



THOMAS S. O'CONNELL ELEMENTARY SCHOOL SAFE SCHOOL CLIMATE PLAN 2023-2024



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	Time Line for Reaching Improvement Goals
Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?	<p>Emergent:</p> <ul style="list-style-type: none"> * Continued focus on programs, policies, and practices to enhance/sustain positive school climate *All staff will receive fire drill and lockdown procedures/information *All staff will be trained in policies for understanding EHPS bullying policy and how to report suspected bullying to administration *All staff will consistently continue to implement PBIS/SRBI as part of prevention and intervention strategies to improve universal understanding and practical application of PBIS/SRBI to enhance capacity in Tiers I, II, III 	<p>*Staff will receive continued training on procedural expectations as they pertain to following the guidelines for maintaining a safe building:</p> <ul style="list-style-type: none"> ♣ The link between the state law of bullying and how it is linked to district/school policies and practices through professional development and review of procedures and responsibilities associated with being a school employee <p>*Continued school wide</p>	<p>*Establish a School Climate Team to look at school wide initiatives on developing/ maintaining a safe school climate</p> <ul style="list-style-type: none"> ♣ Develop and implement a safe school climate plan ♣ Provide continued in-service for all staff <p>*Identified a safe school climate specialist to:</p> <ul style="list-style-type: none"> ♣ Oversee the investigative & supervisory elements of reported acts of bullying ♣ Maintain records of reports and verified acts of bullying ♣ Coordinate anti bullying practices <p>*Through training, staff will understand the revised definition of</p>	<p>*Implement the school climate plan for the 2023-2024 year to be monitored by the School Climate Team with goals and accountability points to:</p> <ul style="list-style-type: none"> ♣ Monitor and review building safety procedures ♣ Monitor the progress and development of PBIS/SRBI ♣ Provide staff with school climate PD ♣ Implement anti bullying curriculum ♣ Analyze discipline and staff survey data to make systemic changes that positively impact school climate 	2023-2024 school year



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	<p>*School-wide bullying education and prevention curricula will be taught and reviewed</p>	<p>focus on PBIS strategies in Tier I and further program development in Tiers II/III</p> <p>*School wide bullying education and prevention topics will be delivered to students through Second STEP and other formal and informal curriculum</p> <p>*Continued data collection to staff to improve core practices</p>	<p>bullying and O'Connell reporting procedures for occurrences</p> <p>*Identify needs/concerns of students, staff, and parents and respond appropriately through program development and continued focus in Tiers I, II, III as elements of our PBIS/SRBI programs</p> <p>*Implementation and support from all staff with the district SEL Program: Second Step</p>		
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Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks feels and sounds like?	<p>*O'Connell has established a PBIS program—completion of the School Experience Survey that was administered in the spring of 2023 showed:</p> <ul style="list-style-type: none"> -97% of students reported that students treat adults with respect -95% of students report that adults treat children with respect -97% reported that students respected each other's differences -95% of students reported that they feel safe at school 	<p>*Staff receive professional development related to PBIS, such as UDL and , Equity, and Culturally Responsive Practice as available</p>	<p>*The PBIS Leadership Team will operate under the auspices of the School Climate Team to collaborate with staff, students, and parents. PBIS will continue to serve as the conduit to create further understanding, development, and enhancement of a positive school climate in the following manner:</p> <ul style="list-style-type: none"> ♣ Continue to articulate, model and reinforce school wide expectations ♣ Focused effort on developing core classroom practices & interventions to meet student needs ♣ Continued development of Tier II/III and interventions, feedback loop, and exit criteria ♣ Continue with incentive program to support displays of 	<p>*School Surveys will be used to assess current practices and to identify areas of growth</p>	2023-2024 school year
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			positive behaviors and choices and the IB learner profile		
Standard 1: Shared Values What are the shared values?	<p>Maintenance: *Our Core Values are: The Ways to Be -ROAR</p> <ul style="list-style-type: none"> -Be Respectful -Offer Kindness -Act Safely -Be Responsible <p>IB Learner Profile attributes</p>	<p>*Core values will continue to be addressed and implemented systemically</p> <p>*Team will continue to teach/ emphasize our school wide expectations through modeling, professional development, and reinforcement of the Ways to Be as appropriate</p> <p>♣ Core values will continue to be defined and reinforced with students through universal team practices and continued classroom focus</p> <p>♣ continue to refine supervision practices in the common areas to reinforce and teach the appropriate behaviors of our students</p>	<p>*Administrative/PBIS leadership team will provide staff with annual PD and on-going PBIS program initiatives to further develop consistency and understanding of our Ways to Be</p> <p>Continue to support work of all staff in building and maintaining consistency of:</p> <ul style="list-style-type: none"> ♣ PBIS/Ways to Be ♣ IB Learner Profile <p>team will continue to examine supervisory protocols to reinforce the Ways to Be and to adjust practices</p>	<p>*Data is collected by PowerSchool and through surveys such as Second Step, and Social Fit Club.</p> <p>PBIS expectations through data collection, progressive discipline and support, parental involvement, and continued education and commitment to the Ways to Be.</p>	2023-2024 school year



