



Project Parkway Goal #3

All Students Are Confident Learners Who Are Increasingly Self-Directed, Skilled and Persistent As Learners

Measurable Objectives

- All students will improve in their confidence, self-direction and persistence as learners.
- All students will report that they are physically and emotionally safe in Parkway.
- All students will monitor and make adjustments to achieve their personal goals, including academic, health, social and civic goals

School Climate

INTRODUCTION

As a result of Project Parkway and Parkway’s Comprehensive School Improvement Plan (CSIP), the District has begun a number of initiatives to achieve its Mission, Vision, and Goals. In order to address Goal #3 and its Measurable Objectives, it is necessary to address areas beyond the academic learning and performance of students. One of the major areas of focus for the District as part of this work is “School Climate.”

The District believes a viable and sustainable positive school climate is essential to the mission, vision, learning principles and commitments of the Parkway School District. Addressing school climate is vital to meeting the goals of Project Parkway and ensuring all students are capable, curious and confident learners who understand and respond to the challenges of an ever-changing world. More specifically, it is believed that the most effective and proven means of addressing bullying and other misbehavior and, most importantly, support the development of desired social-emotional behaviors and outcomes is by directly and intentionally improving school climate throughout the District. Parkway believes that a positive school climate also promotes and is interdependent with increased student learning and performance. School climate is a shared responsibility of all Parkway employees, students, families, and the entire community. Therefore, efforts to improve climate must involve all stakeholders and include all school settings (e.g., school, bus, events, community).

The District’s work on school climate began with and has primarily relied upon the work and research of the National School Climate Center, some of whose work is summarized below. In addition to that information, this document demonstrates the significant alignment of school climate concepts and domains with Parkway’s Mission, Vision, Learning Principles, and Commitments.

The most important function of this document is to identify Parkway's agreed upon "domains" and "indicators" of a positive school climate. All of these contribute in important ways to school climate and are sometimes related to or interdependent with one another. Therefore, these will represent Parkway's "core values" and serve as an operationalized "definition" of a positive school climate. These indicators also will serve as a guide for future assessment of the District's climate and the strategies, actions, and programs to improve it. These indicators and assessments will enable schools and the District to self-assess their climate and progress over time. Information derived from these assessments (including surveys and other data) will help determine how resources, interventions/supports, choice of programs, professional learning, parent and/or community supports and development may differ in response to individual school and community variables.

It is also recognized that school climate is closely tied to the work of other initiatives in the District and that improving school climate will be a multi-faceted process. Therefore, it is imperative that the District's work on school climate is integrated with that of other teams and initiatives.

DEFINITION

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's collective experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, organizational structures, and the school environment.

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the school environment.

Research attests to school climate's importance in a variety of overlapping ways, including:

- Social, emotional, intellectual and physical safety;
- Positive youth development, mental health, and healthy relationships;
- Higher graduation rates;
- School connectedness and engagement;

- Academic achievement;
- Social, emotional and civic learning;
- Teacher retention; and
- Effective school reform.

The four essential domains are as follows:

- *Relationships* (e.g. respect for diversity; school connectedness/engagement; social support-adults; social support-students; leadership);
- *Safety* (e.g. rules and norms; physical safety; social-emotional safety);
- *Teaching and learning* (e.g. social, emotional ethical and civic learning; support for learning; professional relationships);
- *School Environment* (e.g. physical surrounding).

Adapted from the [National School Climate Council](#)

