

CSSP Worksheet 1 * Identify your school safety planning committee members.

SCHOOL SITE: Grant Elementary

DATE: 01/26/2022

COMPLETED BY: Kristi Puzz

1. The school site council shall write and develop a comprehensive school safety plan relevant to the needs and resources of your school. The school site council may delegate this responsibility to a school safety planning committee. Choose one of the options below to describe your site's planning committee:

School Site Council

Separate Safety Committee:

2. Who is on your school safety planning team? (Check only those that apply)

School Planning / Restructuring Committee Representatives

School site council representative: Emily Kinder

Title IV advisory council representative:

District office programs representative (e.g. categorical program director, Title IV coordinator, prevention coordinator, grant writer, business officer, and risk manager):

School Stakeholders

Teachers: Josh Kieselhorst

Support Staff: Maggie Tedder English Language Development

Counselors:

Administrators: Kristi Puzz

Classified: Stacy Baker

Parents: Derrick Glavich, Jacquelyn Rollings, Jennifer Tyler-Merrick, Christina Blackwood

Agencies Consulted

Law Enforcement, Fire Department, Emergency Response

Sheriff, police: Chris Jenkins Eureka Police Department Student Resource Officer

Juvenile courts:

Fire Department:

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Probation:

Other:

Others Participating or Consulted

Health and Human Services

Healthy start coordinator:

After-school coordinator:

County mental health agency:

Not applicable

Local Government

City Manager's Office:

Parks and recreation:

Other:

Not applicable

Local Businesses

Chamber of commerce:

Rotary / service clubs:

Media:

Other:

Not applicable

CSSP Worksheet 2 – Create a vision of your school as a place where students are safe to learn. Create a mission statement to reflect that vision.

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VISION: A powerful picture of the future; a picture or other ways of *seeing* a situation that does not yet exist. Visual (word) pictures of your school as you want it to be—what do you want *for your kids*? Use *nouns* to paint your *picture*. **Example:** Our school is a safe place where caring and encouraging spirit results in the highest academic achievement in the state.

Our vision statement is:

A collaborative community of lifelong learners.

MISSION: A statement of charge or purpose; *how will we get there*. Use *verbs* to describe *how* you will realize your vision. **Example:** Our school is a place where students feel safe and where they are respected and valued as contributing members of the community that supports lifelong learning.

Our mission statement is:

Grant School, a safe, caring educational community dedicated to excellence, prepares our students to be responsible citizens in this global society by engaging them in a creative, collaborative and diverse curriculum that promotes exploration and celebrates learning.

VISION & MISSION STATEMENT CHECKLIST

- Does our mission statement reflect the vision and connect school safety with academic success?
- Does it acknowledge that feeling and being safe at school are both necessary for students to succeed?
- Does it refer to a caring community in which each member is valued and acknowledged?
- Does it emphasize relationships to ensure that every student receives support and motivation to achieve their highest potential?
- Does it refer to high academic standards and the support needed for achieving them?

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SUMMARY: After analyzing our data and resources, our review matrix, and our major areas of desired changes our results are listed below:

Areas of Pride/Accomplishments

School Profile:

At Grant Elementary School, we emphasize high academic standards while supporting the social and emotional development of our students. We promote academic growth, focusing on written language and the development of higher level thinking. Fountas and Pinnell Classroom has been adopted for all grade levels as our Language Arts curriculum. Our district uses Everyday Math and as a site we are focusing on implementing the Eight Mathematical Practices. We provide hands-on science instruction with our “Nature Trail” and implementation of the Next Generation Science Standards. We partner with Friends of the Dunes, Mad River Hatchery, Wolf Creek Educational Center, Eel River Estuary Preserve, and Redwood Environmental Education Fair to provide rich learning experiences for our students. Grant has also started a school garden that our students and staff are very excited about. Our teachers are committed to professional development and collaborate on a regular basis. Grant is in the process of becoming a schoolwide AVID Elementary and 1st-5th grade teachers have attended AVID Institutes and are implementing AVID strategies in their classrooms. Grant's future goal is for all teachers to have the opportunity to attend the summer institute and incorporate AVID into all classrooms. Many staff members have been involved in the CREATE Humboldt Grant and are trained in integrating the arts into the core curriculum.

Major Achievements

Positive Behavior Intervention & Supports for all students, Second Step Pro-Social Skills Curriculum for all students, Response to Instruction & Intervention in ELA , AVID Elementary School Site, Positive and growing Parent Teacher Association.