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	Current School Status (informed by data) To What Extent is This	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining	Time Line for Reaching Improvement Goals
Standard 1: Shared Goals What are the shared priorities?	*Continued commitment to the development of a Safe School Climate Plan through concrete actionable steps that reflects district and school priorities	*The Safe School Climate Plan will continue to maintain, develop, and assess programs and procedures that impact its three domains: 1. School Safety 2. PBIS 3. SEL Program 4. Bullying Prevention Program as listed above	*The Safe School Climate Plan will be deliberate, comprehensive and clear for the school community to understand in their application of practices and procedures that will contribute to maintaining a safe and positive school environment	*The Safe School Climate Plan will include a coherent infrastructure with goals and accountability points to be monitored by the School Climate Team * Surveys will be used to assess current practices and to identify areas of growth	2023-2024 school year
Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?	Maintenance: *The East Hartford Board of Education (EHBOE) in accordance with state law has implemented a Safe School Climate Plan for each school *The EHBOE has adopted a wide range of policies that are focused on the continued development of social,	* Will identify a Safe School Climate Team which will govern the School Climate Plan: ♣ Identified a Safe School Climate Specialist ♣ Provided training of the bullying policy for all staff including the identification, reporting, and verification process -School-wide Kindness Initiative ♣ Continue to implement prevention	*Building administration will implement the Safe School Climate Plan in accordance with EHBOE policy that will be reflected, shared and monitored in the following manner: ♣ Building administration will conduct a yearly review of student handbook, administrative guidelines, and discipline data	* State, district, and school surveys will be used as available to assess current practices and to identify areas of growth *Teacher feedback of internal/external professional development and instructional coaching *Informal observations	2023-2024 school year



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	<p>emotional, ethical, civic, and intellectual skills</p>	<p>and intervention strategies</p> <p>Complete school climate assessments as determined by the EHBOE</p>	<ul style="list-style-type: none"> ♣ Conduct professional development *Curriculum and Instructional” focus ♣ Building administration will coordinate an anti-bullying programs and curriculum, as listed above, to be addressed school wide, within teams, and in the classroom ♣ Building administration will continue to provide a curriculum and instructional focus through the building based walkthroughs, informal observations, on-going instructional coaching and internal professional development provided by administrators and teachers and district level ♣ Continued focus on instructional and school wide data teams 		
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			♣ Continued focus on IB Learner Profile		
Standard 2: Shared School Policies Are these policies in place to address barriers to learning?	*Building teams meet regularly to review SRBI interventions/interventions, and to create intervention and support plans to effectively meet student's academic and social needs	*Continued development of Tier I,II,III academic and social interventions -Building Leadership Team provides support/direction to build capacity and to assist in the development of academic and behavioral interventions (Including SEL Team, Special Education Team, Second Step Program)	*Building Leadership Team/PBIS Leadership Team and support staff will provide professional development to promote the social and academic development of the student	* State, district, and school surveys will be used as available to assess current practices and to identify areas of growth	2023-24 school year



