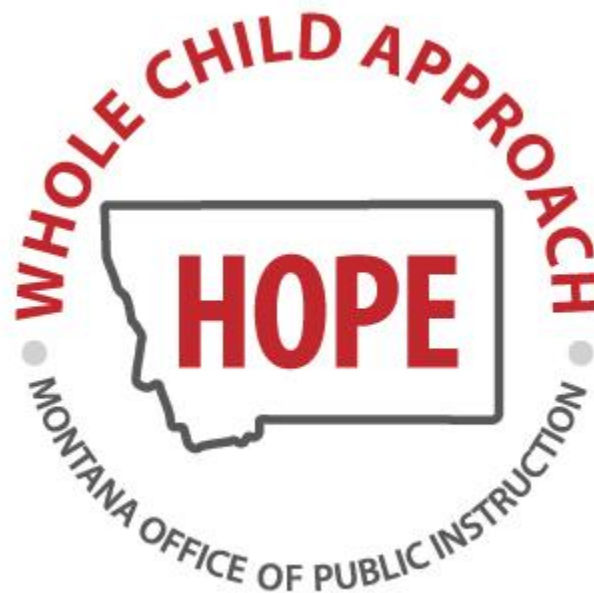


Pilot Phase: We are currently piloting this document and highly value your feedback so we can improve this document for future use. Upon completing the steps outlined in this guide, we would [value your feedback using this evaluation form](#).

School Climate Data Interpretation Guidance: Making Data-Driven Decisions to Foster Safe and Supportive Learning Environments



School Climate Data Interpretation Guidance

Introduction

School climate refers to the quality of school life. School climate impacts all those who interact with schools: students, teachers, administrators, parents, and community members. Sometimes, individuals refer to *school climate* as the teaching and learning environment. There are many well-researched benefits associated with a positive school climate, including:

- **Increase in student academic performance & graduation:** Research shows a positive school climate improves a student's ability to learn. Schools with positive school climates observe increases in student math and reading scores and higher graduation rates ([National Center on Safe and Supportive Learning Environments](#), 2024).
- **Increase in student & educator emotional wellbeing:** School connectedness and feelings of safety and belonging at school are two of the most influential factors associated with student emotional wellbeing ([Lester and Cross, 2015](#)). Likewise, positive relationships with other educators and a supportive work environment protect against educator stress and burnout ([Milatz, Luftenegger, Schober, 2015](#)).
- **Increase in student ability to overcome challenges:** Students who feel supported and cared about in school report fewer behavioral health concerns, such as feelings of hopelessness, especially during times of challenge or adversity ([CDC, 2022](#)).
- **Safer schools with fewer discipline referrals:** According to the U.S. Secret Service and the U.S. Department of Education, creating a safe and connected school climate is the best way to prevent acts of violence from occurring in school. A positive school climate is protective against bullying and other undesirable student behaviors, resulting in fewer discipline referrals and better classroom management ([Huang and Anyon, 2020](#)).

In the state of Montana, all schools must utilize a valid and reliable tool to measure the climate of their school, beginning in the 2024/2025 school year. [Administrative Rules of Montana \(ARM\) 10.55.801](#) further outlines the requirements of schools specific to *school climate* and school staff are encouraged to reference this rule while utilizing this resource and making decisions to improve the climate of their schools.

For more information on school climate and for school climate resources, visit the Office of Public Instruction's [Safe and Supportive Schools](#) and [Positive School Climate](#) websites.

Purpose

This guidance document was developed for guiding groups of people (between 5 and 30 people), including school leaders, teachers, students, and other members of the school community, through the process of gathering, interpreting, and leveraging school climate data to inform school planning to improve the teaching and learning conditions within Montana's schools. Specifically, this school climate data analysis guide is intended to be used by participant groups working through multiple pieces of school climate data for their school or by district teams working through multiple pieces of school climate data for their district. The protocol may be used with multiple school climate data sets, including student surveys, staff surveys, attendance and disciplinary referrals, and youth-risk behavior survey (YRBS) data, among other data sets.

