see in your data?

List 4-5 concise data points that identify school climate areas of need.

- 1. Of 1,656 office referrals, over ½ (849) were minor disrespect or minor disruption.*
- 2. Additionally, 321 referrals were classified as major disrespect or major disruption (1170 referrals were disrespect or disruption).*
- 3. 101 referrals were for students being tardy (1271 of 1656 comprise of 3 different violation types...76%).*
- 4. 23% of our referrals were addressing behaviors of students with disabilities.*
- 5. Either students do not know appropriate ways to interact with their teachers and class OR behaviors are being interpreted as disrespectful or disruptive.*
- 6. It is possible that school is not engaging or relevant enough for students to overcome these distractions/behaviors to find success in the classroom.*
- 7. Student to staff interactions*
- 8. Engagement (the metaphor I used is sometimes we are still flintstones and the students are the Jetsons)*
- 9. A lack of a strategic, comprehensive, foundational Tier 2*



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School Climate: Problem of Practice

After reviewing your data, write a problem of practice statement and complete a Fishbone Diagram to clearly define the problem and its root cause(s).

Questions to consider:

- What problem are you trying to address?
- Is the problem clear, specific, and measurable?
- Is the problem clearly articulated?

Problem of Practice sample statement: 75% of dispositions in grades 6 – 8 are assignments to our In-School Intervention room due to the inconsistent implementation of tier one and tier two interventions.



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To complete your own fishbone diagram, begin with the problem statement on the far left. Then identify factors that contribute to the problem (blue boxes) and likely causes for those factors.

1 Problem Statement

76% of total referrals were addressing disruption, disrespect, or tardy as a violation type.

3 Causes

Student Buy-In

students do not find relevance in curriculum

Students do not have a burning desire to engage

Pedagogical strategies have not kept up

Teachers not empowered to address

Lack of feedback and coaching to teachers

Lack of training and PD on Tier 2

lack of consistent classroom management

Lack of strong, consistent Tier 2 supports (Tier 2 program).

2 Factors

Lack of opportunities for staff and student interactions outside of class

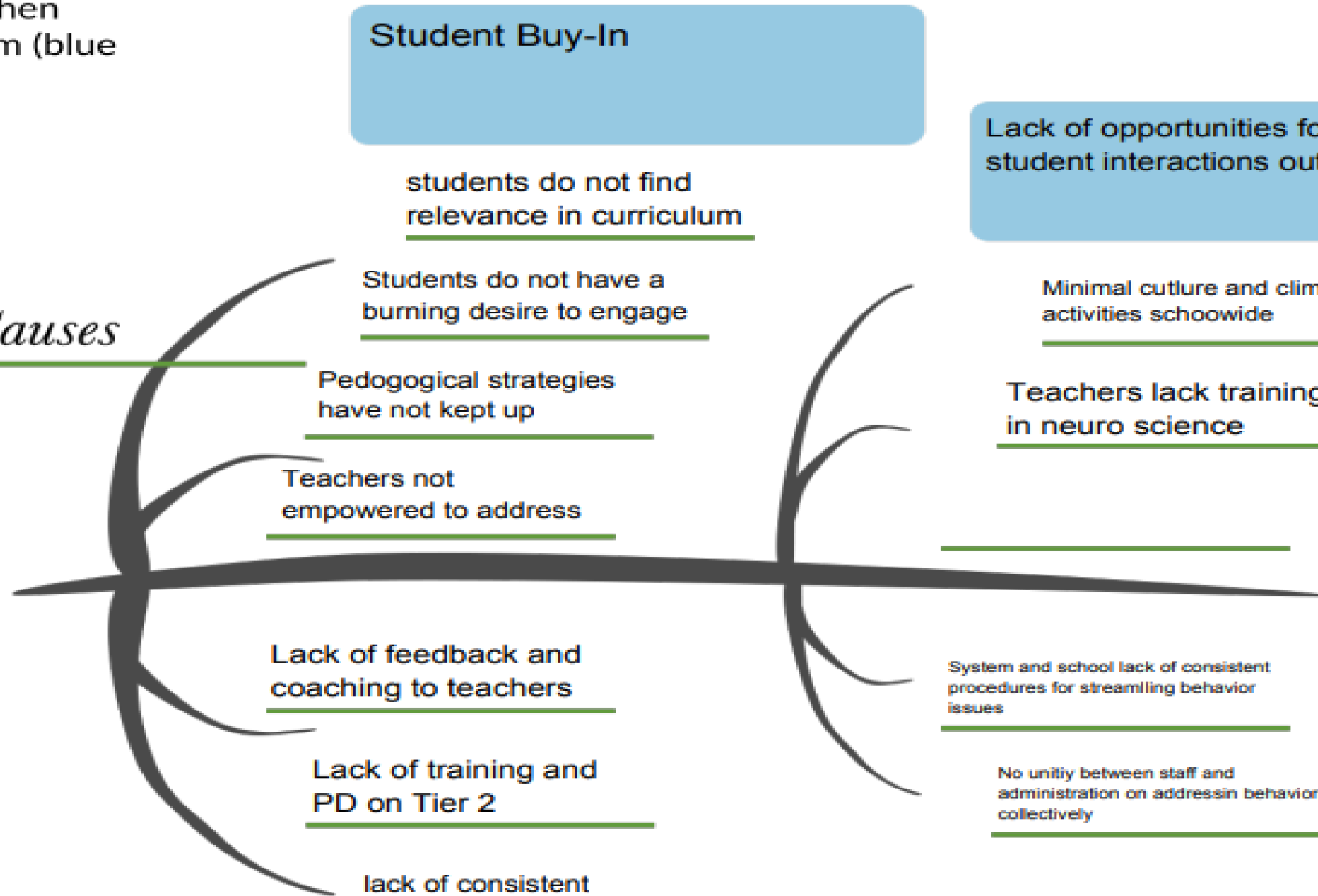
Minimal culture and climate activities schoolwide

