The Comprehensive School Climate Inventory

Measuring the

Climate for Learning

Veterans Park Elementary School, Spring 2016

13 Dimensions of School Climate

★ Safety

★ Teaching and Learning

★ Interpersonal Relationships

★ Institutional Environment

★ Social Media

★ Leadership and Professional Relationships - Staff Only

Dimensions	Major Indicators
Safety	
1 **Rules and Norms**	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 **Sense of Physical Security**	Sense that students and adults feel safe from physical harm in the school.
3 **Sense of Social-Emotional Security**	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 **Support for Learning**	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 **Social and Civic Learning**	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 **Respect for Diversity**	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 **Social Support—Adults**	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 **Social Support—Students**	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 **School Connectedness/Engagement**	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 **Physical Surroundings**	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Social Media	
11 **Social Media**	Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 **Leadership**	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
13 **Professional Relationships**	Positive attitudes and relationships among school staff that support effectively working and learning together.

School Voice: Response Rates

Group	Population Size	# Respondents	% of Population Represented
Students	163*	152	93.25%
School Personnel	55*	45	81.82%
Parents	236*	119	50.42%

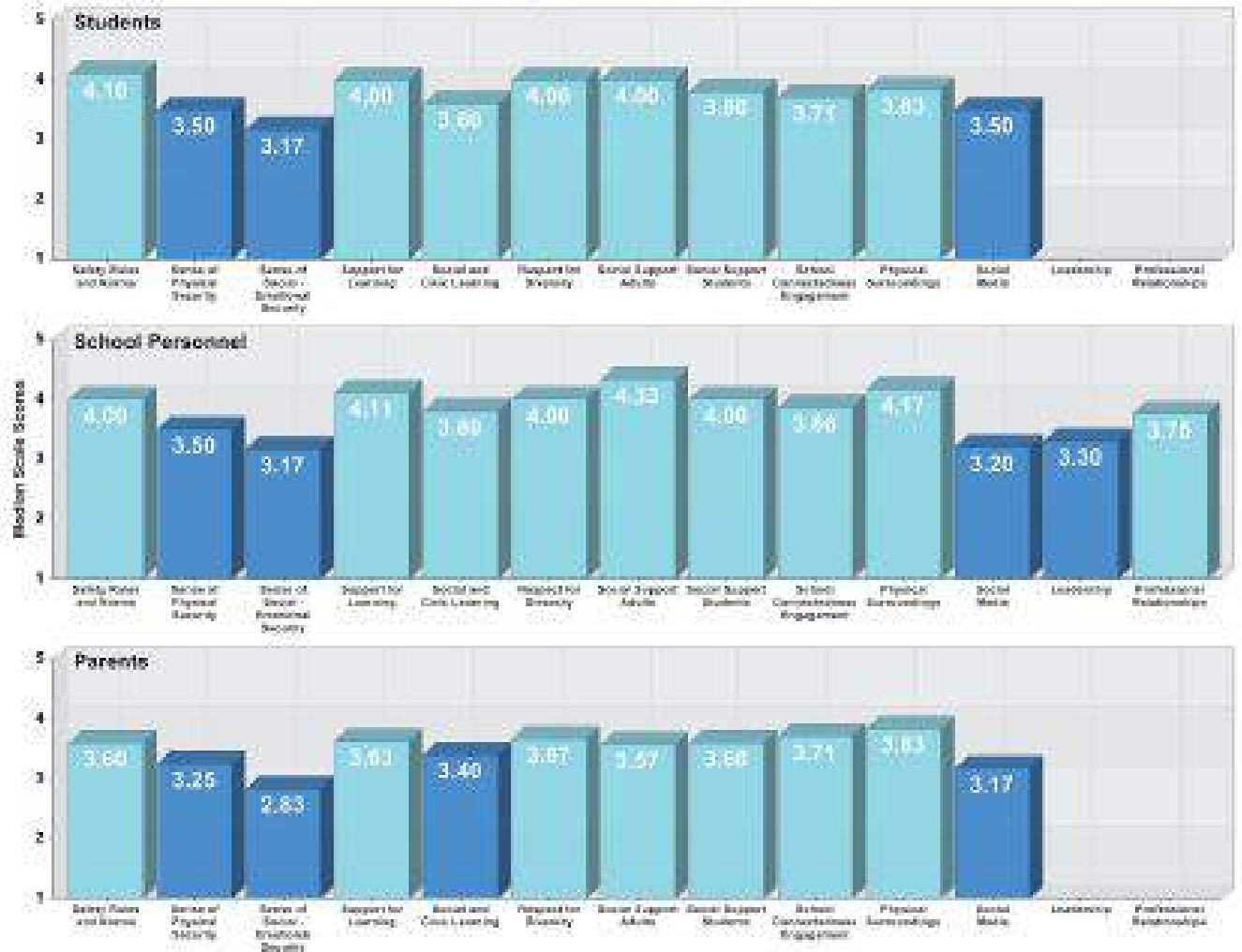*Figures received from school to represent potential number of respondents.