ALIGNMENT WITH PARKWAY'S MISSION, VISION, LEARNING PRINCIPLES, AND COMMITMENTS

Domains	Parkway Mission, Vision, Learning Principles, Commitments
Interpersonal Relationships	<ul style="list-style-type: none"> • nature and quality of interactions between all individuals and groups within the school community • fully prepared for their next educational challenges • creative, thoughtful and effective problem solvers • increasingly self-directed, skilled and persistent as learners • articulate speakers and effective listeners • always seeking to understand the views, values and cultures of others • working skillfully with others to achieve common goals • value the uniqueness of students and believe in their ability to learn and succeed • ensure students experience respectful learning environments that are safe, welcoming and well-designed • build positive relationships among students, families, staff and the broader community • cultivate the creativity and diversity of talents within each student
Safety	<ul style="list-style-type: none"> • confident learners who are increasingly self-directed, skilled, and persistent as learners • acting out of a strong sense of personal, social and civic responsibility • support the health, well-being, integrity and character development of students • ensure students experience respectful learning environments that are safe, welcoming and well-designed
Teaching and Learning	<ul style="list-style-type: none"> • able to transfer their prior learning to new demands, in and out of school • understand and respond to the challenges of an ever-changing world • fully prepared for their next educational challenges • value the uniqueness of students and believe in their ability to learn and succeed • creative, thoughtful and effective problem solvers • increasingly self-directed, skilled and persistent as learners • literate and critical consumers of information and ideas • articulate speakers and effective listeners • acting out of a strong sense of personal, social and civic responsibility • always seeking to understand the views, values and cultures of others • develop and support strong professional communities that utilize data, knowledge, experience and research to improve practice and accomplish goals • recruit, employ, develop and retain an exceptional staff dedicated to and representative of Parkway's diverse community • responsibly and efficiently allocate resources including finances, facilities, personnel and time • working skillfully with others to achieve common goals • pursuing a personal direction based on an understanding of their talents and interests • engage students in meaningful learning through a guaranteed, viable district curriculum that is rigorous and relevant • support the health, well-being, integrity and character development of students • cultivate the creativity and diversity of talents within each student
School Environment	<ul style="list-style-type: none"> • build positive relationships among students, families, staff and the broader community • ensure students experience respectful learning environments that are safe, welcoming and well-designed

PARKWAY SCHOOL CLIMATE DOMAINS AND INDICATORS

Domains	Indicators
<p>Interpersonal Relationships</p> <p>1. Respect for Diversity & Social Justice</p> <p>2. Social Support: Adults Supporting Students</p> <p>3. Social Support: Students Supporting Peers</p>	<ul style="list-style-type: none"> • Student, staff* and families report: <ul style="list-style-type: none"> • student to student, adult and student, adult to adult interactions demonstrate and promote mutual understanding, acceptance, and respect for individual and family differences (e.g., including but not limited to, gender, race, culture, disabilities, sexual orientation, social economic, values, appearance, religion) at all levels of the school, district, and community. • staff, students and families promote an understanding of self as an individual and as a member of a diverse local and global community, • they interact with each other in ways that respect individual and group differences. • Parkway’s processes, procedures, and materials/forms are responsive to the needs of families from different cultures and/or who speak languages other than English. <p><i>*Throughout the document, ‘staff’ includes all persons who work in the Parkway School District regardless of job location and specific job roles/responsibilities.</i></p> <ul style="list-style-type: none"> • Students report: <ul style="list-style-type: none"> • relationships with adults that are positive, caring and supportive, • adults have high expectations for their learning and success, • they are willing to advocate for themselves with adults regarding social and learning needs, • adults are willing to listen to them, • they are connected to school because adults know and care about them as individuals and help them with problems, • they are treated with fairness and respect by adults, • their input is valued and they are involved with decision-making. • Other district/school data indicate students feel and receive support from adults. • Students report: <ul style="list-style-type: none"> • they feel connected to school as a result of other students caring about them as individuals and learners, • they work with each other to achieve common goals, • that they and their peers feel a strong sense of personal, social and civic responsibility which influences their actions with one another, • that they and their peers respond to one another with appropriate help and support, including involving school personnel as needed,

<p>4. Social Support for Adults & Families</p>	<ul style="list-style-type: none"> • positive and supportive relationships with peers, including socializing, problem solving, academic help, and students new to the school. • Other district/school data indicate students feel and receive support from peers. • Adults (staff, parents/families, patrons) report: <ul style="list-style-type: none"> • positive, supportive and caring relationships with one another, • others are willing to listen to one another, • others are willing to get to know them as individuals, • others express personal concern for one another, • others treat them with fairness and respect, • they receive help and support as needed, • their input is valued and they are involved in decision-making, • they feel connected to school because of how people treat them, • positive and supportive relationships, including socializing, mentoring, problem solving, and adults/families new to the school, • they work with each other to achieve common goals, • they feel a strong sense of personal, social and civic responsibility which influences their actions with one another. • Other district/school data indicate adults and families feel and receive support.
<p>Safety</p> <p>5. Sense of Physical Security in all school related settings</p> <p>6. Sense of Social-Emotional Security in all school related settings</p>	<ul style="list-style-type: none"> • All members of the school community feel safe from physical harm. • All members of the school community are aware of how to report safety concerns. • All members of the school community report safety concerns. • All members of the school community believe their health, wellness and physical safety are valued and supported. • Other district/school data indicate students and staff feel and are physically safe in all school settings. • All members of the school community feel safe from abuse, teasing, intimidation, bullying, harassment, and exclusion. • All members of the school community are aware of how to report concerns about their social-emotional security. • All members of the school community report concerns about their social-emotional security. • All members of the school community believe their social-emotional security is both valued and

