

School: Catoctin Elementary

Empowering all students to make meaningful contributions to the world.

Strand II: School Environment

Domain 8 - Safe and Supportive Environments

Outcome Goal:	Students, families and staff will continue to feel safe and welcomed at Catoctin Elementary by establishing positive relationships (peer to peer, peer to staff) 90% of the time as noted in climate surveys taken in the spring of each school year.	Process Goal:	Instruction will be differentiated to meet student needs based on data and assessments, communication efforts and outreach will be multilingual and in person/virtual, and traditions/new practices/celebrations will be highlighted.
Outcome Goal Progress: Year 1	According to our climate surveys in the spring of 2022, 98% of our students felt they had strong student/teacher relations and 97% parents expressed that they felt we had a strong home/school relationship. 83% of our students felt safe and free from bullying and 98% of our parents thought safety is a strength at CES.	Process Goal Progress: Year 1	In order to help students, families and staff feel safe and welcomed we will provide team bulding with staff and students upon re-entry to 100% in person learning, weekly parent communication, and reimaging practices/processes throughout the year with a focus on increasing family connections to school and differentiated instruction with staff.
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

Process Goal is supported by the following LCPS Culturally Responsive Framework Components:

- Component 1: Welcoming, Inclusive and Affirming Environment**
 Component 2: Inclusive Curriculum and Assessment
 Component 3: Engagement and Challenge Through Deeper Learning

Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Plan and deliver BTSE, staff retreats/PD/meetings that are safe and inclusive encouraging maximum participation and connections as observed by school calendar and PD Agenda	teachers, administration, SBIT, SBIF	school calendar, PD/meeting agendas			
Weekly teacher and school communication to families using interpreters and translation when needed to be culturally responsive as measured by weekly principal emails to staff and parents, and weekly teacher newsletters for parents.	teachers, administration, SBIT, SBIF	school calendar, principal updates (documents in SMORES), weekly newsletters from teachers submitted to administration weekly, PTA newsletters			
Offer meetings with staff and parents in person and virtually (coffee chats, staff meetings, fall conferences, student intervention team, IEP meetings, and PEP) as measured by school calendars, PTA agendas, coffee chat agendas, and weekly newsletter updates from principal and teachers.	teachers, administration, SBIT, SBIF	school calendar, principal updates (The Tweet & Cardinal Corner in SMORES) , weekly newsletters, PTA newsletters and meeting agendas			
Equity team PD and analysis of student, staff, and family needs to make recommendations that are inclusive and responsive as measured by equity team agendas and school climate survey.	equity team & administration	school calendar, equity team meeting notes, PD delivered in accordance with County PD, Administrators reading (book study) - <i>The Road to Equity, The 5 Cs to Construct and Equitable Classroom by Kayren Gray</i>			

Select Domain

Outcome Goal:		Process Goal:	
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Outcome Goal Progress: Year 1		Process Goal Progress: Year 1	
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

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Outcome Goal Progress: Year 1		Process Goal Progress: Year 1	
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

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