Key:

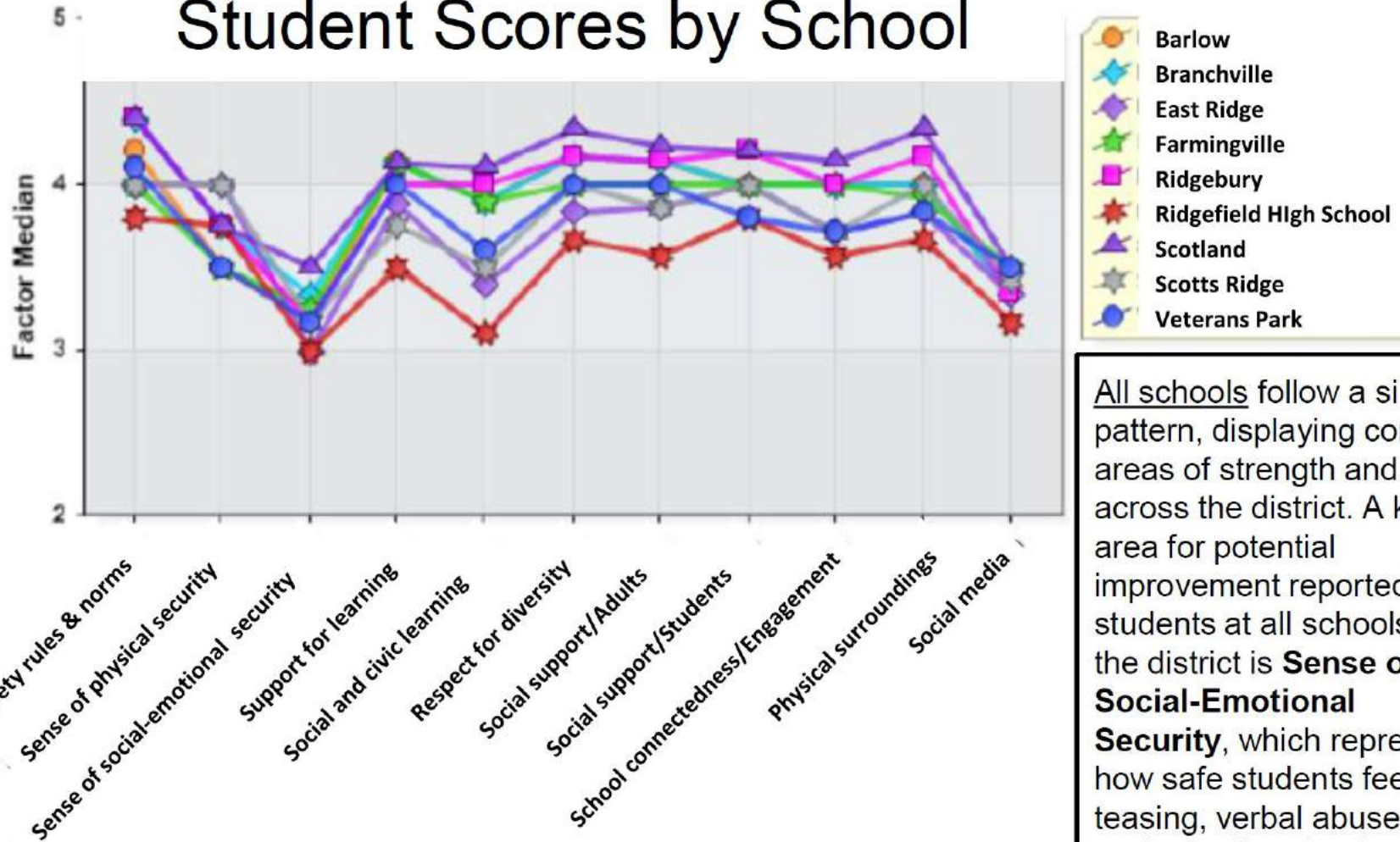= median rating in the negative range (scores lower than 2.5

