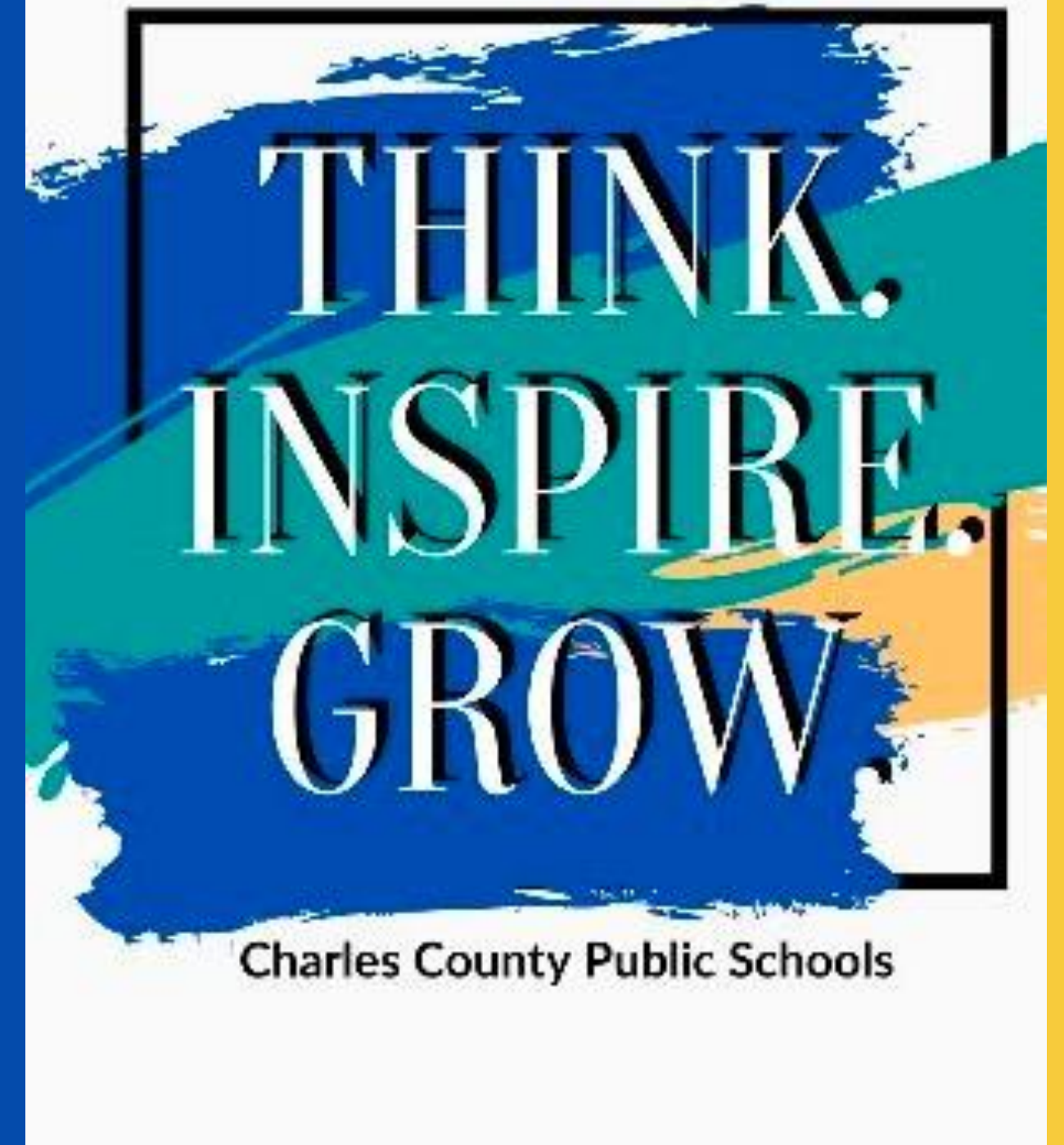


Charles County
Public Schools
School Climate Plan

Margaret J. Thornton
Elementary School



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 Thornton Elementary School 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).

School Climate: Problem of Practice

Problem of Practice statement: Establish systems that cultivate a respectful and affirming environment and foster a culture for learning.

Culture and Climate Focus Areas	Indicate School Focus Area with (X)
Attendance	X
Conflict Resolution	
Engagement	
Staff-Student Relationships	X
Student-Student Relationships	X
Suspension Disproportionality	



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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.