The protocol outlined in this guide takes approximately 8 hours to complete (see Resource 1 for a sample agenda). The protocol is designed to help schools and districts think about both the implications of school climate data for the needs of students, teachers, administrators, and community members, and the implications of school climate data as it relates to the continuous improvement of the teaching and learning conditions within schools.

Focus Questions

Questions About School Climate

Throughout the school climate data analysis protocol, you will attempt to answer the following questions:

1. How do the different data sets and perspectives relate and differ from one another?
 - a. Depending on the school climate tool used, it may be possible to identify commonalities in the responses of certain groups of people.
2. What does this data tell us about the current climate of the school? What is the school already doing well (strengths)? Where are areas for improvement?
3. How can the data inform activities that are currently working that are already in place?
4. How can the data inform the professional development and practices needed to continuously improve school climate?
5. What are the specific action steps in moving forward?
 - a. Is more information-gathering needed?

Preparing for the Process

- **Identify a whole-group facilitator:** Before getting started in analyzing data, the first step is to identify someone who will facilitate the nine steps involved in this process. A facilitator will guide participants through each of the nine steps but will not provide their own opinions on the data nor make recommendations for action steps. It is best to

identify a facilitator who can be neutral during the process and is skilled in guiding groups of people through a series of steps. It's also helpful to have someone who is familiar with the data that will be utilized and can answer questions that may arise.

- **Identify what data sources will be used:** The data used in this process should include school climate data and any other data sources that may be helpful in understanding the school experiences of students, staff, and community members. This may include additional student and staff surveys, attendance and disciplinary referrals, youth-risk behavior survey (YRBS) data, and other data sets.

Use this space to write down what data will be shared during the entire process. This should include school climate data and any other data sources that may be helpful to understand the school experiences of students, staff, and community members:

- **Identify participants:** Diverse perspectives and ideas are critical to this process. If possible, identify participants who have varying experiences at school, such as students, caregivers, and school staff. If it does not seem reasonable to involve students throughout the entire process, schools should consider involving them at a minimum during steps 5 and 6, to assist with developing actions to improve the climate of the school. Often, students have unique insight into issues negatively and positively affecting the climate of a school, as well as innovative ideas for improvement. Additionally, if there is reason to believe certain groups of people have had poor experiences with the climate in the past, it is important to invite members of that group to join the process to the greatest extent possible.
 - If the total number of participants is fewer than five or six, then the facilitator may consider full-group discussion by school or district.
 - The group may also consider a discussion by the full group if only district-level data are available.
 - If district-level staff are present in the meeting, then they can join smaller participant groups, look at the data across schools, or float from group to group.
 - If staff service more than one school, then we suggest that they stay with one school team throughout the process.
- **Prepare the data:** School climate data will typically be reviewed and interpreted at the school level. As such, this process is set up for several small groups of three to five

people to work together through each step of the protocol and share out with the larger group. Once the data sources are identified, begin preparing the data for use during the process. This may include printing hard copies of data sets or creating online access to the data. It is recommended that a document that lists and explains each data source that is provided to the participants.

- **Prepare the space:** When the time comes to carry out the process, identify a comfortable space with enough tables and chairs, good lighting, and access to things needed to keep people comfortable for several hours, such as restrooms and water. Arrange participants at tables in small groups of 3 to 5 people, as availability of participants allows. If possible, spread the groups out enough so that participants cannot hear the conversations at other tables but close enough that all participants can hear the directions of the facilitator and full-group conversations can take place.
- **Prepare the materials:**
 - Provided by the school or district:
 - School- or district-level school climate reports (either printed or prepared to share electronically)
 - Handouts including the Templates 1- 4 and Handouts 1-4 (ensure enough copies are available for each participant)
 - Pens for participants and note-takers
 - Chart paper and markers, including some charts that are pre-made to mirror the protocols outlined in Steps 3, 4, and 7.
 - Multicolored sticky notes that correspond with the data sources that will be shared (ideally, each data source will have its own designated color of sticky note)
 - Other data sources that will be shared (either printed or electronically)
 - Provided by the participants:
 - Depending on how data will be shared, participants may need to bring personal laptops to view and manipulate data sources on screen
- **Prepare the participants:** Each small group will need a note-taker and a reporter to share their findings in steps 1, 5, and 6 (Template 4 is for individual use only).

