<table>
<thead>
<tr>
<th>National School Climate Standard</th>
<th>Current School Status (informed by data)</th>
<th>Areas Identified Needing Improvement</th>
<th>Identified Strategies to Realize Improvement</th>
<th>Measurement and Documentation Options for Determining Improvement</th>
<th>Timeline for Reaching Improvement Goals</th>
</tr>
</thead>
</table>
| **Standard 1: Shared Mission**   | Is it evident that all members of the school community are committed to the physical, emotional, and intellectual safety of all learners | - All staff trained in Anti-Bullying Protocol Requirements, Mandated Reporting, and Trauma Informed Instruction.  
- All staff trained in district and state mandated safety, fire, and emergency management protocols.  
- School & Community Safety and Critical Incident Team (CIT) training.  
- FEMA-ICS-100 training for staff & Therapeutic Crisis Intervention (TCI) staff training.  
- SRBI training and implementation of 3 tiered approach to best practices of student intervention.  
- Restorative practices training and implementation for all staff.  
- PBIS training, committees, and fidelity review.  
- EHPS Student Code of Conduct (SCC) alignment and implementation.  
- School-Wide SEL implementation  
- School Wide Data Team (SWDT) | - Improved efforts to enhance Anti-Bullying efforts in tier 1 instruction  
- Continue to review district and state mandated safety, fire, and emergency management protocols.  
- School & Community Safety and Critical Incident Team (CIT) training for increased amount of staff members.  
- Continue to train more staff members in FEMA-ICS-100 training.  
- Continue Restorative practices training and implementation for all staff.  
- Continue to enhance and extend School Wide SEL implementation  
- Administrative monthly review and reports utilizing data & fidelity of implementation reviews. | - SEL lesson Implementation & Anti-Bullying review  
- PD to review safety protocols and school climate  
- CIT/SCC meetings and communication with staff  
- Opportunities for staff to engage in PD related to Restorative Practices, Trauma Informed Instruction, FEMA-ICS-100 trainings  
- Safe School Climate Specialist (Principal) to:  
  - Oversee Antibullying efforts in alignment with practices and protocols  
  - 3-tiered PBIS implementation  
  - SEL implementation  
  - School Wide Data Team and Admin Team Data protocols and processes | SY-2018-2019 |
| Standard 1: Shared Mission | O Admin TEAM communicates to the Hornet Community| O Continue with PBIS team to align PBIS practices with SEL focus using a 3-tiered approach to student culture and climate efforts. | O PBIS Training and SEL connection to Student culture and climate | O Staff, student, and family surveys and SWIS data/feedback to identify areas of opportunity | SY-2018-2019 |

**Do participants share a vision of what a Safe School Committee looks, feels, and sounds like?**
- PBIS team and shared vision of 3-tiered approach to student culture and climate efforts.
- School and District Improvement Plans
- Student Support & Intervention Team continued training with staff.

**Standard 1: Shared Values**
**What are the Shared Values?**
- EHHS WAYS TO BE
  - Be Safe
  - Be Responsible
  - Be Respectful
- Major and minor behavior definitions as identified by PBIS & SWDT teams and shared with staff in training sessions and supplemental resources.
- Common referral process
- Clear student support structure for 3-tiered approach to student behavior
- The use of ARC offices and utilization of behavior managers
- Continue to promote and implement (in all areas of the school) EHHS WAYS TO BE
  - Be Safe
  - Be Responsible
  - Be Respectful
- Continue to discuss and train teachers with Major and minor behavior definitions as identified by PBIS team and shared with staff in training sessions and supplemental resources.
- Continue to review referral process
- Review behavior data to determine student support structure needs for 3-tiered approach to student behavior.