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Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? (This is generally the component of the plan provided to the district by the Law Firm advising the district.)	O'Connell will use Bullying Prevention Program as listed above and will continue to address the following: ♣ Support Staff/Guidance Teams through Developmental Guidance Program ♣ School Wide awareness programs	*O'Connell is in the process of meeting all of the required steps as indicated by P.A. 11-232	1. Safe School Climate Coordinator has been appointed 2. Safe School Climate Team has been established for the 2023-2024 school year 3. Safe School Climate Plan has been completed for the 2023-24 school year 4. Bullying report and investigative forms have been implemented for students, parents, and school employees to be facilitated by administration	*Feedback from students, parents, staff and administrative team	2023-2024 on-going



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Standard 3: School Practices Are there practices in place to promote positive youth development?	<p>Within classrooms O'Connell has been able to identify, promote, and respond to student needs through positive programs.</p> <p>*SEL and support/staff and classroom teachers will continue to implement a curriculum that is developmentally appropriate and supports students' emotional needs</p> <p>*Administrative team will continue to work with guidance/support staff to develop and implement classroom instruction that addresses students emotional and behavioral needs</p> <p>O'Connell offers a myriad of programs including:</p>	*SEL and support/staff and classroom teachers will continue to implement curriculums/programs that are developmentally appropriate and supports students' emotional needs	*Administrative team will continue to work with support staff to develop and implement classroom instruction that addresses students emotional and social development	Student and staff feedback Consult with teachers/support staff	2023-2024 school year



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	<ul style="list-style-type: none">♣ Team building and cooperative learning activities that foster collaboration♣ Student Leadership Team♣ Instrumental music and choral groups♣ The School Psychologist and Social Workers will provide opportunities to enhance and support classroom instruction and to further advance the school climate through a curriculum that addresses building positive student relationships, anti bullying, as well as social, organizational, and academic concerns♣ Social Fit Club-School-wide Kindness Initiative				
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Standard 3: School Practices Are there practices in place that enhance teaching and learning?	<p>Maintenance: Curriculum and Instruction:</p> <ul style="list-style-type: none"> *Implement department curriculum with fidelity *Maintain system of instructional coaching, classroom walk through, and informal observations, and continued alignment with EHPS *Pacing guides implemented for all curricular areas that include focused instruction areas as well as interim as assessment check points *Aligned with district expectations all curricular assessments are given within specified time windows and data to meet the needs of the students and increase student achievement 	<ul style="list-style-type: none"> *Continued alignment of all CCSS, CCT, and district curriculum/instruction standards and assessments *Continue to refine through data analysis, reflective practices, and collaboration, including IB planning. 	<ul style="list-style-type: none"> *Continued professional development *Continued weekly Data Team and Grade Level meetings *Continued IB learning *Classroom walkthrough and informal observations 	<ul style="list-style-type: none"> *Use data from classroom walkthrough process improve practices *Data analysis will provide tangible results to continue the revision and implementation process to revise/ improve curriculum, gauge pace, and inform instructional techniques *Continued feedback loop from administrator or to staff regarding classroom performance via informal observations *Professional development calendars and attendance records will reflect adult participation and action regarding professional growth *Annual review of Smarter Balanced Assessment Data, with 	2023-2024 school year
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	<p>*Implement a shared expectation and understanding of effective instruction/IB expectations across all content areas</p> <p>*Continued implementation of the IB Program Internal</p> <p>Consultants: *Instructional Leadership Teams</p> <p>*Professional Development</p> <p>*Informal evaluations and walkthroughs to monitor and tracks curriculum pace, sequence and instructional practice</p> <p>*Opportunities for teachers to observe peers as appropriate Data Teams: high functioning Data Teams</p>			<p>an emphasis on vertical scores to demonstrate progress over a three year period toward achievement in Tier I academic goals for overall reduction of achievement gaps</p>	
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	<p>*Enhance the lateral accountability model through SIP and SAM</p> <p>*Continue to monitor the fidelity of the data team process and substantive feedback at the building level</p>				
Standard 3: School Practices Are there practices in place to address barriers to learning	<p>Maintenance:</p> <p>*Continue to implement a structured PBIS/SRBI program that is systemically embedded in classroom strategies/interventions (Tier I), support services (Tier II/III), and supported by all teams and student incentive based program</p> <p>*continued learning and applied practices with UDL, Equity, and Culturally Responsive Classroom</p> <p>*Administrative team will continue to provide</p>	<p>*Continued focus on PBIS/SRBI programs and Data Teams to document academic and behavioral data to effectively measure student improvement through the application of research based adult practices</p> <p>*continued learning and applied practices with UDL, Equity, and Culturally Responsive Classroom</p> <p>*Continue to utilize Bilingual family Support Specialist, Parent Square, and Attendance</p>	<p>*Continued to provide professional development outlining procedures and practices in the Safe School Climate Plan which encompasses School Safety, PBIS, and the Bullying Prevention Program</p> <p>*Continued focus on Tier I instructional and behavioral strategies through the implementation of O'Connell PBIS core values Ways to be concurrently supported Incentive Programs</p>	<p>*Continue to review ISS/OSS data to analyze procedures and make sure there is alignment to our EHPS Student Code of Conduct</p> <p>*Review pre and post assessment data to effectively use student assessment data to focus on teachers (adult actions) to meet the needs of students as defined by assessment data</p> <p>*Continue to use academic and behavioral data through the SRBI process as a means to improve Tier I</p>	School Year 2023-2024