Thornton Elementary SMART Goal:

Establish systems that cultivate a respectful and affirming environment and foster a culture for learning, as evidenced by meeting Monthly Missions goals 85% of the time.



Multi-Tiered Systems of Supports

Schools that implement universal tier-1 behavior intervention programs with fidelity can more effectively use data gathered from the monitoring of this work to determine which students need increased levels/tiers of support. A tier-1 behavior intervention program will be an important foundation from which your school can build effective culture/climate action steps.

Indicate your Tier-1 MTSS behavioral intervention program here:

At Thornton, we follow The Explorers Code. These expectations guide how students act in all situations and all locations throughout the building. Thornton Explorers are **C**ourteous, **O**rdery, **D**ependable, and Strive for **E**xcellence. The Explorers CODE is posted throughout our building as a reminder of our shared expectations. Students will learn, practice, and review these expectations regularly.

Students at Thornton have many opportunities to demonstrate appropriate behavior. When they do, they can earn Explorer Tokens that they can later redeem at the Explorer Exchange. Classes will also be working together to earn Badges that they will collect to earn whole class rewards. Students will also be challenged with Monthly Missions, where all students will work together to achieve a specific school-wide goal, focusing on aspects of CODE behavior.

In addition to reinforcing positive choices, Thornton has a clearly defined process to respond when students do not follow school rules. If a student chooses not to follow school rules, Thornton staff will redirect, re-teach, and remind students of the appropriate and expected behaviors. Students will be given an opportunity to reflect and problem-solve. After being given opportunities to correct their behavior, the student will receive a Level 1 Classroom Referral, if the behavior continues, and parent/guardian contact will be made. If the behavior persists, the student will receive a Level 2 Minor Office Referral to meet with administration to discuss the problem behavior. If the student's behavior still does not improve, a Level 3 Major Office Referral will be completed, and administrative action will be taken. Note that certain serious infractions may require immediate administrative action, resulting in a Level 3 Major Office Referral.

School Climate

Cycle 1 (Sept. 8 – Nov. 7th) 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?*

Action Step(s)	Individual(s) Responsible	Timeline
<ul style="list-style-type: none"> - Establish MTSS Tier I Team, set team norms, begin planning and goal setting - Teach school-wide expectations to all students - Capture and celebrate evidence of individual and whole group success (Explorer Token & Classroom Badges) - Collect historical behavior and attendance data (# of behavior referrals, # of absences) from previous schools to determine students who may require additional support - Provide resources and establish calm spaces in every classroom - Set monthly missions and determine rewards, share weekly progress and monthly outcomes via morning announcements 	<ul style="list-style-type: none"> - School counselor and participating staff - School counselor, administration, classroom teachers - School counselor, administration, classroom teachers - Student services team - School counselor, classroom teachers - Student services team and administration 	<ul style="list-style-type: none"> - Quarter 1 (September-November 2025) - Beginning weeks of School (August-September 2025) - Ongoing throughout the school year (September 2025-June 2026) - Quarter 1 (September-November 2025) - Semester 1 (September-January 2026) - Ongoing throughout the school year (September 2025-June 2026)



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School Climate: Data Collection

Cycle 1 Data Collection:

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

Monthly Missions are challenges to encourage positive behavior and climate at Thornton Elementary School. Each month, a goal is set to meet the current needs of the school. Data collection varies based on the mission.

September Summit – Students will earn 30,000 tokens during the month

Data collected: tokens distribution via Synergy Behavior Points and Class Dojo

October Odyssey – Staff will make 700 positive messages home

Data collected: staff positive messages via positive message log

November Navigation – Student restrooms will earn an average score of 80% for cleanliness

Data collected: restroom ratings from morning, mid-day and afternoon checks by building services team



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School Climate

Cycle 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
Students are excited and engaged in our Monthly Missions	Collecting accurate data is sometimes a challenge	Continue to incorporate more student voice in selecting Monthly Missions

School Climate

Cycle 2 (Jan 5– March 6) 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?*

Action Step(s)	Individual(s) Responsible	Timeline
<p>Continue to solicit ideas for areas where improvement is needed</p> <p>Allow students to continue to vote for future Monthly Missions</p>	<p>MTSS Tier I Team</p> <p>MTSS Tier I Team</p>	<p>Ongoing, at Monthly MTSS Tier I Meetings</p> <p>Ongoing, each month</p>