**Standard 1: Shared Goals**
**What are the shared priorities?**
- Continue to ensure required and supplemental training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety.
- Continue to support required and supplemental training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety.
- Safe School Climate will continue to provide clear definitions, applications, and review of all areas of a safe and positive school environment.
- Admin TEAM and review of planned strategies and safe school environment effort

**SY-2018-2019**
<table>
<thead>
<tr>
<th>Standard 2: Shared School Policies</th>
<th>Are there policies that promote the development of skills, knowledge and engagement?</th>
</tr>
</thead>
</table>
| o Continue to monitor, revise and implement the Safe School Climate plan with fidelity in alignment with district and school vision. | o Continue to revise and implement the Safe School Climate plan with fidelity in alignment with district and school vision related to:  
  - Safe School Climate efforts and EHBOE alignment. |
| o Training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety. | o Admin TEAM will continue to lead the SWDT to review data, conduct PD, continue to support SEL, PBIS, Restorative Practices, Trauma Informed Instruction, and Student Support measure |
| o East Hartford Board of Education Policy alignment and implementation of:  
  - Anti-bullying  
  - Mandated Reported  
  - Safe School Climate Committees  
  - Student Code of Conduct  
  - Restorative Practices  
  - Trauma Informed Instruction  
  - SRBI  
  - Social & Emotional Learning  
  - ALL IN Attendance | o Staff participation and feedback in PD opportunities and implementation of said trainings in tier 1 instructional settings  
  o Observations of classroom practices  
  o Data from School Safe Climate Survey |
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<tr>
<th>Standard 2: Shared School Policies</th>
<th>Are these policies in place to address barriers to learning?</th>
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</table>
| o All certified staff members and support team members participate in SRBI cycles to identify targeted student academic and/or behavioral needs and develop/implement appropriate plans to address said needs.  
 o Restorative Practices  
 o 3-tiered intervention support process | o SRBI programming review and implementation  
 o Restorative Practices training and review  
 o 3-tiered intervention support process review  
 o Continue monitoring by Administration & behavior managers of areas in the need reinforced measures of EHHS core values |
| o SRBI Data Review  
 o Student and Staff Survey data  
 o Monthly Meeting with support staff | o Continue to teach and reinforce tier 1 behavior expectations  
 o Continue to refine SRBI referral and monitoring process  
 o Communication on PBIS best practices  
 o Implementation & review of School Safety Climate Plan |
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<tr>
<th>Standard 3: School Practices</th>
<th>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Strengthening of School Bullying Laws</th>
</tr>
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<tbody>
<tr>
<td>How are these practices in place to develop positive youth development?</td>
<td>o ALL IN EHHS Attendance Matters procedures and protocols o ARC Program o Ongoing staff training in SEL and Anti-Bullying efforts o District climate survey feedback SY-2018-2019</td>
</tr>
<tr>
<td>o Classroom practices:</td>
<td>o Bullying prevention and training plans and lessons through advisory class 3 times a yr. o Continue to review SEL curriculum to address Social and Emotional needs. o Grade Level Monthly Intervention Meetings</td>
</tr>
<tr>
<td>• Team building and cooperative learning</td>
<td>o Continue Bullying prevention and training for all staff. o PBIS &amp; Student Support Team review of student behavior and attendance data o Monthly staff review of said data</td>
</tr>
<tr>
<td>• Restorative Practices</td>
<td>o Continue to implement, monitor, and review Classroom practices in current school practice areas to support student's social and emotional needs. o Social workers, school psychologist, SBHC and guidance will continue to collaborate and revise plans on coping skills, crisis management and positive programming.</td>
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<tr>
<td>• Connection Council</td>
<td>o Monthly data communication and feedback from staff and families o Student and Staff Survey data o Monthly meetings with support services</td>
</tr>
<tr>
<td>• Connection Plus</td>
<td>o Social Workers, school psychologist, SBHC and guidance will continue to collaborate and revise plans on coping skills, crisis management and positive programming.</td>
</tr>
<tr>
<td>• Social Workers &amp; Guidance</td>
<td>o Continue coaching cycles and data review procedures to support staff development of student groups based on targeted needs o analysis &amp; focus of data with IDT teams</td>
</tr>
<tr>
<td>• S.A.C. activities and leadership groups</td>
<td>o Grade level team minutes, action plans, and coaching support cycles o SWDT feedback and data analysis o informal and formal observations o SAT &amp; PSAT data by grade level and departments o NGSS data</td>
</tr>
<tr>
<td>• EHHS Clubs &amp; Activities</td>
<td>o Continue to refine coaching cycles and data review procedures to support staff development of student groups based on targeted needs o analysis &amp; focus of data with IDT teams</td>
</tr>
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<td>• EHHS Athletic Programs</td>
<td>o Continue Bullying prevention and training for all staff. o Continue to review SEL curriculum to address Social and Emotional needs.</td>
</tr>
<tr>
<td>• Little Hornet Mentoring Program</td>
<td>o Ongoing staff training in SEL and Anti-Bullying efforts</td>
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<tr>
<td>Standard 3: School Practices</td>
<td>o Curriculum &amp; Instruction:</td>
</tr>
<tr>
<td>Are there practices in place that enhance teaching and learning?</td>
<td>o Workshop format o Engaging &amp; student-centered instruction o Observation &amp; Data:</td>
</tr>
<tr>
<td>o Assessment &amp; Data</td>
<td>o Data team alignment and fidelity with assessment and instructional need o Depart Heads to continue review &amp; revision on curricula</td>
</tr>
<tr>
<td>o Instructional Practices Committee</td>
<td>o Continue coaching cycles, evaluation, instructional fidelity reviews to support alignment with common core and workshop practices</td>
</tr>
<tr>
<td>o Pacing guides &amp; departmental curricula</td>
<td>o Assessment &amp; Data</td>
</tr>
<tr>
<td>o Use of instructional rounds</td>
<td>o Continue to implement, monitor, and review Classroom practices in current school practice areas to support student’s social and emotional needs. o Social workers, school psychologist, SBHC and guidance will continue to collaborate and revise plans on coping skills, crisis management and positive programming.</td>
</tr>
<tr>
<td>o Assessment &amp; Data</td>
<td>o Monthly staff review of said data</td>
</tr>
<tr>
<td>o Continue coaching cycles, evaluation, instructional fidelity reviews to support alignment with common core and workshop practices</td>
<td>o PBIS &amp; Student Support Team review of student behavior and attendance data</td>
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<tr>
<td>o Continue to refine coaching cycles and data review procedures to support staff development of student groups based on targeted needs</td>
<td>o Monthly data communication and feedback from staff and families</td>
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<tr>
<td>o Grade level team minutes, action plans, and coaching support cycles o SWDT feedback and data analysis o informal and formal observations o SAT &amp; PSAT data by grade level and departments o NGSS data</td>
<td>o Student and Staff Survey data o Monthly meetings with support services</td>
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<tr>
<td>o SWDT feedback and data analysis</td>
<td>SY-2018-2019 Monthly Data Review Cycle</td>
</tr>
<tr>
<td>o informal and formal observations</td>
<td>o SAT &amp; PSAT data by grade level and departments o NGSS data</td>
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</tbody>
</table>
### Standard 3: School Practices
Are there practices in place to address barriers to learning?