= median rating in the neutral range (scores between 2.5 and 3.5

= median rating in the positive range (scores between 3.5 and 5

Student Scores by School

Factor Median

Legend:
- Barlow
- Branchville
- East Ridge
- Farmingville
- Ridgebury
- Ridgefield High School
- Scotland
- Scotts Ridge
- Veterans Park

X-axis categories: Safety rules & norms, Sense of physical security, Sense of social-emotional security, Support for learning, Social and civic learning, Respect for diversity, Social support/Adults, Social support/Students, School connectedness/Engagement, Physical surroundings, Social media
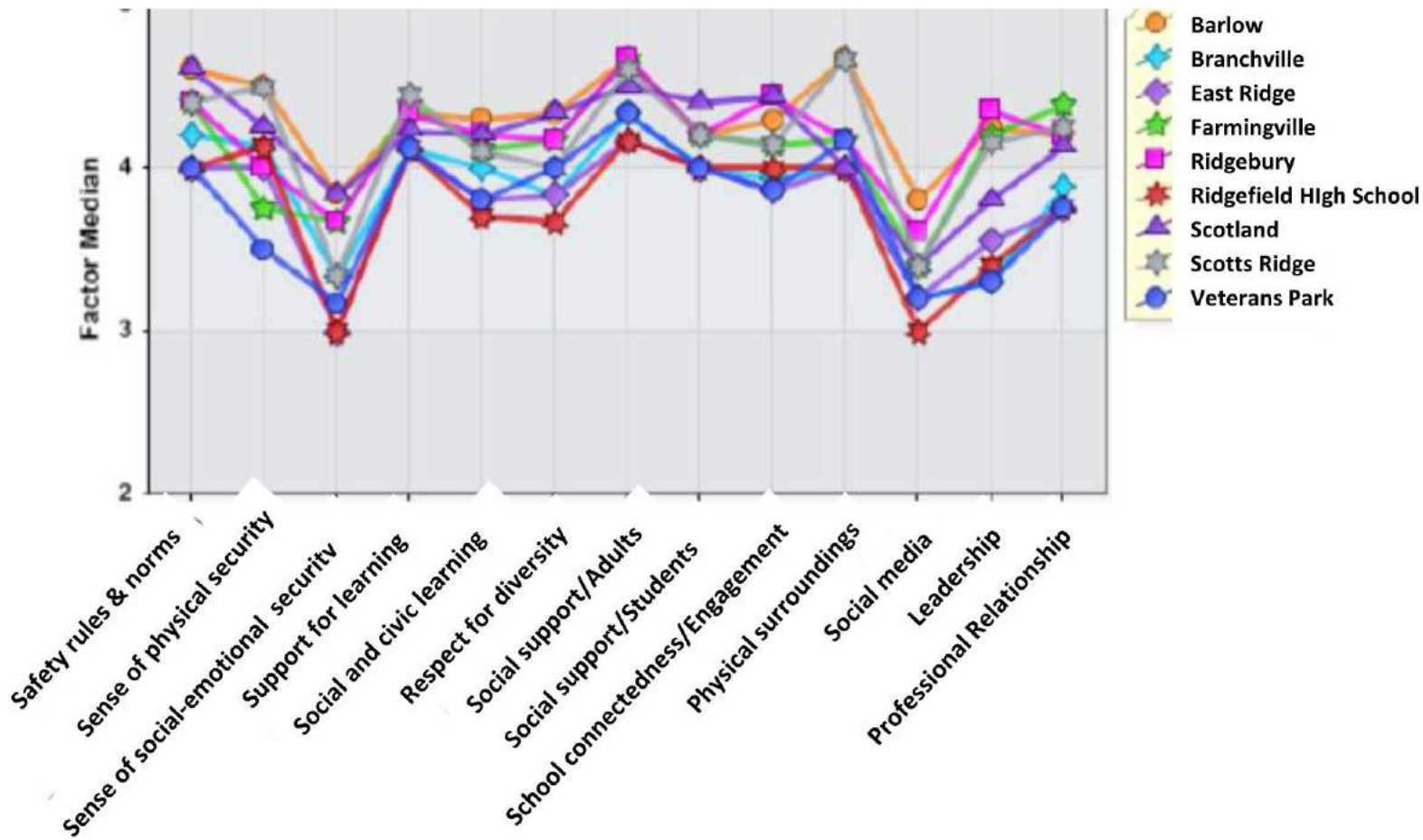
All schools follow a similar pattern, displaying common areas of strength and need across the district. A key area for potential improvement reported by students at all schools in the district is **Sense of Social-Emotional Security**, which represents how safe students feel from teasing, verbal abuse, and exclusion in school.