Note: The note-takers from each group will share their notes (note-taking documents provided in this resource (Templates 1-3) with the facilitator or a district leader (at the district's discretion) at the end of the session. These notes will be used to report the overall outcomes of the session back to your district for planning purposes. Individual names should not be attributed to the comments.

- **Prepare to share with the greater school community:** It is important to consider how the school may share the school climate data results and the actions that will be made to foster a safe and supportive learning environment. Sharing this information with the broader school community will show responsiveness to the data that is provided by

those who complete the survey, thereby strengthening the relationship between the school and the community and increasing the likelihood of future participation in school climate surveys. Use the table below to begin forming a plan for sharing the outcomes of the work involved in this process.

What will be shared?	Who will it be shared with?	How will it be shared?	When will it be shared?	Who will be responsible for sharing?
<i>Example: Professional development plan developed to improve the climate of the school</i>	<i>Example: All educators</i>	<i>Example: Hard copies shared during existing monthly staff meetings with an electronic version shared via email following the staff meeting.</i>	<i>Example: The next staff meeting on March 1, 2024</i>	<i>Example: Curriculum Coordinator</i>

School Climate Data Interpretation Protocol

During each step, the small groups will have an opportunity to share out to the larger group, or whole-group discussions will occur. These discussions will be guided by a full-group facilitator.

Introduction: Overview of the Process

(10 minutes for activity/5 minutes for clarifying questions)

Describe the data and the process: The goal is to provide a brief description of the overall process, how it fits in the larger context of school climate improvement efforts, and some of the specifics of the process, including the types of data being reviewed during the session and overview of the protocol. The facilitator will provide an explanation of the roles at each table group.

Introductions: For an ice-breaker activity, participants will engage in a short introductory circle. Participants will state their name and role, and then answer this question: *how do you want students to feel when they walk into school?*

Identify roles in each school team: Each school team selects a “note-taker” to document themes and highlights from each participant group’s reflections using the note-taking template embedded in this resource (Templates 1-3) and a “reporter” to share with the whole group. The reporter can change between steps, but there should only be one note-taker per table.

Clarify questions with participants. At this point, the facilitator can answer clarifying questions as necessary and introduce all the data that will be utilized in the process (the items selected during the preparation phase in the box on page 3). However, school teams **will not** work directly with the data reports until Step 2, so no data reports should be on the tables as participants are introduced to the process about to take place.

Step 1: Defining School Climate and Predicting the Data

(15 minutes for activity/10 minutes for whole-group discussion)

Whole-Group Facilitator: The goals of this step are to define the school climate for the group, make predictions about the school climate survey data, and ask questions to bring to the surface past experiences, preconceived ideas, and assumptions.

1. Guide participants to Handout 1, which defines school climate and the three school climate domains: safety, engagement, and environment. Review the definitions and answer questions.
2. Direct each group of participants to utilize Template 1 and answer the questions below to elicit responses from participants from each group about each data source and note them in the template below (Template 1):
 - What are some predictions for the results of our data review?
 - What are some questions we hope to explore during the data review?

Step 2: Understanding the Data

(15 minutes for activity/5 minutes for questions)

Whole-Group Facilitator:

- Preview the directions, data sources, and school climate topics that the stakeholders will review in Step 3. Clarify any instances where a given data source is available for only one school and not all schools (e.g. YRBS data).
- Review the data resources (hard copy or electronic) created during the preparatory phase that describe the different data sources participants will use.
- Share examples of the school's actual data on a large screen and walk participants through the features of each data source to assist participants in reading and interpreting the data.

***Additional resource:** If you would like more information on interpreting school climate data, please see the National Center on Safe Learning Environment's [Data Interpretation Guide on Making School Climate Improvements](#). Specifically, part d, *Interpreting Item-Level Data: Support and Resources for Districts*.

Step 3: Observing the Data and Identifying Findings

(60 minutes for activity/30 minutes for whole-group discussion)

Process Notes:

- This portion requires participants to view data on a computer screen or with printed hard-copy materials.
- For Steps 3 and 4, we will not use the note-taking template and will instead record our thinking using sticky notes and chart paper. For Step 3, we will write each finding for each data source on a sticky note and place that sticky note on one of the school climate domain chart papers (Engagement, Safety, Environment).
- In Step 4, we will look more closely at these findings and sort them, which is easier to do with sticky notes.