- PBIS & SRBI monthly team meetings, data review, and training for staff.
- Restorative Practices & Trauma Informed Instruction monthly training and implementation reviews.
- Weekly Student Support Team Meetings to review Behavior and SEL progress.
- Scheduled SEL blocks into weekly schedule.
- Continued review of Tier 2/3 interventions, supports, and needs.
- The use of ARC offices and utilization of behavior managers for peer mediations.

- Utilize grade level, cross-curricular/subgroup support team collaboration in the areas of curriculum, instruction, assessment, PBIS & SRBI monthly team meetings, data review, and training for staff.
- Effective use of IDT teams’ time and data analysis.
- Continue to focus on PBIS initiatives.
- School Improvement Planning (SIP) reviews.
- School Improvement Planning.
- Continue to monitor progress of School Improvement Planning and alignment with staff professional development and data-based needs.
- School Improvement Planning.
- School Improvement Planning.
- Continue to conduct safety drills and reviews.
- Continue to conduct safety drills and reviews.

#### SY-2018-2019
- Monthly data reviews and achievement analysis.

### Standard 3: School Practices
Are there practices in place that develop and sustain infrastructure and capacity building?

- Implementation of School Improvement Planning Efforts:
  - Instruction
  - Culture
  - Intervention

- Continue to monitor progress of School Improvement Planning and alignment with staff professional development and data-based needs.
- School Improvement Planning.
- School Improvement Planning.