Faculty Scores by Population

Parent Scores by School
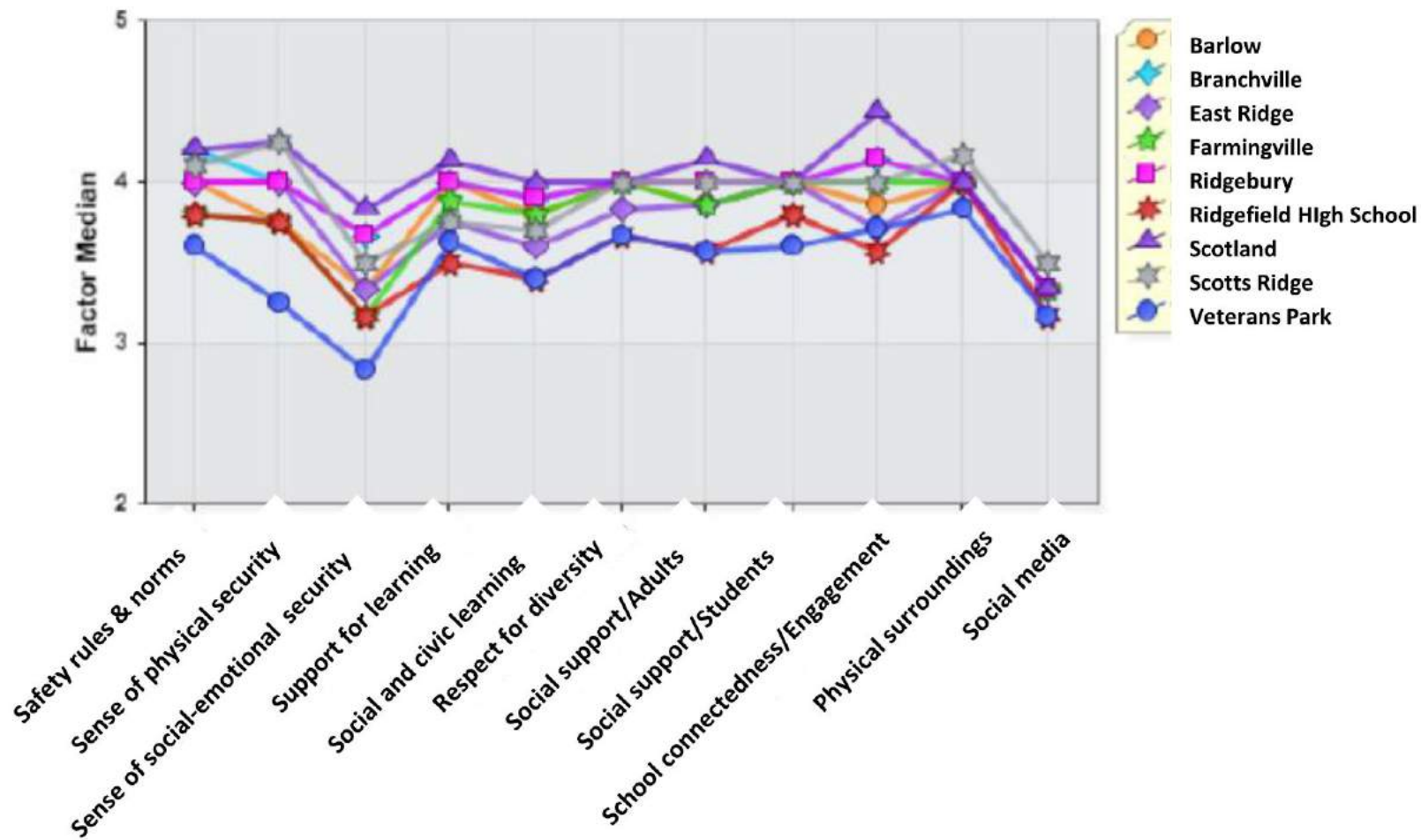
So, now what does this mean?

