

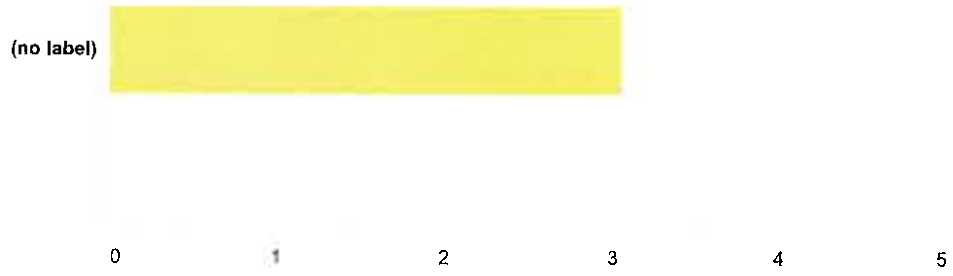
SECTION 6

School Climate

Strategic Planning Satisfaction Survey

Q27 I am satisfied with the amount of communication between my child's teacher(s) and the home.

Answered: 169 Skipped: 32

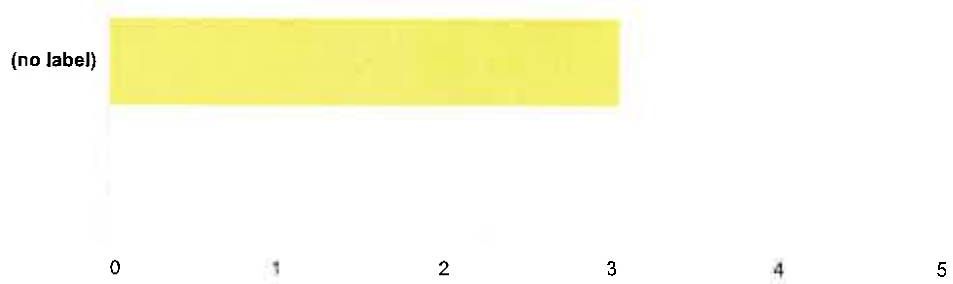


	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	2.96% 5	15.38% 26	54.44% 92	27.22% 46	169	3.06

Strategic Planning Satisfaction Survey

Q28 I am satisfied that the climate of the schools is conducive for learning.

Answered: 168 Skipped: 33

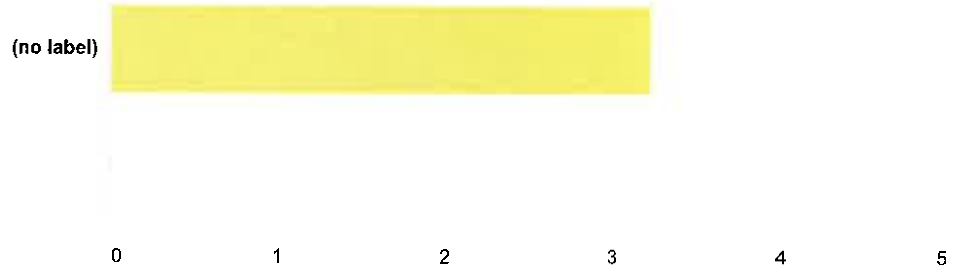


	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	1.19% 2	11.31% 19	69.05% 116	18.45% 31	168	3.05

Strategic Planning Satisfaction Survey

Q29 I am satisfied with the level of respect given to my child.

Answered: 169 Skipped: 32

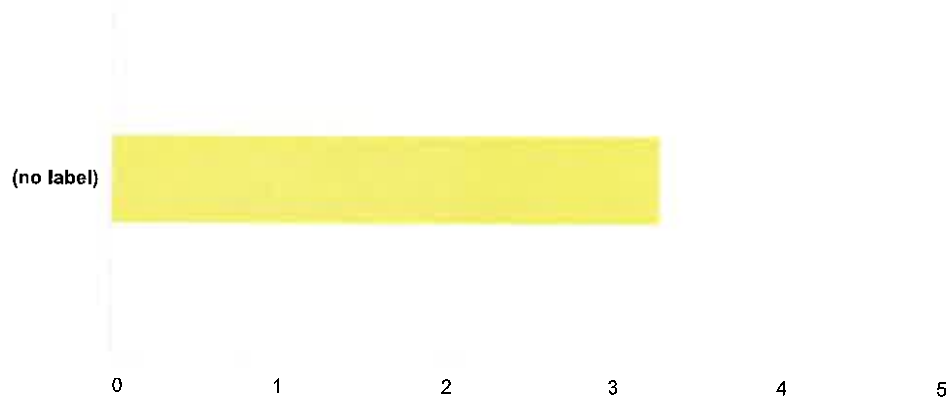


	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	1.18% 2	4.14% 7	63.91% 108	30.77% 52	169	3.24

Strategic Planning Satisfaction Survey

Q30 I am satisfied with the manner that I am greeted at my child's school whether in person or on the phone.