Whole-Group Facilitator:

1. Present the directions on what it means to write findings from the data.
 - In Step 3, we look at the data objectively and identify what the data actually tells us.
 - This is the time to note any patterns or trends that you observe within an individual data source, but without thinking about “why” these patterns or trends exist.
 - At this point, you will be considering each data source individually, not looking across data sources. Making inferences and observing patterns across data sources will come later in the process.
2. Go through an example of writing findings from the data with the whole group (model the task). *Examples: A third of freshmen students report feeling unsafe at school; Educators in the elementary school report high levels of job satisfaction; Ten percent of all high school students reported attempting suicide in the last year.*
3. Ensure that each group has the topic area for each domain of school climate (Handout 1) for reference.
4. Explain to participants the purpose of the “Parking Lot” poster paper and where it is located in the room. The “Parking Lot” is a space designated for questions or thoughts participants have to be addressed after completion of the activities in step 3.

Participant groups:

1. Individuals review the data on screen or on paper and make observations about the data in each individual data source (not across data sources) as a participant group. As a reminder, this step is about understanding facts about the data, not making interpretations or inferences about the data.
2. Each group will then record their findings on sticky notes. Each finding for each data source should be written on an individual sticky note. Each data source should have its own color sticky note. For example, record each finding from the staff survey on individual pink sticky notes and record each finding from the student survey on individual blue sticky notes.
3. Have groups categorize findings by topic area of school climate, placing sticky notes on three different pieces of chart paper based on the topic area of school climate (Engagement, Safety, Environment). Each group will do this independently. Ask participants to place questions on the poster paper designated as the “Parking Lot”, which was developed during the preparatory phase.

Step 4: Developing Major Themes Across Data Sources

(30 minutes for activity/30 minutes for whole-group discussion)

Process Note: For Step 4, we are again stepping away from the note-taking template and will continue to record our thinking using sticky notes and chart paper.

Whole-Group Facilitator:

Present the directions on what it means to develop major themes across all of the data sources:

- Developing themes across data sources involves looking for similarities, patterns, or trends occurring across two or more sets of data. The findings from Step 3 provide objective information from one data source, whereas the major themes developed in Step 4 have a weight of evidence from across multiple data sources. In other words, major themes triangulate data from multiple data sources to create a broader understanding of the data. To create major themes, categorize the sticky notes from each topic area into themes.
- Look for patterns or trends that emerge. At this stage, you might identify patterns or trends across data sources, but you still should not be taking the next step of interpreting the cause or reason for the patterns or asking, “why do we think we see this trend?” Ask yourself:
 - Are there any data points that “jump off the page?”
 - Are there cases where two different data sources “tell a different story” on the same topic or have conflicting findings?
- Go through an example of writing major themes from the findings across all data sources with the whole group. *Examples: High school students display increasingly high levels of mental health concerns; high school staff are concerned about the possibility of school violence occurring; elementary students in rural areas are missing more days of school compared to students who live in town.*

Participant groups:

Have participant groups write major themes, categorizing the findings into larger groupings or categories of how the multiple pieces of data fit together. Groups will put the sticky notes under these higher-level major themes.

Step 5: Interpreting Major Themes

(30 minutes for activity/ 15 minutes for share out)

Whole-Group Facilitator:

The purpose of Step 5 is to look deeper at the patterns identified so far and to make inferences related to school climate. In this step, participants also generate questions about “why” and begin to think about the reasons we may see certain data trends or patterns.

- Think back to the data points that “jump off the page.” What might explain them?
- Look for similarities and differences in data sources. Why might these be present?

Use this time to **consider the focus questions** at the beginning of this document (also included below for reference). We will focus on questions 1 and 2 in Step 5 and questions 3, 4, and 5 in Step 6.

Participant groups:

Individually, using the space provided in the table on the next page (Template 2), reflect on the following focus questions.