Findings & Desired Improvements

Findings:

PBIS: Grant School has effectively implemented Tier I supports that compliment our three school rules. Grant staff has worked with our PBIS district coordinator to articulate Tier II and interventions and supports. These have been implemented since the spring of 2014. The staff of Grant and our PBIS team continue outlining supports and interventions for all students based on need. This work is supported by the Site Based PBIS Team and the Student Study Team Process.

CSSP Worksheet 3 – Developing Our Goal(s)

Second Step Curriculum: Grant staff continue to consistently and effectively implement Second Step while articulating the taught themes schoolwide, which promotes skills such as empathy and self-regulation.

SWIS: Behavior Tracking Form referrals remain one of the main data components that Grant's PBIS team uses to inform on school climate. The data is used to determine areas of campus that may or may not need extra support and reteaching. The data is also used by the SST team members to support behavioral interventions for individual students. Expectation Stations are reviewed school-wide upon return from Thanksgiving break, Winter break, February break, and Spring break. Additionally individual classes reteach classroom expectations and playground expectations frequently.

Suspensions: Suspensions continue to be an area of focus. An effort has been made to use alternative means to suspension whenever possible. Reteach programs are utilized frequently in addition to restorative practices.

Attendance: Daily attendance at Grant is improving, with focus and use of A2A reporting. The principal, CARE Specialist, and office staff work diligently to support parents and students in efforts to be at school, on time, each day. Parents are asked to participate in attendance conferences when their students are excessively absent or tardy. Home visits are conducted at appropriate intervals and referrals to outside agencies are made to support families with meeting their needs so that students can focus on being at school daily.

Student Safety: All emergency drills are scheduled at the beginning of the school year, and are practiced with fidelity. Classrooms are all equipped with emergency backpacks containing items that may be needed during an emergency situation. Grant continues to focus on healthy fitness initiatives that promote healthy food choices and increased physical fitness. All students are invited to participate in Trekking Tuesday as a part of the Safe Routes to Schools initiative.

The chronically absent rate at Grant School is of concern. Grant Staff is working diligently to support families and improve student attendance. The Principal, Attendance Specialist, and office staff work to conference with families that are having difficulties with attendance to provide support in getting their students to school. At these conferences contracts are made to ensure that parents understand the importance of regular attendance. The site is using SARB to hold families more accountable for attendance. Teachers have also each chosen two "focus" students that are of concern. They are making regular contact with these families, offering strategies and support to get them to school. Classrooms that have the best percentage each week receive schoolwide recognition and rewards. The office is tracking attendance along with late arrivals and early dismissals on a public accountability chart. The first trimester the goal was 96%. This goal was not met as the attendance rate was 95% for that trimester. Eureka City Schools has also invested in a computer program called A2A that tracks attendance and assists in supporting families with improving attendance. Improving attendance is a major priority for Grant this school year. The subject has been addressed at parent teacher conferences, back to school night, and with the School Site Council.

Focus for Improvement

CSSP Worksheet 3 – Developing Our Goal(s)

During the Covid 19 pandemic, the district supported sites with professional development around technology as well as purchasing technology to ensure that we are a 1:1 district. Grant is offering full day in person instruction and is focusing on any learning loss due to the pandemic. Grant has adopted the Fountas and Pinnell Classroom Language Arts Curriculum for all grades and is focusing on implementing Guided Reading K-5. Each grade level has a dedicated Universal Access time in which students are provided reading instruction at their instructional reading level.

Priorities/Goals

Grant Elementary School creates a culture and climate of safety, respect, and responsibility through establishing a school-wide system of positive behavior interventions and supports.

