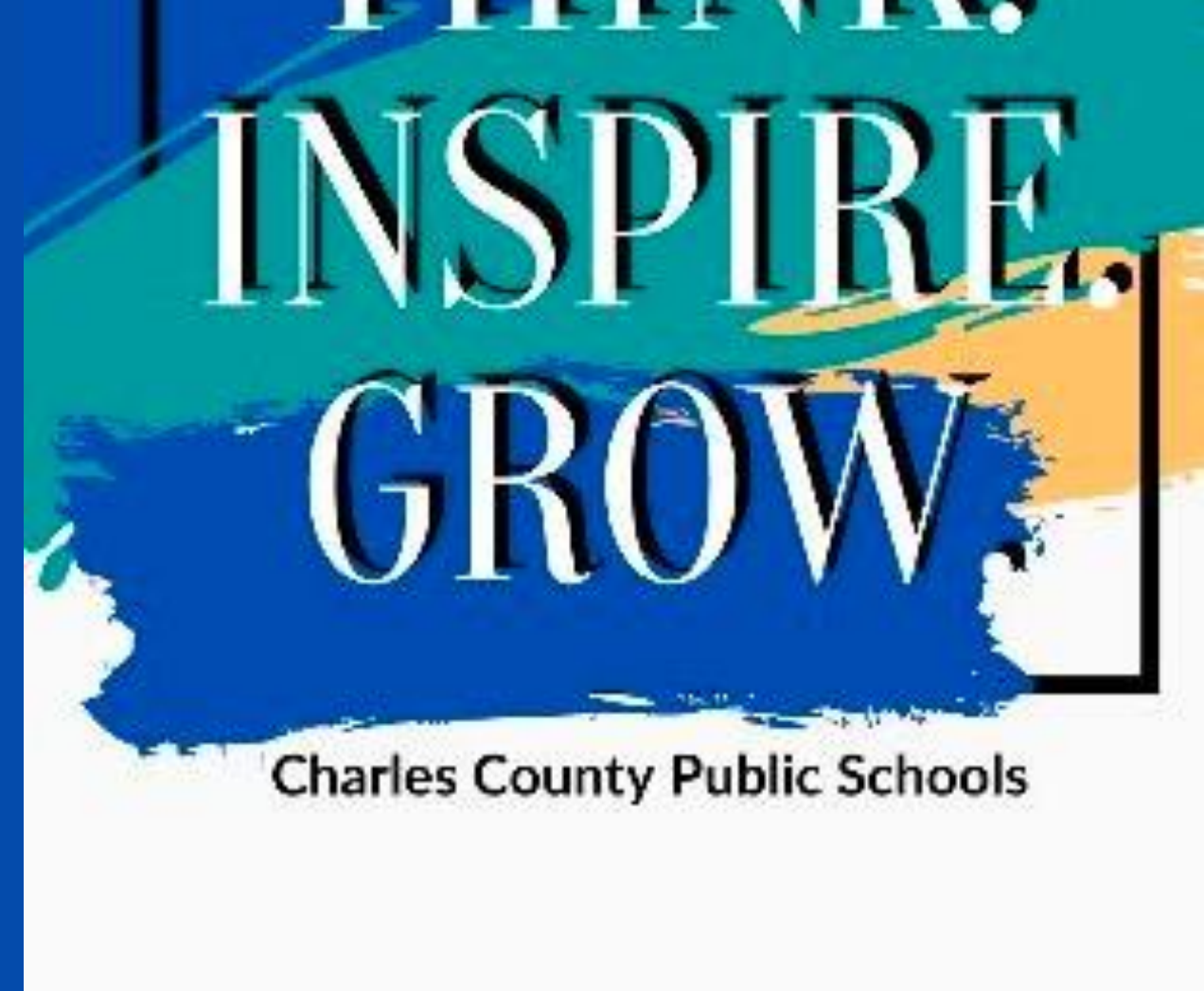# Charles County Public Schools School Climate Plan

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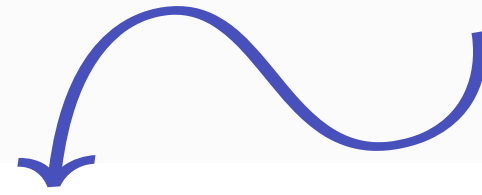
Milton Somers

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.

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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.

Fishbone diagram

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.

Student Buy-In

Lack of opportunities for staff and student interactions outside of class

3 *Causes*

students do not find relevance in curriculum

Students do not have a burning desire to engage

Minimal cutlure and climate activities schoowide

Pedogogical strategies have not kept up

Teachers lack training in neuro science

1 *Problem Statement*

Teachers not empowered to address

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

Lack of feedback and coaching to teachers

System and school lack of consistent procedures for streamling behavior issues

Lack of training and PD on Tier 2

No unitiy between staff and administration on addressin behaviors collectively

lack of consistent classroom management

2 *Factors*

Division between students, staff, and administration

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

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, menotring groups)

Students - onus on students taking responsibiliy 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 behaivors (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?