Questions about school climate:

1. **How do the different data sets and perspectives relate and differ from one another?**
 - a. **Depending on the school climate tool used, it may be possible to identify commonalities in the responses of certain groups of people.**
2. **What does this data tell us about the current climate of the school? What is the school already doing well (strengths)? Where are areas for improvement?**
3. How can the data inform activities already in place that are currently working?
4. How can the data inform the professional development and practices needed to continuously improve school climate?
5. What are the specific action steps in moving forward?

After five minutes of individual brainstorming, the group reporter asks the group participants to individually share their thoughts within the small group, with all statements rooted in the data. The note-taker writes down important notes, and the recorder summarizes the school team responses to share with the larger group.

Whole group: The reporter from each group shares highlights from his/her group.

Step 6: Connecting School Climate Data to Action Steps and Professional Development

(45 minutes for activity/30 minutes for whole-group discussion)

Whole-Group Facilitator:

Guide participants through a small group discussion and then whole-group discussion on the implications for school climate. This step is designed to help participants consider implications for the school climate systems and structures based on the interpretation of the data.

Begin with participants working in their small groups to discuss school climate strengths and challenges, and begin to propose action steps to address challenges. The note-taker for each group will record key discussion points (Template 3). Consider the focus questions related to professional development, policies, and practices related to school climate (focused school climate questions 3, 4, and 5):

3. **How can the data inform activities already in place that are currently working?**
4. **How can the data inform the professional development and practices needed to continuously improve school climate?**
5. **What are the specific action steps in moving forward?**

It may be helpful to share with participants the Office of Public Instruction's [Safe and Supportive Schools](#) and [Positive School Climate](#) websites for ideas on actions that could be taken to address the identified school climate needs in this step (Question 5).

Another important question to ask is: Do we need to know more? Depending on the school climate tool used, it may become apparent that more information is needed before decisions can be made on what professional development training is needed and/or what actions should be taken. A specific action in this step may include a plan to gather more information through things such as focus groups with students, staff, or caregivers to better identify true school climate needs and develop more detailed strategies for school climate improvement.

Participants:

Begin with participants working in their small groups to discuss school climate strengths and challenges, and begin to propose action steps to address challenges. The note-taker for each group will record key discussion points (Template 3). Consider the focus questions related to professional development, policies, and practices related to school climate (focused school climate questions 3, 4, and 5):

3. **How can the data inform activities already in place that are currently working?**
4. **How can the data inform the professional development and practices needed to continuously improve school climate?**
5. **What are the specific action steps in moving forward? Including, do we need more information on certain trends to better identify what strategies could be the most effective?**

If possible, participants may view the Office of Public Instruction's [Safe and Supportive Schools](#) and [Positive School Climate](#) websites for ideas on actions that could be taken to address the identified school climate needs in this step (Question 5).

Whole group:

1. Once small group work is done, the whole-group facilitator will ask each table to share-out. The whole-group facilitator will write down the responses for each group on

poster paper dedicated to each of the three questions asked for each category (engagement, safety, and environment) on Template 3.

2. Once all groups have shared, the facilitator will help the whole group look for themes in their responses. The group will then collectively identify themes and priority areas.
3. After a whole-group discussion, a shorter list of the top needs for professional development and actions should be identified and used in Step 7.

Step 7: Identifying and Prioritizing Strategies to Strengthen or Maintain a Positive School Climate

(45 minutes for whole-group activity)

Once the group has identified some of the most important action items and professional development needs to improve school climate, the group will begin to prioritize those action items, recognizing there may be many good ideas generated, but it may not be feasible to implement all the ideas that have been identified as needed.

In this step, participants will begin to categorize the potential school climate interventions (professional development training and implementable actions) as a top, high, medium, or low priority.

Whole-Group Facilitator:

1. On a new page of poster paper, write down the actions and professional development training needs that were identified at the end of Step 6. Leave space to categorize each action and training idea as a top, high, medium, or low priority.
2. Walk through Hand Out 2 with the whole group, reading each section out loud and pausing for questions.
3. Begin categorizing each potential strategy (actions and training) on the generated list as top, high, medium, or low priority.

Step 8: Create Recommendations for Implementing Identified Strategies

(45 minutes for whole-group activity)

Once the group has categorized the potential school climate strategies (professional development training and implementable actions) the group will now begin to make recommendations for implementing the strategies.

