



10 SCHOOL CLIMATE TEAM CONVERSATIONS

Assessing, Planning, Implementing and Reflecting on a Coherent Approach to School Climate Improvement

1. Create a common language. What is school climate? What is our vision of a positive school climate?
2. Assess our current reality. What initiatives/programs are currently in place to address the various dimensions of school climate? What is the goal of the program/initiative? What evidence do we have that the goal is being met?
3. Identify student learning objectives related to social and emotional learning. What do we want students to know, understand and be able to do in terms of social and emotional learning? What skills can we teach school-wide? How will these skills positively impact relationships in the school? Who will teach the students these skills? How will they be taught and consistently reinforced? How will school-wide social and emotional learning objectives connect to the school and classroom code of conduct?
4. How would we describe the climate for learning for adults? Do professionals have clear expectations for collegial behavior? Does staff model the social and emotional learning skills that are taught to students? Are there opportunities for collaborative professional learning?
5. Identify assessment data. What assessment tools will be used to assess the dimensions of school climate? What other data is already available?
6. Analyze assessment data and any other available school data to drive the development of a coherent school climate improvement plan.

7. Develop a coherent plan that includes specific actions, anticipated results and identifies the evidence of success.
8. Focus on communication and community engagement. How and when will the plan be communicated? How will staff, students, parents and community members be involved in the development, implementation and assessment of the plan?
9. Implement the plan and use formative data to make necessary adjustments.
10. Analyze summative data, reflect and revise action plans.

Key Ideas to Consider

- Communicate all plans, actions and the resulting data with all stakeholders with a strong emphasis on “why” the actions are being taken and what role each stakeholder plays in implementation.
- Build a common language related to behavioral expectations and social and emotional learning.
- Choose a limited number of social and emotional learning skills related to building positive relationships as the focus for school-wide lessons.
- Ensure everyone is involved in teaching and reinforcing the school-wide lessons.
- Create ways to meaningfully integrate social and emotional learning into curriculum across grade levels and content areas.
- Share effective strategies and instructional activities and resources that can be used across grade levels and content areas.
- Make strong connections between the expectations for students and the expectations for adults.

- If there are multiple schools in the district, plan opportunities to meet and share ideas and resources in order to create a comprehensive district-wide approach to building a climate for learning.
- Don't forget to celebrate. Celebrations build community.
- Involve students – school climate is a shared responsibility. Once they value the positive climate they will protect and sustain that climate.
- Be a model PLC – set norms, adhere to them and focus on the continuous cycle of climate improvement.