Answered: 169 Skipped: 32

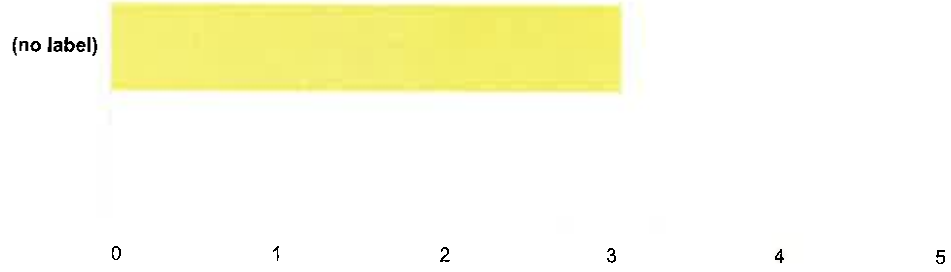


	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	1.18% 2	4.73% 8	58.58% 99	35.50% 60	169	3.28

Strategic Planning Satisfaction Survey

Q31 I am satisfied with the school's new lunch program.

Answered: 163 Skipped: 38



	Not Very Satisfied	Not Satisfied	Satisfied	Very Satisfied	Total	Average Rating
(no label)	3.68%	12.27%	58.90%	25.15%	163	3.06
	6	20	96	41		

Strategic Planning Satisfaction Survey

Q32 Do you have any other comments, questions, or concerns with regard to School Climate?

Answers: 28 Skipped: 0%

#	Responses	Date
1	I was informed the peas and broccoli are practically frozen	12/1/2014 11:57 AM
2	My only 2 comments are that I have a second child and my child is compared more than I thought to my oldest. Also I do feel Jr. high girls are not nice to each other and I feel that my daughter has been bullied.	12/1/2014 11:44 AM
3	none	12/1/2014 10:14 AM
4	No acceptable there should be a discussion on an improvement item list in this area	12/1/2014 9:39 AM
5	No	12/1/2014 7:00 AM
6	n/A	11/30/2014 9:24 PM
7	No comment really on lunch program, my child doesn't get lunch at school.	11/30/2014 9:22 PM
8	I like the school program but I am confused about ordering lunches and online accounts. I like ordering lunch online as I don't have a printer at home.	11/30/2014 5:34 PM
9	Class sizes are too large, especially at the younger grade levels.	11/30/2014 4:08 PM
10	Need more air conditioning in all the classrooms.	11/30/2014 2:44 PM
11	I believe teachers should automatically reach out to parents when the child is at a "C" average.	11/30/2014 1:50 PM
12	Not satisfied with class size, the classes are too big. This directly relates to school climate. Get the class sizes down!	11/30/2014 1:21 PM
13	Very satisfied with our experience at WIS...good communication, high level of respect. Class size way too big at WPS, not satisfied with communication about child's progress.	11/30/2014 11:45 AM
14	Two years ago, a letter was sent home claiming it was so hot in the school that students were allowed to bring in a water bottle and more water breaks would be added. This letter was sent home AFTER the heat wave, so there were already at least 3 days of sweltering temps before we knew about the water bottles. Water fountains at the school are a joke...water is warm, barely comes out, and teachers really weren't allowing any extra water breaks. Not asking for air conditioning, just a little consideration. New lunch program is the same as old lunch program; not enough time for my child to get a lunch and finish it. He doesn't want to waste my money (by not finishing it) and 10 minutes to eat (have to subtract the amount waiting to get food and clean up afterward) isn't sufficient. I thought you are supposed to allow yourself 20 minutes to chew your food so you don't overeat or get hungry soon after?	11/30/2014 10:42 AM
15	Class size is a big issue. It's difficult for the teachers and the students. I'm fortunate to have a high achieving student, however it can still be difficult to focus and get help with 28 children in a class. It's difficult for the teachers as well to maintain control and teach lessons.	11/30/2014 8:45 AM
16	I like the new lunch program. I was confused about the roll out for the new payment option. I think my child feels respected at school.	11/30/2014 8:40 AM
17	Actually, I'm totally cool with this topic! Whew!!!	11/26/2014 12:27 AM
18	Some rooms are too hot in the summer.	11/25/2014 4:48 AM
19	Poor communication on the school lunch change. The communication was only about the new card and didn't incorporate any other information.	11/23/2014 7:20 PM
20	All the teachers at WMS are awesome	11/22/2014 8:05 AM
21	WPS phone system needs some work. Sometimes there is no answer at all and other times I've been transferred to extensions that either no longer exist or the staff have changed.	11/21/2014 2:52 PM