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	<p>internal high quality professional development to advance universal understanding of PBIS/SRBI to further develop core practices, strengthen interventions and support services</p> <p>*Continue to review internal pre and post assessments, universal screens, and Smarter Balanced Assessment data including IABs to accurately inform instruction, improve Tier I core practices , and provide appropriate Tier II/III interventions for students</p> <p>*Continued implementation of Tier II/ III interventions for 15% of the student population who require additional academic and behavioral support</p>	<p>team to enhance and facilitate communication with families and family support</p>	<p>*Continue to utilize team collaboration, including SEL team collaboration to improve as a Tier II behavioral and academic support system</p> <p>*Continue to utilize Bilingual family Support Specialist, Parent Square, and Attendance team to enhance and facilitate communication with families and family support</p> <p>*Continue to provide appropriate math and reading interventions based on data points to ensure appropriate entry and exit in Tier II/III support programs</p> <p>*Review and revise SRBI plans as needed</p>	<p>practices and to provide appropriate Tier II/III interventions</p>	
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Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?	*Implementation of three SIP focus areas 1. Curriculum and Instruction 2. IB Learning 3. School Climate	*Continued to monitor progress of the SIP through data collection, collaboration, and professional development	*Continue to implement EHPS curriculum with fidelity *Continue to refine, revise, and improve assessment practices to accurately reflect focused standards of student learning and to provide data that improves instruction *Continue to maintain alignment of all assessment practices to EHPS expectations	*PowerSchool and SAM regarding SIP goals *EHPS data collection systems will collect data from all curriculum assessments *Review of SBAC Data along with District Assessments regularly	School Year 2023-2024
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?	*Implementation of School Climate Plan	*Continue both East and west PBIS Teams and Safe School Climate Team *Continue to utilize Bilingual family Support Specialist, Parent	*Create an O'Connell School Climate Team with annual plans, goals and accountability points *Continue to review and revise school safety	*Use data to measure progress and implement school, team, and classroom expectations to enhance school climate and the development of strategies based on	School Year 2023-2024



