# School Climate Improvement Self-Assessment and Action Planner

After reading the[*Quick Guide on Making School Climate Improvements*](https://safesupportivelearning.ed.gov/sites/default/files/NCSSLE_SCIRP_QuickGuide508%20gdc.pdf), school leaders, school climate teams, or their designee can (1) complete the following self-assessment to determine the extent to which they are making school climate improvements, and (2) identify short- and long-term school climate improvement goals based on the school climate improvement priorities and the results of the self-assessment.

## Self-Assessment

For each action step, use the following key to mark the extent to which your school has taken an action step, if at all.

|  |  |  |  |
| --- | --- | --- | --- |
| Not at All | To Some Extent | To a Great Extent | Completely |
| Either your school has not taken this step yet or has hit most of the pitfalls described in the Quick Guide for this action step. | Your school has hit a number of the pitfalls described in the Quick Guide when taking this step. | Your school has done well when taking this action step as described in the Quick Guide, but your school has hit a pitfall or two. | Your school has done really well when taking this action step as described in the Quick Guide. |

### Activity Set 1: Planning for School Climate Improvements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Steps | Not at All | To Some Extent | To a Great Extent | Completely |
| 1. Developed a Core Planning Team |  |  |  |  |
| 1. Integrated School Climate Improvement Efforts |  |  |  |  |
| 1. Created a Vision and Logic Model |  |  |  |  |
| 1. Planned for Data Collection and Analysis |  |  |  |  |
| 1. Developed a Communication Plan |  |  |  |  |
| 1. Planned to Routinize Practices |  |  |  |  |
| 1. Planned to Differentiate Supports |  |  |  |  |

### Activity Set 2: Engaging Stakeholders in School Climate Improvements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Steps | Not at All | To Some Extent | To a Great Extent | Completely |
| 1. Disseminated Key Messaging |  |  |  |  |
| 1. Obtained Stakeholder Input |  |  |  |  |
| 1. Built a Shared Understanding |  |  |  |  |
| 1. Shared Information About the Importance of Data |  |  |  |  |
| 1. Developed Family–School–Community Partnerships |  |  |  |  |

### Activity Set 3: Collecting and Reporting School Climate Data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Steps | Not at All | To Some Extent | To a Great Extent | Completely |
| 1. Finalized Measures/Confirmed Survey Instrument |  |  |  |  |
| 1. Collected Data |  |  |  |  |
| 1. Analyzed Data |  |  |  |  |
| 1. Used Additional Resources |  |  |  |  |
| 1. Allowed Stakeholders to Review Data |  |  |  |  |

### Activity Set 4: Choosing and Implementing School Climate Interventions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Steps | Not at All | To Some Extent | To a Great Extent | Completely |
| 1. Reviewed Current Interventions |  |  |  |  |
| 1. Reviewed Potential Interventions |  |  |  |  |
| 1. Determined Interventions to Implement |  |  |  |  |
| 1. Addressed Logistics |  |  |  |  |
| 1. Implemented Interventions |  |  |  |  |
| 1. Communicated With Stakeholders |  |  |  |  |

### Activity Set 5: Monitoring and Evaluating School Climate Improvement Efforts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action Steps | Not at All | To Some Extent | To a Great Extent | Completely |
| 1. Planned to Assess |  |  |  |  |
| 1. Got Stakeholder Input |  |  |  |  |
| 1. Identified Leading Indicators |  |  |  |  |
| 1. Collected Additional Data |  |  |  |  |
| 1. Prepared a Year-End Report |  |  |  |  |

## Action Planner

Which school climate improvement activity set is your school focusing on right now?

* Activity Set 1: Planning for School Climate Improvements
* Activity Set 2: Engaging Stakeholders in School Climate Improvements
* Activity Set 3: Collecting and Reporting School Climate Data
* Activity Set 4: Choosing and Implementing School Climate Interventions
* Activity Set 5: Monitoring and Evaluating School Climate Improvement Efforts

Based on the self-assessment for that activity set:

|  |
| --- |
| What should your school keep doing? |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| What can your school change in the short term? | How? | Who can help? | What do you need to do it well? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| What will take more time for your school to change? | How can your school get ready to make this change? When? | Who can help? | What do you need to do it well? |
|  |  |  |  |

If your school is focusing on more than one activity set to make school climate improvements, answer these same questions for each activity set.