Areas of Focus: This defines our work

Safety: Area noted for growth by **students, staff and parents**

★   **Sense of Physical Security**: degree to which people feel physically safe in the school building and in the area surrounding the school (to themselves or witnessed with others)

★   **Sense of Social Emotional Security**: Questions on this scale probe experience and witnessing of verbal abuse, harassment and exclusion.
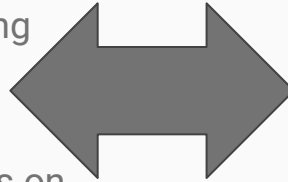
Teaching and Learning: Area noted for growth by **parents**

Social and Civic Learning: do students learn to listen and cooperate with others? Are they encouraged to think about "right" and "wrong"? Are they supported in the development of skills for reflection and self-control? Do they learn how to resolve conflicts effectively and amicably

Social Media - why was this neutral at VP and across the district?

This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale probe experience and exposure to verbal abuse, harassment, and exclusion on social media.

Students, Staff and Parents rated predominantly in the neutral or positive range.

Where to Target...

Physical Security -

- ★ Playground
- ★ Bus

Sense of Emotional Security -

- ★ Playground
- ★ Cafeteria
- ★ Bus
- ★ Classroom

Social and Civic Learning (Social Emotional Learning)
- ★ Classroom (vehicle for change)
  - ○ Responsive Classroom
    - ■ C.A.R.E.S.

District Theory of Action

If we develop and sustain **collaborative practices** in an **engaging** and **inclusive** environment that emphasize **high expectations** and **continued growth** for ALL, *then* all students will be prepared for their future in college, career, and global citizenship.

Morning Meeting - Daily in all classrooms to build community
- Greeting
- Share
- Activity

Lisa and Val attend Morning Meetings in all grade levels
- Lisa and Val spending time in Cafeteria and on the playground

All School Meetings - Monthly to build school community.

Hopes and Dreams - Students created goals for themselves for the school year. They are posted in classrooms

Buddy Bench

Responsive Classroom®
A practical approach to creating safe, challenging and joyful elementary schools

★ Grade 5 Helpers / Leadership Opportunities
  ○ Helping with Kindergarten at arrival and dismissal
  ○ Student Council

★ Feathers - Acknowledges adult and student behaviors related to CARES and the impact of those behaviors on the community

★ Assured Experiences / Experiential Learning with CARES activities

Logical Consequences

Characteristics
★ Related
★ Realistic
★ Respectful

Types
★ You Broke it / You Fixed it
  ○ Focus on relationships
★ Loss of Privilege
★ Time Out

A student laughs and makes fun of the work of another student...

Lauren is playing Math Blasters on the computer when the teacher announces that there are five minutes left before clean up. Lauren continues to play. When the teacher announces it is time to clean up, Lauren continues to play...

The teacher calls the group to order by using the hand-signal. Two students who often delay their response to the signal now ignore it altogether and continue to talk to each other...

VP - COOPERATES ASSERTS RESPONSIBLE EMPATHETIC SELF CONTROL ABOUT OUR SCHOOL AND COMMUNITY

	CLASSROOMS	HALLWAYS	BUS	CAFETERIA	BATHROOM	PLAYGROUND	AUDITORIUM
COOPERATE	Follow directions Work as a team	Walk to right Stay with your group	Share seating Wait your turn	Stay seated Respond to the quiet signal quickly	Wait your turn	Be on time for your line Show good sportsmanship	Sit quietly Enter and exit quietly
ASSERTION	Be a leader and participant Be a problem solver	Set a good example	Set a good example Report problems to an adult	Use your words to solve problems Be a leader/set a good example	Set a good example Report problems	Apologize for mistakes Use kind words to solve problems	Give your attention to the show
RESPONSIBILITY	Work Hard Own your actions	Follow routines in a group or when alone	Follow driver's instructions Follow bus rules	Demonstrate good manners Clean up after yourself	Clean up after yourself Return promptly	Use equipment appropriately Stay in designated area	Be a polite audience
EMPATHY	Treat others the way you want to be treated	Walk quietly, others are working	Invite someone to sit with you Greet the driver	Help others find a seat Respect those with allergies	Allow privacy Leave the lights on	Include others Share	Clap to show appreciation
SELF CONTROL	Think before you act or speak Have a positive attitude	Quiet voice Walking feet	Use inside voices. Stay seated	Speak in low voices Keep your hands to yourself	Close the stall doors gently Don't waste resources -paper and water	Play safely	Feet on floor Quiet chair