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		<p>Square, and Attendance team to enhance and facilitate communication with families and family support</p>	<p>protocols which include arrival and dismissal procedures, hallway safety, lockdown procedures, fire drills, evacuation procedures, and the tragedy response team protocols</p> <p>*Continue to enhance PBIS program through the evolvement of school climate practices, Culturally Responsive practices, building capacity in Tiers I,II, and III, and continue with incentive based programs</p> <p>*Continue to enhance Culturally Responsive Classroom practices. Including utilizing our Bi-lingual Family Support Specialist</p> <p>*Monitor processes as well as the bullying curriculum and</p>	<p>adult actions to reduce problematic behaviors and improve student decision making</p> <p>*Continue to review/practice all safety protocols and procedures</p>	
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			educational/informative school wide programs		
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Standard 5: Social Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?	<p>*O'Connell staff organizes various civic and social initiatives each school year including but not limited to:</p> <ul style="list-style-type: none"> ♣ Food drive ♣ Staff Contribution to emergencies (CHEER) ♣ Toy Drive ♣ Turkey Drive ♣ Wreaths Across America ♣ Rock Your Socks for World Down Syndrome Day ♣ Backpackers ♣ coats for our students who need them 	<p>*The school community will continue to focus on engaging in teacher practices that promote social justice and civic responsibility—to engage students and the community at large in meaningful ways</p>	<p>*Continue to take an active role in the community by being involved in social and civic functions</p> <p>* Continue to support student ideas for ACTION</p> <p>* Continue to support student ideas for ACTION that grow from IB Exhibition and Fifth Grade student leadership (OC CCT)</p>	<p>*Continued analysis of student, staff, and parent survey as appropriate and available</p>	School Year 2023-2024



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Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	The School Climate Team will continue to play a proactive role in planning, guiding and collaborating with staff to devise and implement a school climate plan that is based on the academic and social needs of the school	*The School Climate Committee will focus on improving program development in the three areas: 1. School Safety 2. PBIS 3. Bullying Prevention Program	*The process of moving the School Climate Team forward will be based on data collection, staff input, and program development	*Continue to analyze discipline data to measure progress and implement school, team, and classroom expectations *Identify strategies based on adult actions to reduce problematic behaviors and improve student decision making *Continue to review/practice all safety protocols and procedures	
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Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	*Establish school to home parent contact (team level) *Revised and implemented Open House, Family Fun Night,	*Continue to identify ways to connect with and involve parents into the school community	*Continue to present a safe and welcoming environment where all members feel valued (i.e Cheer, Donuts for Dads, Autism Speaks, Down Syndrome Day,	*Administer and analyze School Climate Survey and Student Climate Survey *Administer and analyze School Wide	School Year 2023-2024



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	<p>McDonald's Night, Carnival, Book Bingo, Family Movie Night, Staff/Student Basketball Game with PTO</p> <p>*Revised and implemented Parent Conference Week (Fall/Winter)</p> <p>*Developed and implemented School Governance Council</p> <p>*Continued to use School Messenger System to contact parents regarding school business</p> <p>*Revised PBIS/IB Learner Profile Ceremony Presentation to improve engagement/participation</p>		<p>Teacher appreciation, family engagement activities)</p> <p>*Identify professional development opportunities to assist staff with school to home communication strategies</p>	<p>Expectations Survey for students, staff, and administrators</p> <p>*Engage and connect families to school</p> <p>*Identify strategies as identified by analysis of District Wide Climate Survey and Student Climate Survey</p>	
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Impact on Results: Is progress monitoring inherent in the school climate improvement process?	*O'Connell continues to monitor the progress of the School Climate Plan in the areas of school safety, PBIS, and	*School climate data will be analyzed and communicated staff to build capacity in the domains of school	*Upon completion of surveys, data will be assessed and further goals will be established and monitored	*Administer and analyze School Climate Survey and Student Climate Survey	
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	bullying prevention through student, staff, and parent surveys that are administered throughout the school year	safety, PBIS, and Bullying Prevention		<p>*Administer and analyze School Wide Expectations Survey for students, staff, and administrators</p> <p>*Engage and connect families to school</p> <p>*Identify strategies as identified by analysis of District Wide Climate Survey and Student Climate Survey</p> <p>*Continued analysis student, staff, and parent surveys</p>	
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