23/24		24/25	
Major	Minor	Major	Minor
0	1	1	0
24	78	16	22
53	122	34	72
77	201	51	94

Our goal was to decrease our referrals by 15%. The data reveals that we achieved well beyond our goal. Our major referrals decreased by 34%, our minor referrals decreased by 54%, and our total referrals decreased by a 48%

⬅ August

⬅ September

⬅ October

⬅ Total

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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
*It was a monumental success that our referrals decreased by almost 50%. *Reinstated Award Ceremonies for honor roll and student of the quarter *Recognized over 470 students. *Hidden pumpkins and hidden turkeys around the school building for teachers to find. Each item had a number on it that was redeemable for a free gift/token. Very well received.	*While the referrals have decreased exponentially, our suspension days have increased exponentially. *During the 23-24 schoolyear, there were a total of 18 students suspended for a total of 48 days between August and November. During the 24-25 schoolyear, there have been 29 students receiving suspension for a total of 109.5 days (although 60 days were for 6 students each receiving 10 days; if these 6 are taken out, the total would be 49.5 days, which is 1.5 days more than last year.) *It has been difficult getting our increased Tier 2 supports off the ground. We are still in the planning phase of mentor groups. We have quite a few students on check-in/check-out. *Techer tokens have not been introduced as of yet.	*Double down on our tier 2 supports. *Consider reverse-suspension or other creative consequences that address behaviors that violate the code of student conduct. *Look to purchase books/do a book study on Larry Thompson (Responsibility-Centered Discipline)

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.
*We are doubling down on our efforts with our SMART goal to decrease referrals by 15%.
*Continue to meet every Tuesday as a student services team to discuss Tier 2 supports and R.T.I.
*Increase schoolwide events, celebrations, and activities, including:
>   *Honor roll assemblies
>   *Academic Pep Rallies
>   * Attendance and referral-free giveaways
*Implement teacher tokens and teacher "shout outs" to one another
*Staff birthday celebrations
*Tap teacher voice to create more classroom-based/teacher assigned interventions
>   *After school detention (look to pay teachers to cover)
>   *Teacher assigned lunch detentions

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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?

*Major referral data count
*Minor referral data count
*attendance data

23/24		24/25		MONTH
MINOR	MAJOR	MINOR	MAJOR	
78	24	22	16	SEPTEMBER
122	53	72	34	OCTOBER
133	45	43	23	NOVEMBER
104	24	50	33	DECEMBER
77	20	25	15	JANUARY
514	**166**	**212**	**121**	**TOTALS**

Violations	Students	Total # Students	PERCENT
0	657	695	94.53
1	21	695	3.02
2	9	695	1.29
3	3	695	0.43
4	3	695	0.43
6	1	695	0.14
8	1	695	0.14

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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?

Deeper look at the numbers:

We have considerably less referrals processed during the 24-25 SY compared to the 23-24 SY (680 total during 23-24 compared to 333 during 24-25 SY)

This year (SY 24-25) – 695 students

- 25 students have a combined total of 201 out of the 333 referrals
- 65 students have a combined total of 308 out of the 333 referrals
- 622 students have **0 (zero)** referrals

