

## Cook Hill School Climate Plan – Action Plan Goal #1

<b>Objective</b> <b>Goal Statement</b> (Including sub-goals)	<b>To reduce the number of reported bus conduct reports to zero by June 2014</b> <ul style="list-style-type: none"> <li>✓ Decrease the amount of inappropriate behaviors on the school bus</li> <li>✓ Increase the sense of responsibility of students for what happens on the bus</li> <li>✓ Create a cooperative and supportive relationship between the school and the school transportation department</li> <li>✓ Health Education K-2 standards: identifies and shares feelings in appropriate ways; knows ways to seek assistance if worried, abused, or threatened</li> </ul>		
<b>National School Climate Standard</b>	School Climate Standard #2 The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge and dispositions and (b) a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged.		
<b>Definition of the Need</b>	Bus conduct reports show have demonstrated the need for a full school-wide focus on bus behavior. The number of bus conduct reports for September has increased significantly since Sept. 2011 (300% increase)		
<b>Measures of Current Status</b> <b>Measures of Future Success</b>	Bus conduct reports will be used as a measure of success Student climate survey will show a 10% or more decrease in concern about bus behavior from 2013 survey data 100% of staff focused on bus safety 100% Partnership with bus drivers		
<b>Strategy Rationale</b> (How it should work and why)	This whole-school program will decrease inappropriate behavior on school buses while creating a climate of respect and cooperation. When all adults, including parents, bus drivers and noncertified staff work together to send the same message, students will get the message that negative behaviors on the bus will not be tolerated. This will require greater communication among staff members and students, and among staff members and parents. Students will be empowered to speak up when there are negative behaviors on the bus; parents will know they can call us with their concerns—and will know we will take action.		
<b>Tasks</b>		<b>Who</b>	<b>When</b>
<b>School-wide “BLITZ on BUS BEHAVIOR”</b>	MAJOR FOCUS ON BUS SAFETY – bulletin board to track data Bus display and data/graph of daily results	ALL TEACHERS	OCT - JAN
<b>Breakfast with bus drivers</b>	Increase communication and promote partnership for safe behavior	Principal	Fall 2013
<b>Clearly posted BUS rules</b>	Posters in every classroom, on the bus, in newsletter, etc	Principal	Sept. - June
<b>Morning Meeting activities (LOG activities) BUS ROOMS</b>	“Bug and a Wish”, “We Don’t Say That Here That’s Mean”, videos, books, role playing, etc. BUS ROOM teachers review rules, report data from AM routes,	Classroom teachers	All year
<b>Monitor bus discipline data</b>	Report data by bus on a daily and weekly basis – recognize good behavior	Principal	All year
<b>Create intervention plans</b>	Create Tier II plans for students who need further intervention	SW, SP, Principal	EIP
<b>BUS ROUTE group</b>	Meetings will be held with bus route groups as needed to reinforce bus	Principal, SW	As needed

meetings	expectations and behavior		
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Cook Hill School Climate Plan – Action Plan Goal #2			
<b>Objective Goal Statement</b> (Including sub-goals)	<b>To increase the level of parent/student engagement at school</b> ✓ Engage students in making positive connections to the school by providing opportunities for them to assume leadership roles		
<b>National School Climate Standard</b>	<b>School Climate Standard #3</b> The school community’s practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to learning and teaching and reengage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard Indicators and sub-indicators: 3.2.2 Classroom and school wide interventions are designed to provide multiple opportunities for students to have leadership roles that enhance their commitment to school and to the development of themselves and others.		
<b>Objective Goal Statement</b> (Including sub-goals)	Student leadership opportunities will be available to students in all grade levels in the classroom and in the school as a whole.		
<b>Definition of the Need</b>	As a K-2 school, we continue to explore opportunities that engage students and allow them to become decision makers. Research shows that students who are engaged at school are more likely to graduate and become college and career ready.		
<b>Measures of Current Status</b> <b>Measures of Future Success</b>	The programs we design will increase the level of connectedness between school and students. Research from Dr. Jo Ann Freiberg states that the single most important factor in creating a safe respectful school climate is “School Connectedness”.		
<b>Strategy Rationale</b>		<b>Who</b>	<b>When</b>
<b>Bell Ringing</b>	To share student success of the widest variety	All Staff	2013-14
<b>K-Kids</b>	A council consisting of students in grade 2 – decision makers	SCC	<b>2013-14</b>
<b>Tiny Tutors</b>	Students tutor younger children on a weekly basis	J. Harris, S. Diaz	10/13
<b>School Spirit Days</b>	Students participate in earning fun days within the classes and celebrate as an entire school	L. Cutticelli All Staff	ALL YEAR
<b>Chores for Charity</b>	Students do chores at home and send in money for charity	J. Harris	December
<b>Cook Hill Express Taxi Service</b>	Providing access to the school for meetings and functions for families who may not have rides to school events	A. Ferretti	2013-2014
<b>Grade 2 Ambassadors</b>	Grade 2 students model “A Bug and A Wish”	Gr. 2 Teachers	January
<b>Safety Patrol</b>	For hallway monitoring	Grade 2	11/13- 6/13

Cougar Council	A council consisting of students in grade 2 – decision makers	SCC	2014-2015
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Cook Hill School Climate Plan – Action Plan Goal #3			
<b>SYH</b>	Continue to develop a school culture that shares high expectations for students, staff and parents as well as a shared vision for learning as the fundamental purpose of school. We will continue to value diversity as an asset to our school culture and engage in continuous professional growth to support growth in learning for all stakeholders. We will continue to model ethical behavior and integrity as the norm for our school culture <b><u>and take responsibility for our actions when they do not align with these ethical norms and expectations.</u></b>		
<b>National School Climate Standard</b>	<b>School Climate Standard #4</b> The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically School Climate Standard #5 The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice. 5.2 Relationships among and between staff and students are mutually respectful, supportive, ethical and civil.		
<b>Definition of the Need</b>	We need to remove barriers to high quality education and ensure that all students have equitable access to education and we need to embrace the notion that all students can achieve high levels of learning. We are committed to create a school culture that is one of trust and openness. We are receptive to new ideas about how to improve learning and we engage all staff members and stakeholders in the decision making process.		
<b>Measures of Current Status Measures of Future Success</b>	Survey – review from last year grade 2 parents. Staff survey results. Create a survey for this purpose. Create a school-wide charter that we all agree upon and sign as a commitment to this goal.		
<b>Strategy</b> • <b>Rationale</b> <i>(How it should work and why)</i>	Responsive Classroom components have three goals and we want to use this research based approach for building school community in our school setting.		
<b>Tasks</b>		<b>Who</b>	<b>When</b>
<b>Develop School Charter</b>	Lead staff meeting to develop “Emotional Charter”	Duane, Gina, Becky	January
<b>A “No-Fault” Framework</b>	An opportunity for all parents to work with staff members for open and honest communication	<b>School Climate Committee</b>	
<b>OTHER</b>	Responsive Classroom – staff meetings – phase in PD	Jan, ALL staff	November – June