#### SY-2018-2019
- Monthly data reviews and achievement analysis.

### Standard 4: Safe Environment
Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?

- School Climate Plan Implementation:
  - School Safety Teams (CIT, SSC)
  - PBIS
  - School Based Health Center
  - School Climate Training
  - SEL
  - Safety Training
  - Bullying Prevention Plan

- Continue to align, review, and implement district and School Climate Plan Implementation as identified in the areas of:
  - School Safety Teams (CIT, SSC)
  - PBIS
  - School Climate Training
  - Safety Training
  - Student Support

- Continue to conduct safety drills and reviews.
- Continue to conduct safety drills and reviews.
- Continue to utilize Bullying packet and investigation process.
- Continue staff training in Tier 1 behavioral response.
- Enrich Tier I, II, & III interventions & programs.

#### SY-2018-2019
- Review discipline and attendance data to identify safe and supportive climate needs.
- Attendance Review.
- Safety Drills and review of emergency procedures.
| Standard 5: Social Justice | o Annual community events & practices:  
- Food & Clothing Drive  
- Uniform donations  
- Coat/hat/glove donations  
- Curriculum Night  
- Cultural Night  
- Talent Show  
- Civics Project  
- Service Learning Hours  
- Human Rights Club  
- Service Learning Opportunities  
- National Honor Society  
- Service Learning Advisor  
- Human Rights Initiatives  
| o Continue to involve the school community in increasing family engagement events & opportunities  
| o Additional outreach programs and practice that promote civic responsibility & social justice  
| o Continue to work with FRC & OFCP to provide school and community connected functions  
| o Publicize service learning opportunities and events | o Staff, student, and family survey analysis  
| o Service Learning student logs  
| o Student, Staff, & Parent Surveys | SY 2018-2019 |

| Continuous Improvement: | o PBIS and Student Support Team planning, training, and fidelity review of School Climate Plan based on school goals and needs.  
| o Coordinate 3-tiered support plan with professional development, safe school efforts, interventions, & proactive support programs for academic and behavior needs. | o Continue to refine and implement PBIS and Student Support Team measures, training, and fidelity review of School Climate Plan based on school goals and needs, o Coordinate 3-tiered support plan with restorative practices, trauma informed instruction, and SEL programming | o Continue to conduct Safe School Climate reviews based on targeted school and student needs  
| o data collection from discipline, attendance, surveys | o Continue to analyze behavior and support team data to identify specific student, environment and safety areas of growth | SY 2018-2019 |
| Family/Community Partnerships: Are all stakeholders’ interests represented and reflected in the school climate improvement efforts? | o School-wide weekly updates to families, Social Media outlets, School Messenger o Open House revisions and procedures o School Governance Council/PTO o Connection Council o SEL Lessons o Student support ongoing data sharing and monthly updates o Regular parent contact from AP's, teachers, behavior managers, guidance, social workers o Under 70 reports contact by classroom teachers | o Continue to identify parental involvement efforts within the Hornet School Community o Improve PTO & SGC participation with families and community members o Continue to refine Open House to increase parental involvement and school connection o Increase parent involvement with school events | o Continue to provide a safe, clean, and welcoming environment for families and community members o Identify professional development opportunities to help with PTO/SGC and Open house revisions and participation efforts o Revisit school to home liaisons (i.e. attendance officer, residency officers, various social work agencies) | o Staff, student, and family surveys and feedback o Review & Revise safety protocols & procedures. o Feedback from School Governance Council o analysis of school climate surveys | SY 2018-2019 Monthly PTO meetings Quarterly SGC meetings |
| Impact on Results: Is progress monitoring inherent in the school climate improvement process | o Staff, student, and parent surveys o Attendance & Discipline Data o Intervention/SRBI Data o Social Groups and Support Team Data o Walk-Thru Data staff, student & parent survey data analysis SET visit review o Administrative discipline & attendance data o On-Track Data use data dashboard o Grade Level MIM Data for interventions | o School Climate Data review in the areas of SEL, Student Support Team Response, PBIS, School Safety | o Review school climate data to identify needs | o Staff, student, and family surveys and feedback | SY 2018-2019 |