Note: After this step, it is highly likely school leadership will need to meet as a team to create a detailed action-plan for training and implementing strategies.

Whole-Group Facilitator:

1. Walk through Hand Out 3 with the whole group, reading it out loud and pausing for questions.
2. Using sticky notes, review each of the strategies that have been derived from the group, starting with the top-priority strategies and moving to the low-priority strategies. Engage in an open conversation about thoughts the participants have on implementing each strategy and write down the thoughts participants have. Ensure participants know that the recommendations they provide will be documented and shared with school leadership. The school leadership team will also need to meet as a small group to make final decisions and create a detailed plan to implement the strategies identified, along with a timeline.

Step 9: Reflecting on the Process

(5 minutes for activity)

Whole-Group Facilitator:

1. Walk through Template 4 and ask participants to complete it before leaving.
2. Thank the participants for their time and feedback and outline the next steps for the school climate work, including any school plans for sharing the school climate data and strategies as outlined in the preparatory section of this document.

Resources, Handouts, & Templates

Resource 1: Sample Agenda

School name:

Date:

Location:

Agenda:

- 8:00 Arrive, receive materials, and be seated
- 8:15 Introduction: Overview of the process (15 minutes)
- 8:30 Step 1: Defining School Climate and Predicting the Data (25 minutes)
- 8:55 Step 2: Understanding the data (20 minutes)
- 9:15 Break: 15 minutes
- 9:30 Step 3: Observing the Data and Identifying Findings (90 minutes; invite participants to take breaks as needed)
- 11:00 Step 4: Developing Major Themes Across Data Sources (60 minutes)
- 12:00 Lunch: 1 hour
- 1:00 Step 5: Interpreting Major Themes (45 minutes)
- 1:45 Step 6: Connecting School Climate Data to Action Steps and Professional Development (75 minutes)
- 3:00 Break: 15 minutes
- 3:15 Step 7: Identifying and Prioritizing Strategies to Strengthen or Maintain a Positive School Climate (45 minutes)
- 4:00 Step 8: Create recommendations for Implementing Identified Strategies (45 minutes)
- 4:45 Step 9: Reflecting on the Process and closeout (15 minutes)
- 5:00 Depart

Handout 1

School climate: School climate refers to the quality of school life. School climate impacts all those who interact with schools: students, teachers, administrators, parents, and community members. Sometimes, individuals refer to *school climate* as the teaching and learning environment.

School climate domains: The U.S. Department of Education uses three primary domains to further define school climate

Safety	Engagement	Environment
<ul style="list-style-type: none">• Emotional safety• Physical safety• Bullying/cyberbullying• Substance use• Emergency readiness & management	<ul style="list-style-type: none">• Student relationships with staff• Student relationships with peer• Participation in school activities• Cultural and linguistic competence	<ul style="list-style-type: none">• Physical environment• Instructional environment• Physical health of students and staff• Mental health of students and staff• School discipline policies and practices

Handout 2

Prioritizing School Climate Interventions

Often, through these processes, many good ideas are generated as strategies that could be implemented to improve the climate of a school, but also often surpasses the real capacity of the school to implement the new strategies and training ideas that are offered. The matrix below can be used to prioritize action steps and training plans to help schools implement strategies quickly and effectively by asking:

- How many people will be positively impacted by the proposed strategy?
- How difficult is the proposed strategy to implement?

Potential Positive Impact

The potential impact on the school community provides an opportunity to consider what actions will positively impact the highest number of people and help decision-makers focus interventions on populations in the most need of positive action.

- **Some positive effects:** This includes interventions that will have a minimal positive effect on the school community and/or will only impact a small number of students.
- **Some noticeable positive effects:** This includes interventions that will have a noticeable effect on a small group of students.
- **Focused positive effects:** This includes interventions that will positively impact a specific group (or groups) of students with specific needs who require focused attention on their school experience. For example, if a high proportion of freshmen students are reporting challenges in the administered school climate survey, actions that could create a more positive experience for that particular grade level are included in this category.
- **Universal positive effects:** This includes interventions that have the potential to positively impact all (or nearly all) students.