Strategic Planning Satisfaction Survey

22	I'd like to see central air throughout the building especially in August when it's a sauna outside.	11/21/2014 1:51 PM
23	My kid loves the food with the new program. Great! And my only concern is the communication between the school and myself.. not with the teacher. Newsletters come out mid month reflecting on "important dates" that have already passed. I would rather have more emails about upcoming events.. but instead of I hear about the veterans day event from my son's cub scouts.. not from the school.. at WIS the announcement of available clubs and participation was not received at all.. only found out by word of mouth from other parents.. I think the teachers are great.. I have enjoyed meeting and talking with them.. and I know my child LOVES to go to school each day.. so overall the school climate is GREAT	11/21/2014 12:42 PM
24	I am hopeful that any disruptions are dealt with swiftly and thoroughly, without fear of the response from aggressive parents looking for trouble.	11/21/2014 11:56 AM
25	Not many options for kids with dietary issues. Only gf was salad & veggies :/ we'd buy lunch if it was an option for us!!	11/21/2014 9:15 AM
26	The climate is positive but I believe could be even better with Friday assemblies with band and chorus getting involved. Student mentors etc	11/21/2014 8:47 AM
27	teachers shouldn't play favorites. I heard about "notes" from teachers taped to students lockers. some students received notes while others did not. doesn't make the students feel so great who did not receive a "note" from a teacher.	11/21/2014 8:13 AM
28	N/A	11/21/2014 7:35 AM
29	No	11/21/2014 7:13 AM
30	We don't use the lunch program.	11/21/2014 6:39 AM
31	Pay a fee to pay for lunches? No thanks.	11/21/2014 6:27 AM
32	Communication between teachers and home has improved! Though, there are some teachers lack effort in this. Schools can get too loud at times to concentrate. #31 - Our family has not tried the new program. But I do like the ability to pay for one day at a time! I hear the lunch cards are just left on the counter for a student to find their card and turn in. Could there be a better solution?	11/20/2014 11:09 PM
33	I was surprised to learn that my sons' classes (K and 2nd Grades) have 30 and 29 students respectively. This seems to be a significant increase from the prior year where my son had 20 students in his 1st grade class. The 2nd grade should add a TA to assist with the larger class sizes.	11/20/2014 10:50 PM
34	The students should be able to make choices based on health and religion if possible. there doesnt appears to be any Kosher Based Meals or small amount of asisan american cuisines,	11/20/2014 10:34 PM
35	I am happy with all the healthy choices on the market bar, but my daughter has the first lunch period and says some of the vegetables, particularly the corn, are still frozen.	11/20/2014 10:21 PM
36	Mr. Leban provides a very welcoming atmosphere. His open door policy towards parents should be a model for the district.	11/20/2014 10:19 PM
37	I was glad to hear that the 5th grade classes were able to rotate times for lunch so the same class wasn't always served last when there were fewer offerings.	11/20/2014 9:57 PM
38	Class sizes way to big	11/20/2014 9:56 PM

Priority Target: *Communication among stakeholder groups*

1) Codifying communication process and create script letters (bus, illness, school issues, emergency drills)

While analyzing the District Parent Survey from winter 2014 the committee determined the need for communication regarding school situations. There have been several instances in the past two years when the police were called to a building. Due to intergovernmental agreements, no notification was sent to parents. Questions regarding the need for police presence arose. The committee recommended templates designed at the district level for the use at all buildings. The committee also recommended establishing procedures and protocols regarding if and when each of the schools would distribute these.

2) Disseminate Administrative Team Notes and Directives in writing in a timely manner

While analyzing the 5Essentials Survey from spring 2014 the committee determined the need to provide consistent and on-going communication regarding District initiatives and informational needs for all staff members. Providing clear and consistent communication across all three schools will help to ensure district plans and initiatives are being implemented consistently and with integrity.

Priority Target: *Welcoming Environment*

Coverage at the front office

While analyzing the 5Essentials Survey from spring 2014, the committee determined the need to have coverage in the main office for all schools in order to answer telephones, support staff, and greet visitors on a consistent basis. The office is the main informational hub of the school, and it is imperative that this location is staffed in order to receive and supply information.