Teachers lack training in neuro science

System and school lack of consistent procedures for streamlining behavior issues

No unity between staff and administration on addressin behaviors collectively

Division between students, staff, and administration



Develop a SMART Goal

The Smart Goal is the specific goal developed in response to the problem statement that guides improvement efforts. It should describe what the team wants to achieve, what metric will be used to measure achievement, and by how much the team wants to increase or decrease that metric.

Make sure your SMART Goal is:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-bound: Unlike instructional SIP goals, school climate goals are for the full school year (with periodic embedded data monitoring)

Insert your school's SMART goal, primary, and secondary drivers into the Driver Diagram.

1 *Aim Statement*

2 *Primary Drivers*

3 *Secondary Drivers*

4 *Change Practices*

A schoolwide focus will be to decrease the percentage of referrals by 15% (approximately 250 referrals) from SY 23/24 to SY 24/25

Coaching staff on "closing" exits.

Bolstering Tier 2 supports

Teachers- increase staff development on closing emotional exits

Staff- increase relevance of curriculum and instructional practices

Staff-streamlined Tier 2 supports (check in/check out, mentors, mentoring groups)

Students - onus on students taking responsibility for behavior and not just the consequence of the behavior

Implementation of positive shout-out/positive referrals

Admin/PLT provides professional development on calm responsive strategies to student behaviors (no escalation)

Positive referrals/shout outs (every staff meeting staff will complete one)

Meetings:
staff>department>PLT
PLT for new strategies monthly

Create Toolkit to aid in classroom based interventions.

Restorative circles between administrator, teachers, and student when student is removed from class

School Climate

Quarter 1 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 1 action steps.

***Positive Referrals/Positive Shout Outs**

***ISR to ISS (In School Solutions) - focusing on individuals owning their behavior not just owning consequences of the behavior**

***Encouraging everyone to "lower their waterline"**

***Restorative circles with teacher, student, and administrator after every discipline incident**

***Teacher Tokens – PBIS-like reinforcing incentives for staff**

Staff to student relationships



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School Climate: Data Collection

Quarter 1 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?



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School Climate

Quarter 1 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source:

Successes	Challenges	Next Steps

School Climate

Quarter 2 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 2 action steps.



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School Climate: Data Collection

Quarter 2 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?



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School Climate

Quarter 2 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source:

Successes	Challenges	Next Steps

School Climate

Quarter 3 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 3 action steps.



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School Climate: Data Collection

Quarter 3 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?



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School Climate

Quarter 3 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source:

Successes	Challenges	Next Steps

School Climate

Quarter 4 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 4 action steps.



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School Climate: Data Collection

Quarter 4 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?



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School Climate

Quarter 4 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source:

Successes	Challenges	Next Steps