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?
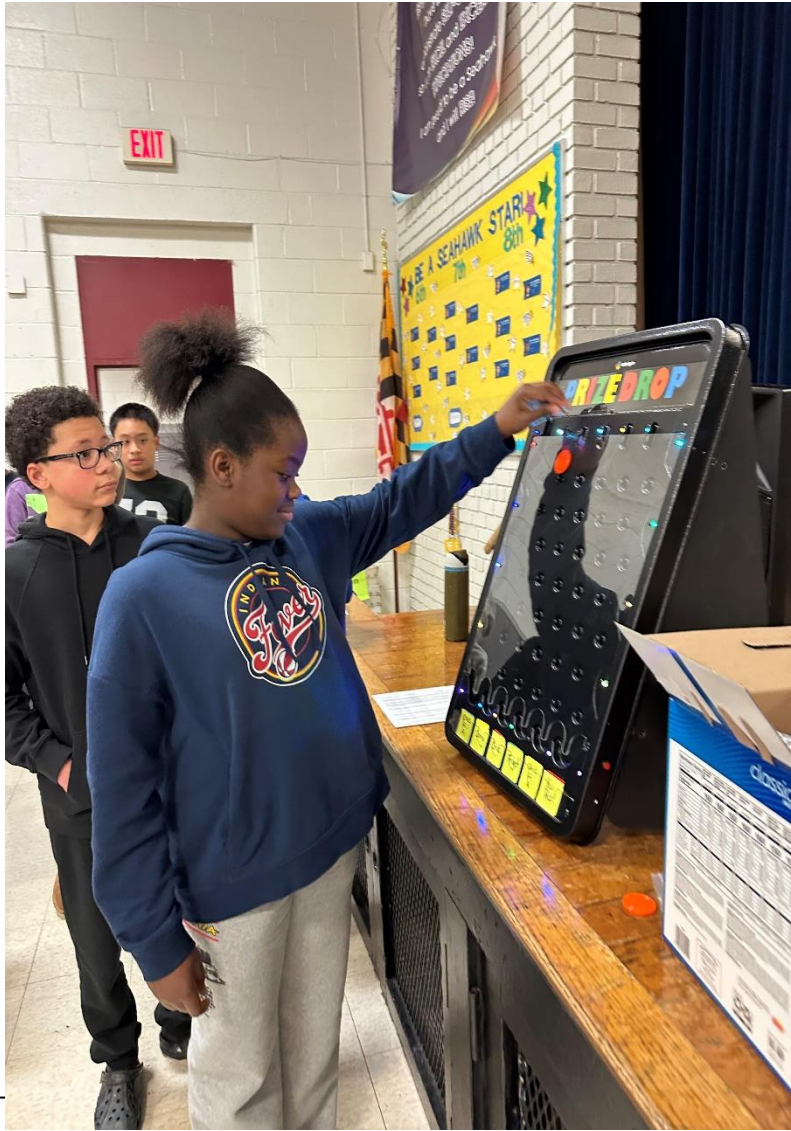
Daily Attendance Rate		
SY24-25	Q1 - 95.72%	Q2 - 94.41%
SY23-24	Q1 - 94.7%	Q2 - 93.57%

- PBIS Points rewarded monthly for commendable attendance
- Random Reward Days for commendable attendance (Plinko)
- CICO w/PPW (red zone students)

% of Students Chronically Absent		
SY24-25	Q1 - 12.63%	Q2 - 16.47%
SY23-24	Q1 - 16.99%	Q2 - 22.31%

Plinko game begin played by a student who had commendable attendance

School Climate: Data Collection

Quarter 2 Data Collection:

Mr. Lesko takes a pie in the face at our academic pep rally

Milton M. Somers Middle School
La Plata, Maryland

Outstanding Student Award

Geobardo Araoz Zurita

is awarded this certificate for

November Seahawk Star

Presented February 14, 2025

7th Grade Team   Mr. Gary L. Lesko, Principal

Sample award from award ceremonies that will be held on 2/14.

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
*We were able to continue our success of decreased referrals. Our total number of referrals through January have decreased OVER 50%. *We will have our 2nd quarter Award Ceremony for honor roll and student of the quarter on 2/14/2025. Invites have already went out and awards are ready for my signature. *We had a truly amazing academic pep really on 12/12/2024. It was a overwhelming success. *Plink game ordered and purchased. Used several times as a game to reward students with improved attendance. Attendance, both in the from of daily attendance rate and chronically absent students, has improved from last year. *Fun Fridays – music played over loud speaker and 7th class to call in with the correct answer wins a prize (has been blow pops that last 5 Fridays). *I shared the staff birthday list with PTSO and they have began doing birthday shoutouts for staff. *We have a school-wide Valentines Day dance scheduled for	*We still have more suspension days through January this school year than last (152 this year compared to 111 last year). *Our Tier 2 mentoring program (FLEX) that has been in discussion since first quarter as yet to begin (however, we have identified our 18 students and permission forms have been sent home). *25 students have accounted for 201 of the total referrals. It appears that we have some opportunities for growth in the form of Tier 2 and Tier 2 supports. *Did not get after-school detention or lunch detention assigned by teachers off the ground.	*Next up - targeted intervention for students identified as missing 8-10.5 days to date to keep them under 18 total days (efforts to ensure that they are not chronically absent for the year). *FLEX mentoring program training for our student mentors is scheduled to begin 2/6/2025. *Targeting supports for our students with chronic discipline issues as well as mid-zone attendance issues (as stated above).

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.

*Continue my standing meeting every Tuesday with the student services team to engage in "kid-talk," Tiered supports, and RTI.
*Continue with school-wide events, specifically PBIS, award ceremonies, and a 2nd semester pep-rally. A school dance is scheduled for next week (2/14).
*Continue with our attendance incentives.
*Implement an "incentive card" (students with improved attendance or straight A's will get a slip, on card stock with random incentives. For example, one-free entry into an after school dance/activity, free homework pass for any class or their choice, one free bag of chips during lunch etc. We would hole punch when they redeem one of these incentives).

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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.

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?

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