

**HINESBURG COMMUNITY SCHOOL—SCHOOL CLIMATE ACTION PLAN – 2006 – 2007**

GOAL STATEMENT	PROPOSED ACTIONS	SUCCESS INDICATORS	SUPPORTS		EVALUATION	
			Resources	Person(s)	Baseline	On going
<p><b>Build school wide capacity to provide emotional support to all students.</b></p> <p>All students will demonstrate belonging, respect, sharing, trust and responsibility across all settings.</p>	<p><b>Curriculum:</b> 1. Implement the Supportive Classroom School Wide by September 1, 2008.</p> <p>Survey faculty and staff on implementation progress by September 15, 2006</p> <p>Create &amp; implement professional development plan by October 1, 2006.</p> <p>2. Create an environment that supports the Core Concepts of Belonging , Respect, Sharing, Trust and Responsibility</p> <p>Create Opening Ceremonies for 1<sup>st</sup> day of school by August 15, 2006 for K-4 &amp; 5-8</p> <p>Incorporate Success Plans into EST new referrals &amp; 50% of caseload school year 06-07</p> <p>Professional staff will develop success plans for three students in their class.</p> <p>3. Create a schedule for school wide focus of Core Concepts by July 1, 2007</p>	<p>85% return on Survey</p> <p>Professional Development plan created for the 06-07 school year and consultants are scheduled.</p> <p>Norms established and displayed</p> <p>New referral EST files and 50% caseload include success plan</p> <p>Three students are identified for each professional staff member</p>	<p>* In-service time for professional activities.</p> <p>* Regular Faculty &amp; Staff meetings to address goals</p> <p>Team Planning Worksheet template</p> <p>*Professional development opportunities will be provided on an on going basis.</p> <p>*</p>	<p>*Behavior Committee</p> <p>Program Council</p> <p>ACCT</p> <p>* Administration</p> <p>* All instructional staff.</p> <p>Tim Fox &amp; BEST facilitators</p> <p>School Counselors</p>	<p>*Planning Room Referrals (data)</p> <p>* Varied curricula and approaches being used in classrooms</p> <p>* Results of annual character education survey</p> <p>Faculty &amp; Staff Survey information of understanding and implementation of Supportive Classroom</p> <p>Goal Setting Meetings</p> <p>Team Planning Worksheet</p>	<p>*Review Planning Room referrals on a monthly basis</p> <p>* Do monthly updates of progress towards implementation of Supportive Classroom</p> <p>* Do monthly updates of School Climate indicators to School Board</p> <p>* Results of character education survey done in the spring</p>

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	<p><b>ACROSS SETTINGS:</b></p> <p>1. Develop program to promote belonging, respect, sharing trust and responsibility on the playground.</p> <ul style="list-style-type: none"> <li>o Survey for student interest by October 1, 2006</li> <li>o Promote developmentally appropriate social skills– on going 2006-2007</li> <li>o Provide training and modeling of cooperative games &amp; conflict resolution skills to recess/lunch supervisors and all classroom teachers during the first two weeks of school</li> </ul> <p>Develop conflict managers/student mentoring program by October 1, 2006</p> <p>2. Develop Big Brother Big Sister Program with CVU by October 1, 2006</p>	<p>Survey results compiled and distributed</p> <p>Reduction in planning room referrals related to respect and physical aggression.</p> <p>Behavioral expectations established &amp; consistent follow up by supervisors and classroom teachers. Increased level of confidence by supervisors</p> <p>Students are asking conflict managers for assistance in problem solving issues on the playground</p> <p>At risk students are connected with a big brother or sister</p>	<p>Release time for John for lunch/recess supervisor training &amp; modeling</p>	<p>*Administrators and Planning Room Specialist</p> <p>Behavior Committee</p> <p>Program Council</p> <p>* Physical Education teacher</p> <p>All instructional and support staff</p> <p>Student Council</p> <p>School Counselors</p> <p>Faculty &amp; Staff</p>	<p>*Number of referrals made to the planning room from the playground</p> <p>Feedback from lunch/recess supervisors</p> <p>Feedback from students</p>	<p>*Monitor playground referrals</p> <p>* Administer Character education Survey</p>
	<p>2. Bus Drivers will promote concepts of the Supportive Classroom on the bus.</p> <ul style="list-style-type: none"> <li>o Provide professional development on an ongoing basis.</li> </ul>	<p>Number of bus referrals decrease</p> <p>* Number of student and parent complaints decrease.</p> <p>Increased staff visibility and</p>	<p>Regular meetings to address issues and to provide professional development.</p> <p>Info and models from other</p>	<p>Administrators and Transportation Supervisor</p> <p>Behavior Committee</p> <p>Behavior Committee</p>	<p>* Planning Room Referrals</p> <p>* We get parent and student feedback about behavior on the bus</p>	<p>Review Planning Room data and student/parent feedback and when appropriate, complaints.</p>