Our overall strategies for the 2021-2022 school year is (are):

Component 1 People and Programs (School Climate)

Goal Statement:All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Action: Grant school will provide all students with a safe and supportive learning environment.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Continue to implement the district-wide social skills curriculum Second Step Schoolwide for grades K-5	Second Step <ul style="list-style-type: none"> • staff development • Lesson Plans • Biweekly Focus 	Staff, Teachers, Administration, CARE	In place and Ongoing	Pillar team data review Observation of classrooms Staff Development
Bully Prevention Train students, staff, and parents on strategies for; prevention, recognition, reporting and	Second Step Second Step Anti-Bullying Curriculum Bully/Harassment Training, Bully	Staff, Teachers, Administration, CARE		SWIS data review

CSSP Worksheet 3 – Developing Our Goal(s)

responding using RID RECO DOMO (Report, Investigate, Determine, Respond, Communicate, Document, Monitor	Prevention Binder			
Explicitly teach behavior expectations to all students throughout the school year. <ul style="list-style-type: none"> • Expectation Stations • Level Up 	District Climate Grant, Pillar Team, PBIS	Staff, Teachers, Administration, CARE	Beginning of the year, after every extended break, ongoing	Pillar team data review
To increase engagement and activity on the playground	SPARK Provide ongoing monitor training	Staff, Teachers, Administration, CARE	Ongoing	Projects completed /participated in
Provide small group supports for student's social and emotional needs.		Counselor Socialworker/ Socialwork Intern	Ongoing	Participation
Acknowledge positive behaviors and character traits through student recognition system. <ul style="list-style-type: none"> • Monday Morning Meeting • Student of the Month • 10 PAW Drawing 	Positive PAWS Prizes	Staff, Teachers, Administration, CARE	Weekly/Monthly drawings, ongoing	Pillar team data review
Support events and activities that celebrate diversity as well as educate students and families about diversity		Staff, Teachers, Administration, CARE	Ongoing	Stakeholder feedback

CSSP Worksheet 3 – Developing Our Goal(s)

on campus.				
Restorative Practices Staff Training in implementation of Restorative Practices. Implement Restorative and Community Building “Circles” throughout the school. Model community building circles during staff meetings	Pillar Team Circle Forward Text	Staff, Teachers, Administration, CARE	ongoing	Calendar of “Circle” lessons Observation

Component 2 Places (Physical Environment)

Goal Statement: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Action: To establish and maintain a safe and attractive physical environment for student, staff and family access (ingress and egress) and use.

Related Activities	Resources	Person(s) Responsible	Timeline/Budget	Evaluation
Maintain current student contact information for each teacher	Student Information System	Clerical Staff	Quarterly	Staff feedback
Provide students and staff with training and practice in the emergency procedures: a. Earthquake Drill b. Fire Drills/Earthquake w/ evacuation c. Shelter in place Modified Lockdown d. Lockdown Imminent Danger	District emergency procedures and protocols	Administration	Ongoing	Staff feedback
Provide prevention education for students		Staff,	Ongoing	Staff feedback

CSSP Worksheet 3 – Developing Our Goal(s)

<ul style="list-style-type: none"> a. Nutrition b. At Risk Behaviors c. Physical Exercise 		Teachers, Administration, CARE		
Provide Crisis Prevention Training for staff: <ul style="list-style-type: none"> a. CPI training b. First Aid / CPR c. Threat Assessment: Take threats seriously and deal with them as possible acts of violence. 	District emergency procedures and protocols	Staff, Teachers, Administration, CARE	Ongoing	Staff feedback
Provide Risk Reduction Education for staff: <ul style="list-style-type: none"> a. Mandated reporting b. Confidentiality c. Universal precautions/Bloodborne pathogens d. Safe equipment operation e. Employee and student injury reporting f. Sexual Harassment Policy g. Classroom Management h. Medication procedures i. Monthly Safety Fact Sheet 	District emergency procedures and protocols	Staff, Teachers, Administration, CARE	Ongoing	Staff feedback
Ensure that Emergency Communication Protocols are clear to staff and ready to use. <ul style="list-style-type: none"> a. School radios b. Phone tree for emergencies c. Radio stations to be used d. Protocol with ECS Disaster Preparedness e. Alarms or announcements for specific drills 	District emergency procedures and protocols	Staff, Teachers, Administration, CARE	Ongoing	Staff feedback

CSSP Worksheet 3 – Developing Our Goal(s)

f. Automated calls/emails				
<p>Practice Bus safety</p> <p>a. Drivers will inform students of bus safety and acceptable bus behavior at the beginning of each school year</p> <p>b. Drivers will do safety bus evacuations</p>	District emergency procedures and protocols	Staff, Teachers, Administration, CARE	Ongoing	Staff feedback
Update and Follow SSPP (Site Specific Protection Plan) aligned with Public Health, CDPH and District guidelines	SSPP	Staff, Teachers, Administration, CARE	Ongoing during Covid 19 Pandemic	Safety Team evaluates

