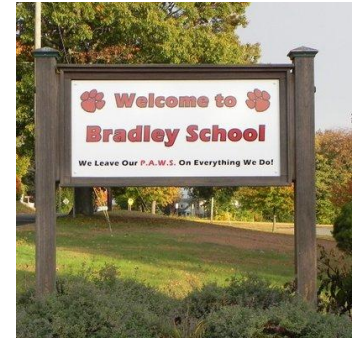




# Bradley School

2019 Fall Climate Survey  
Review



# 2019 Fall Surveys

Surveys were administered to students, parents, and staff.

Bradley School participation:

Parents - 154 responses

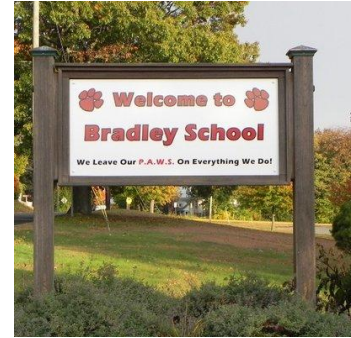
Students - 222 responses (94.9%)

Staff - 38 responses (76%)





# Highlights



# Parent Survey Highlights

- 96% indicated my child's school is well-cared and clean
- 95% indicated adults who work in my child's school treat students with respect
- 96% indicated the school communicates effectively/regularly with families
- 94% indicated the learning environment at this school is positive
- 95% indicated the school community respects and embraces diversity
- 95% indicated the school has clear rules and expectations for student behavior

# Student Survey Highlights

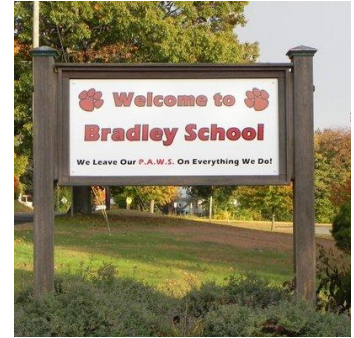
- 97% said my family wants me to do well in school
- 90% said my teacher really cares about me
- 87% said adults treat me with respect
- 81% said my teacher makes learning fun
- 79% said my teacher explains what good work looks like
- 90% said teachers in my school treat students with respect

# Staff Survey Highlights

- 97% said staff are welcoming to visitors and parents
- 89% said my principal provides me with useful and timely feedback on my practice
- 97% said the principal communicates regularly and effectively with staff
- 87% said the school has high expectations for student learning
- 97% said adults in this school really care about all the students
- 95% said student are recognized often at this school for their work/achievement (academics, attendance, behavior, etc)
- 87% said the school has systems in place to ensure that the school runs in an orderly and efficient manner



# Growth Areas



## Parent Survey Growth Area

- 35% of parents indicated that their child has experienced some kind of harassment or teasing at school.



# Student Survey Growth Areas

- 73% said my family asks me about homework
- 58% said most students in my school treat each other with respect
- 52% said most students at my school follow the rules
- 60% said students at this school are often teased, picked on, made fun of or called names

# **Staff Survey Growth Area #1 - Reducing Disruptive Behavior and Applying Consistent AND Meaningful Consequences**

- 80% (8%) said I spend a significant amount of my teaching time redirecting or addressing student behavior
- 45% (26%) said the rules for student conduct/behavior are sometimes or not consistently enforced at this school

## **Staff Survey Growth Area #2 - Improving Staff Morale and Shared Responsibility for Improvement**

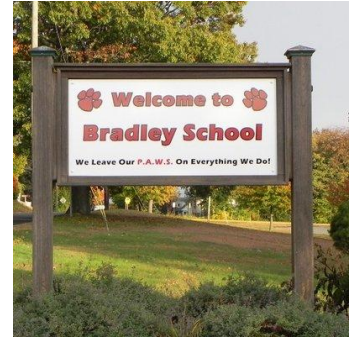
- 18% (61%) said staff morale is high at this school
- 66% (29%) said school administrators include teachers/staff in school-wide decision-making and problem-solving
- 58% (26%) said teachers at this school hold each other accountable for consistently maintaining school-wide expectations

## **Staff Survey Growth Area #3 - Increasing Student Social-emotional Skills and Interpersonal Relationships**

- 30% (32%) said students regularly tease or insult one another
- 29% (55%) said students at this school treat each other with respect
- 32% (50%) said students at this school treat adults with respect
- 24% (47%) said students are unable or sometimes unable to work out disagreements with other students



# 2019-20 Action Plan



# 2014-2018 Strategies to Support Behavior

- PAWS/PBIS model (since 2014-15)
- Clear school-wide expectations taught with common lesson plans by classroom teachers
- Signage throughout the building
- PAWS dollars for students and classes caught using their PAWS
- School store to cash in PAWS dollars
- Behavior expectation matrix for students receiving office referrals (2017)
- Daily community meeting time in every homeroom, where SEL curriculum is delivered (Second Step or Choose Love)
- Communication home via referrals, email, and/or phone calls
- Parent conferences
- Child Study Team referral
- Collaboration with Derby Youth Services to bring programs to the school, especially around bullying, cyber-bullying, inclusivity, and acceptance.

# **Growth Area #1 Action Steps for Reducing Disruptive Behavior and Applying Consistent AND Meaningful Consequences**

- Reinstatement of PBIS protocols, including whole-school refreshers
- Administration to follow up conversations with students with consequences outlined in the elementary expectations for behavior matrix
- Consistent home communication of behaviors along with grades/academic assessment results
- Teachers and administrators to call home as part of office referral protocols

# **Growth Area #2 Action Steps for Improving Staff Morale and Shared Responsibility for Improvement**

- Set up parent conferences for students not being successful with behavior interventions
- Utilize faculty meetings or professional learning community time to more frequently seek feedback from staff on school-wide decision making and problem-solving
- Seek continued support from central office
- Teachers and administrators to call home as part of office referral protocols
- Clearly define accountability for students and adults
- Paraprofessional support for specific students (started Winter 2019)



# Growth Area #3 Action Steps for Increasing Student Social-emotional Skills and Interpersonal Relationships

- Look to increase push-in social & emotional learning lessons and activities
- Consistent use of Second Step, Choose Love, or another SEL curriculum in all classrooms
- TEAM, co-taught by Art and PE Teacher weekly, fosters collaboration and teamwork (started in SY18-19)
- Positive office referrals for grades K-5 (Fall 2019)
- Advisory Period, which meets 2-3 times per month, is a non-academic block that teaches social skills and identifies trusted adults in school (started Fall 2018)
- SSW and PE teacher co-teach a healthy body and minds rotating classes on Fridays (started in Fall 2019)