Likelihood of Implementing

Some strategies to improve school climate will be easier to implement than others. Considering the likelihood of implementing school climate strategies, such as the cost (also see *Allowable Uses of School Title 1 Funds*) and time needed to implement them, can help decision-makers be realistic in the action steps they create and more quickly reach the established school climate goals.

- **Very difficult to implement:** This includes interventions that would be very difficult to implement for various reasons, such as cost and time needed to implement the intervention effectively. These strategies may also be ones that could not be easily implemented in the current school system (i.e., strategies that would drastically change the current day-to-day operations of the school).
- **Fairly difficult to implement:** This includes strategies that would have a fair amount of difficulty to implement, including those that may have a moderate amount of expense, require a lot of dedicated time and effort, and would require additional steps to be made for the strategy to be successful in the current school system.

Handout 2 (continued)

- Mildly difficult to implement: This includes strategies that can be implemented with minimal effort and/or expense. These strategies are also those that can be implemented into the existing school system with minimal difficulty.
- Easy to implement: This includes strategies that can be implemented with very minimal effort, including strategies that cost little to no money and/or can be easily implemented in the current school system.

Action Item Prioritizing Matrix:

		Potential Impact on School Community			
		Some Positive Effects	Some Noticeable Positive Effect	Focused Positive Effects	Universal Positive Effects
Likelihood of Implementing	Very Difficult to Implement	LOW	LOW	MEDIUM	MEDIUM
	Fairly Difficult to Implement	LOW	MEDIUM	HIGH	HIGH
	Mildly Difficult to Implement	MEDIUM	HIGH	TOP	TOP
	Easy to Implement	MEDIUM	HIGH	TOP	TOP

Handout 2 (continued)

Allowable Uses of School Title 1 Funds:

*The list below is **not** a comprehensive list but is provided here as an abbreviated version to help participants better understand potential uses of federal dollars schools may receive)

Category	Generally Allowable Costs
Program Administration Salaries	<ul style="list-style-type: none"> • Homeless Liaison (serving homeless students as defined by the Department of Education) • Data Coordinator
Instructional/ Professional Staff	<ul style="list-style-type: none"> • Reading or Math Specialist • Instructional Coach • Counselor/ behavior support positions • Counselor/ mentoring positions • Preschool/Early Childhood Education Program Staff • Differential and incentive pay for educators in high-need academic subject areas and specialty areas • Summer out-of-school staff time/ before- or after-school staff time • Tutoring staff time
Support Staff Salaries	<ul style="list-style-type: none"> • Paraprofessionals • Parent and Family Engagement Liaison
Stipends	<ul style="list-style-type: none"> • Professional development • Data analysis and improvement activities • Parent and family engagement activities
Contractual Services	<ul style="list-style-type: none"> • Contracted instructors • Professional development providers/trainers • Curriculum consultants to enhance instruction and student services • Dual or concurrent enrollment programs • Substitute teachers attending Title 1 professional development
Supplies and Materials	<ul style="list-style-type: none"> • Computers and software for use by Title 1 students • Materials and refreshments for Title 1 Parent and Family Engagement activities (reasonable and necessary) • Supplies for students experiencing homelessness • Technology supplies • Educationally-related incentives for students
Equipment	<ul style="list-style-type: none"> • Computer hardware/software to support student instruction
Travel and Training	<ul style="list-style-type: none"> • Professional development registration and travel costs
Other costs	<ul style="list-style-type: none"> • Education enrichment opportunities and experiences for students • Costs to improve recruitment, support, and retention of culturally responsive educators or underrepresented groups

Handout 3

		Potential Impact on School Community			
		Some Positive Effects	Some Noticeable Positive Effect	Focused Positive Effects	Universal Positive Effects
Likelihood of Implementing	Very Difficult to Implement	LOW	LOW	MEDIUM	MEDIUM
	Fairly Difficult to Implement	LOW	MEDIUM	HIGH	HIGH
	Mildly Difficult to Implement	MEDIUM	HIGH	TOP	TOP
	Easy to Implement	MEDIUM	HIGH	TOP	TOP