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	<p>Cafeteria environment will promote concepts of the Supportive Classroom</p> <p>Review Discipline System and Planning Room purpose by September 13, 2006</p> <p>Evaluate 10 second intervention plan by October 1, 2006. Revise as needed</p>	<p>participation during student lunch periods</p> <p>Daily routines &amp; procedures are clear and implemented consistently.</p> <p>Faculty, Staff &amp; Community understanding of Discipline System.</p> <p>Increased consistency in faculty and staff implementation of discipline system</p> <p>Reduction of incidents</p>	<p>schools</p> <p>Faculty, Staff &amp; Team Meeting time</p> <p>Current copy of Faculty &amp; Staff handbook</p> <p>Process and/or model from BEST Institute or other schools</p>	<p>Program Council</p> <p>Student Council</p> <p>Administration Behavior Committee</p> <p>All faculty &amp; staff</p> <p>Administration, Planning Room Specialist, Behavior Committee</p> <p>Administration</p>		
<p>Students will use skills to resolve conflict peacefully (with and without adult support).</p>	<p>1. Teach students conflict resolution skills through the guidance, health programs/curriculum and through the Supportive Classroom curriculum.</p> <p>Provide opportunities for faculty &amp; staff learning of Bullying behaviors, tolerance, diversity and poverty on going 06-07 school year</p>	<p>Articles, research, student literature is made available.</p> <p>Decrease in the achievement gap for SES students</p>	<p>* BEST Institute</p> <p>*Yearly schedule established for Behavior Committee to support plan</p>	<p>* Behavior Committee and Administration</p> <p>Administration, ACCT &amp; Program Council</p>	<p>* Decreasing referrals for disrespect to staff and peers.</p> <p>* Decrease levels of physical aggression.</p>	<p>* Review Planning Room data.</p>
<p>Decrease number of students with excessive referrals.</p>	<p>1. Analyze data to identify students with most significant needs (behavior, academic, peer and adult relationships; home and community situation and involvement in school related activities.)</p>	<p>* We have an understanding of the factors and issues related to our students who are 'most in need'.</p> <p>*Fewer number of students with indicators of repeated failure.</p>	<p>* Time to analyze data and interview related personnel.</p> <p>* Review of research related to population.- Ruby Payne</p>	<p>* Administration, Planning Room Specialist, School Psychologist and Behavior Committee</p>	<p>* Number of referrals made to the Planning Room</p> <p>* Review of report card (academic grades and effort comments)</p>	<p>* Number of referrals made to the Planning Room</p> <p>* Review of report card (academic grades and effort comments)</p>

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	<p>2. Identify patterns that may exist concerning bullying, tolerance, and diversity and generate interventions to increase student success.</p> <p>3. Ensure that there is a team for every student with significantly high frequency of referrals to examine/revise the student's program (EST, 504, IEP).</p>	<p>All staff are clear and consistent on behavioral expectations</p> <p>All staff are clear and consistent on purpose of discipline and use of Planning Room.</p> <p>Caseload documentation</p>	<p>Faculty, Staff &amp; Team Meetings</p> <p>EST, 504 &amp; IEP meeting time.</p> <p>Teacher, team &amp;, specialists consultation &amp; collaboration time scheduled</p>			<p>Faculty, Staff &amp; student feedback</p>