<p>7. Expectations, Norms and Rules in all school related settings</p>	<p>supported.</p> <ul style="list-style-type: none"> • Students and staff demonstrate and report feeling safe to express curiosity and creativity and a willingness to take risks. • Other district/school data indicate students and staff feel and are emotionally secure in all school settings. • Policies appropriately address student and staff safety and behavior. • Policies and expectations are clearly communicated (i.e. code of conduct) to all students, staff, and parents/guardians. • Rules and norms for students and staff are consistently enforced.
<p>Teaching and Learning</p> <p>8. School district personnel support student learning</p> <p>9. Peers support student learning</p>	<ul style="list-style-type: none"> • Students report that school district personnel: <ul style="list-style-type: none"> • provide encouragement and constructive feedback, • clearly identify the purpose and outcomes of student learning, as well as the standards required for success, • support student directed learning, creativity, curiosity, problem-solving, independent thinking and open dialogue, • motivate students through rigorous and relevant content and instructional practices, • differentiate instruction and provide individual attention, • provide students with varied opportunities to demonstrate knowledge and skills, • support student self-advocacy, self-assessment, and personal goal-setting, • ensure students have adequate resources at school for learning. • Other district/school data indicate student learning is supported. • Other district/school data indicate Parkway classrooms and schools are inclusive (e.g., disabilities, race, socio-economic). • Students report that peers: <ul style="list-style-type: none"> • provide one another with encouragement and constructive feedback, • support one another and contribute to a positive learning environment which encourages open dialogue, curiosity/creativity, and problem solving, • share resources with one another as part of the learning process, • recognize, accept, and support various learning abilities/disabilities, styles and needs among their peers, • are willing and able to advocate for themselves and others with respect to their learning

<p>10. Support for school district personnel learning</p> <p>11. Engagement of and support from parents, families and community</p> <p>12. Social Emotional Learning</p>	<p>needs, goals, and outcomes.</p> <ul style="list-style-type: none"> • Other district/school data indicate that students support the learning of their peers. • School district personnel report: <ul style="list-style-type: none"> • encouragement and constructive feedback is provided, • support among adults contributes to a positive learning environment and encourages open dialogue, curiosity, problem solving and positive interactions, • resources are shared with one another as part of the learning process, • they are confident in their abilities to positively impact student learning and enjoy performing their duties, • various learning abilities, styles and needs among their colleagues are recognized, accepted and supported, • they are willing and able to advocate for themselves with respect to their learning needs, goals, and outcomes. • Other district/school data indicate school district personnel learning is supported. • The district, schools and staff have the resources (e.g., materials, funding, facilities/learning environments, participation) necessary to support the instructional and learning needs of students • The district and schools have the resources (i.e., funding) necessary to support the professional learning of all district staff • District and school activities are attended and supported by parents and patrons/community members • Parents/community members are willing to come to the district and/or schools to address student, school/district, and community issues and needs. • The district’s guaranteed curriculum integrates developmentally appropriate social emotional learning core competencies (i.e., self-awareness, self-management, social awareness, self-advocacy, relationship skills, responsible and ethical decision making) into all instruction and learning.
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School Environment

13. School Connectedness and Engagement

- Students:
 - report the school is a welcoming place and feel positively about being a member of the school community,
 - actively participate in all aspects of school life, including after school activities and events.
- Parents/families:
 - report the school is a welcoming place and feel positively about being a member of the school community,
 - actively participate in all aspects of school life, including after school activities and events.
- School district personnel:
 - report the school/district is a welcoming place and feel positively about being a member of the school/district community,
 - actively participate in all aspects of school/district life, including after school activities and events.
- School and district personnel actively encourage and promote participation in school life for students, staff and families.

14. Physical Surroundings

- Schools and facilities are perceived to be clean, safe, accessible, orderly, appealing and reflect and respond to the varied physical needs of students, families and staff.
- Other district/school data indicate that schools and facilities are clean, safe, accessible, orderly, appealing and reflect and respond to the varied physical needs of students, families and staff.
- Classroom and building size, allocations, utilization, set-up, and supervision support student learning, safety and connectedness.