Prioritizing Strategies

- **Top-priority strategies:** These strategies are those a school should consider implementing first, either in the current school year or the following year. A school may want to consider including these strategies in their integrated strategic action plan (ISAP).
- **High-priority strategies:** These strategies are those that schools should consider implementing in unison with the top strategies, after the top strategies have been implemented or in place of top priority strategies if top strategies are delayed or not possible to implement for any reason. These strategies could also be included in the school's integrated strategic action plan (ISAP).
- **Medium-priority strategies:** Medium-priority strategies that may be expensive and time consuming to implement but a high potential to positively impact a high number of students may not be readily implementable, but should be included in any short-term (1 to 3 years) or long-term (3 to 5+ years) strategic plans for the school. Medium-priority strategies should be documented and monitored to see if they continue to arise as suggested strategies by the school community as important steps to improving the climate of the school. Strategies that are routinely recommended may need to be re-evaluated for their potential impact on the school community.
- **Low-priority strategies:** These strategies will generally not be a focus of the school and not be included in the schools ISAP, or any short- or long-term strategic plans. They should, however, be documented and monitored to see if they continue to arise as suggested strategies by the school community as important steps to improving the climate of the school. Strategies that are routinely recommended may need to be re-evaluated for their potential impact on the school community.

Template 1

Table Teams:

Note-taking template: Complete the following table in your small groups. We will use the table to share-out with the full group.

Data Source:	Predictions or Questions
Example: Student school climate surveys	<i>"I predict that the data may show that students perceive feeling very safe at school but may be concerned about cyber-bullying"</i> <i>"How might we do a deeper dive into this data and find out if all students feel safe at school or if certain student groups feel unsafe?"</i>

Template 2

Focus Question	Notes
1.How do the different data sets and perspectives relate and differ from one another? Do certain groups of people show evidence of a different perspective of the climate of the school than others?	<p>Relate (Similarities):</p> <p>Differences:</p> <p>Are particular groups experiencing the climate of the school in ways that others are not?</p>
2. What does this data tell us about the current climate of the school? What is the school already doing well (strengths)? Where are areas for improvement?	<p>Strengths:</p> <p>Areas for improvement:</p>

Template 3

School Climate Improvement Action Steps

School Climate Topic Area	What Activities Are Currently Working?	What professional development practices are needed?	What are the specific action steps in moving forward?
Safety:	<i>Example: the majority of students feel safe at school</i>	<i>Example: Continued staff training on the standard response protocols for emergency situations</i>	<i>Example: Create a mentorship program for incoming high school freshmen who are reporting lower levels of safety.</i>

Template 3 (continued)

School Climate Topic Area	What Activities Are Currently Working?	What professional development practices are needed?	What are the specific action steps in moving forward?
<p>Engagement: Strong relationships between students, educators, families, and schools and strong connections between schools and the broader community.</p>	<p><i>Example: Nearly all parents report feeling educators care about their students showing parent engagement efforts have been successful</i></p>	<p><i>Example: Educators reported poor relationships with other educators; team building will be implemented quarterly with grade-bands and all staff</i></p>	<p><i>Example: Hold bi-yearly cultural exchange event to support migrant families who reported lower rates positive relationships with the school</i></p>

Template 3 (Continued)

School Climate Topic Area	What Activities Are Currently Working?	What professional development practices are needed?	What are the specific action steps in moving forward?
Environment: Appropriate facilities, well-managed classrooms, available school-based health supports, and clear, fair disciplinary policy.	<i>Example: Nearly all students reported their classrooms are places where they can learn.</i>	<i>Example: Staff climate data shows staff need for professional development training in restorative discipline.</i>	<i>Example: Develop in-school health services to support student and staff mental health which was reported as being a high need in YRBS data and employee self-report data.</i>

Needs for Further Information:

School Climate Domain	Data Trend	Actions needed
<i>Example: Safety</i>	<i>Example: A large number of freshmen students are reporting low feelings of safety at school</i>	<i>Example: Conduct a focus group with approximately 15 students to better understand why freshmen students feel unsafe while other students report high-levels of perceived safety</i>

Template 4

Reflection:

Please provide feedback on the session. Please detach this sheet from your packet and turn it into the facilitator before you leave today.

What went well in today's session?	What could be improved?
What changed in your thinking after today's session?	What was reinforced by participating in today's session?
Do you have any other comments or feedback to share?	