Priority Target: *Develop a District-wide Response to Intervention Behavior model (Rtl-B)*

The Rtl-B framework was developed to mirror and complement the Rtl process for academics/intervention. There is a district committee that has been meeting all year to refine and enhance the process that is currently in place. The data currently in use are PBIS/SWIS data to examine referrals and disciplinary trends within each building. Check-in/Check-out data are also evaluated for groups of students. Also, students have individualized behavioral plans developed on an as-needed basis. Second Step lessons are taught in each of the three buildings. These lessons are used to reinforce and identify feelings and strategies for use in various social situations. PATHS is utilized at the Early Childhood Education (ECE) level. Social and academic instructional groups have been established in all three schools. Assemblies and incentives are developed in direct response to the needs of grade levels

Westchester Public Schools, District 92½, Strategic Action Plan

Area: School Climate

Priority Target: *Communication among stakeholder groups*

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
1) Codify communication process and create scripts letters (bus, illness, school issues, emergency drills)	2015-2016	School Secretaries Health Clerks		Letter Templates	Paper Manpower to create/generate letters Distribution of letters Virtual backpack for updates
2) Disseminate Administrative Team notes and directives in writing in a timely manner	August 2015	Superintendent Director of Curriculum Director of Finance & Operations Special Needs Coordinator Building Administrators	Time Information that is not written down	Staff survey _____ survey	Memos Template for communication from meetings Timelines

Westchester Public Schools, District 92½, Strategic Action Plan

Area: School Climate

Priority Target: *Welcoming environment*

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
1) Greet visitors on a consistent basis	August 2015	Principal/Assistant Principal School Secretary Health Clerk	Breaks Office Layout Floor Plans	Schedule Communication of coverage	Staff for coverage

Westchester Public Schools, District 92½, Strategic Action Plan

Area: School Climate

Priority Target: Develop a District-wide Response to Intervention Behavior model (RtI:B)

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
1) Universal Screener administered for all K-8th grade students	2015-2016 (fall and spring)	Professional Learning Teams (PLTs) Social Workers School Psychologist	Time given to teachers to complete screener for all students New students to District	Strengths and Difficulties Questionnaire Screener data	Strengths and Difficulties Questionnaire Universal Screener (SDQ) Letter home informing parents of screening process
2) RtI:B Team Meeting Part 1: Identify the lowest 20% of students based on SDQ rating (local norms) and progress monitoring schedule and tool	2015-2016	Social workers and school psychologist meet to analyze screener data to create a list of recommended students to receive Tier 2 services	Time given to team (social workers and school psychologist) to analyze data	Screener data	Strengths and Difficulties Questionnaire Universal Screener (SDQ)
3) RtI:B Team Meeting Part 2: Determine students to receive Tier 2 interventions	Yearly - Fall, winter and spring	Administration, social worker, specialist, interventionist and PLTs look at additional data to determine final list of students receiving Tier 2 support	Available staff to implement interventions Adequate research based resources Sufficient time to implement interventions	Final schedules Implementation on intervention groups the following week	Office discipline referrals Absences/tardies Nurse visits Teacher referrals and minors

Westchester Public Schools, District 92½, Strategic Action Plan

Area: School Climate

Priority Target: Develop a District-wide Response to Intervention Behavior model (RI:B)

Activity	Timeline	Roles and Responsibilities	Possible Barriers	Measures for the Activity	Resources for the Activity
4) Monitor the progress of students in Tier 2	Continuous monitoring of student behavior for decision-making	Social workers and staff implementing interventions using running	Time Resources/materials Large caseload	CICO chart Behavior plan and data	SWIS program
5) Determine students who will continue, modify, or exit Tier 2	Ongoing and/or benchmark	Administration, social worker, specialist, interventionist and PLTs meet to review progress data and to determine if interventions need to be adjusted	Incomplete student data	Final list includes students who: <ul style="list-style-type: none"> • Group 1 - students making progress no change to intervention • Group 2 - interventions and Tier 1 differentiation tweaked • Group 3 - students making minimal to no progress 	Progress data Office discipline referrals Absences/tardies Nurse visits Teacher referrals and minors
6) Determine students to receive Tier 3 interventions	Ongoing and/or benchmark	Administration, social worker, specialist, interventionist and psychologist meet to review progress monitoring data and determine transition	Collaboration time	Determine transition: <ul style="list-style-type: none"> • transition to regular education classroom (Tier 1) with monitoring for 3-4 weeks • Continue in Tier 2 intervention with no change due to student making progress • Change/modify/intensify Tier 2 intervention • Refer to SOAR team for development of Tier 3 plan 	Progress data Office discipline referrals Absences/tardies Nurse visits Teacher referrals and minors