VP CARES

Grades K - 2	Grades 3 - 5
ESP with our CARES gestures CARES on Word Walls	
Moving Without Touching (S & R)	Freeze Frame (A & S)
Frozen Bean Bag (E & A & S)	Sneak Attack (C & A)
Clock (C)	Everybody's It (E & R)

VPES Hopes and Dreams

Kindergarten
*Engagement in reading, writing, and math
*Develop stamina for learning
*Learning is age appropriate and relevant
*Students will have regular and meaningful contact with the teacher

Grade 1
*Enjoy learning
*Work together to stay on task
*Foster independent learners

Grade 2
*Help students persevere through problem-solving
*Conversations among students will build with rich dialogue with content specific vocabulary
*Ownership of learning

Grade 4
*Independent problem-solving
*More assertive in their learning
*They become their own "teacher"
*Find their strengths
*Self-reflect during goal setting and the ability to re-evaluate the goals they set

Grade 5
*Establish stamina and engagement
*Authentic learning opportunities
*Utilize models to support their thinking
*Independently problem solve
*Asserting themselves to support their learning

Grade 3
*Foster a love of reading, math, and writing
*Students know themselves as learners
*Students set goals and reflect on them
*Students will be flexible thinkers

Culture for Growth - Mindset for Learning

Traditional - Support and Praise for Students -

★ Praising students for their intelligence
★ Praising students for earning good scores or grades
★ Telling students that it's understandable if they are having difficulty because not everyone is good at a given subject
★ Encouraging students by saying things like, "This is easy, you will get it in no time."
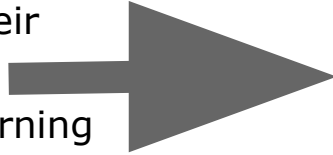
Growth Mindset / Mindset for Learning:

★ Praising students for effort – "Great job. You must have worked really hard at that."
★ Praising students for taking risks and persevering;
★ Encouraging students who are already doing well to keep working to improve;
★ Encouraging students to try new strategies when they are struggling;
★ Praising students for their learning strategies;
★ Suggesting that students get help from other students on their schoolwork.
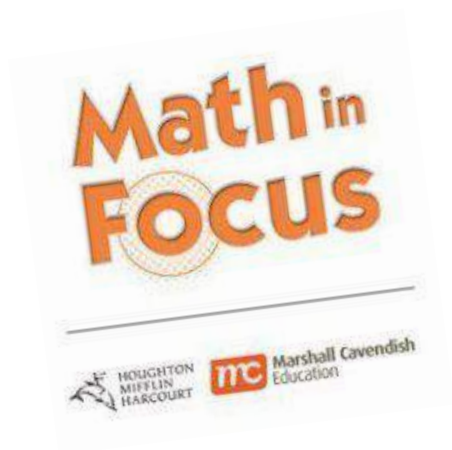
- Goal Setting - Academically and Socially
    - Short Term and Long Term
- Classroom instructional practices - Concrete/Pictorial/Abstract:
    - Engagement with all voices being heard - Turn and Talk
    - Partner work
    - Small groups
- **Taking risks in your learning**
    - **Sharing**
    - **Showing your work**
    - **Trying new strategies**
- Process AND Product

Workshop Model
- Engagement with all voices being heard
  - Book Clubs
  - Partner work
  - Small groups
- **Taking risks in your learning / Stretching your thinking**
- Students ask questions and treat others with respect
  - Tell me more…
  - What did you mean by…
  - Where did you find that in the text…

Safe School Climate Committee

★ Focus on creating assured experiences related to VP CARES

★ Parent Representatives on Committee

★ Review School Climate Data and lead work on Positive School Climate

★ Continually assessing and growing the work around positive school climate

Community Engagement

- ★ Newsletters from Teachers and Principal
- ★ Occasional Coffee Klatch with Principal
- ★ VP Gives Thanks (hold the date - Wednesday, November 23)
- ★ Parent Helpers - classrooms, library, cafeteria
- ★ Veterans Day & Memorial Day Celebrations
- ★ ROAR Reading Program with Grade 1 Students and tier 2 and 3 behavioral interventions

Questions?