<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>
<tbody>
<tr>
<td><strong>Standard 1: Shared Mission</strong></td>
<td>Is it evident that all members of the school community are committed to the physical, emotional, and intellectual safety of all learners?</td>
<td>o All staff trained in Anti-Bullying Protocol Requirements, Mandated Reporting, and Trauma Informed Instruction. o All staff trained in district and state mandated safety, fire, and emergency management protocols. o School &amp; Community Safety and Critical Incident Team (CIT) training. o FEMA-ICS-100 training for staff &amp; Therapeutic Crisis Intervention (TCI) staff training. o SRBI training and implementation of 3-tiered approach to best practices of student intervention. o Restorative practices training and</td>
<td>o Improved efforts to enhance Anti-Bullying efforts in tier 1 instruction o Continue to review district and state mandated safety, fire, and emergency management protocols. o School &amp; Community Safety and Critical Incident Team (CIT) training for increased amount of staff members. o Continue to train more staff members in FEMA-ICS-100 training. o Continue Restorative practices training and implementation for all staff. o Continue to enhance and extend School-Wide SEL implementation</td>
<td>o SEL lesson Implementation &amp; Anti-Bullying review o PD to review safety protocols o CIT/SCC meetings and communication with staff o Opportunities for staff to engage in PD related to Restorative Practices, Trauma Informed Instruction, FEMA-ICS-100 trainings o Safe School Climate Specialist (Principal) to: • Oversee Anti-bullying efforts in alignment with practices and protocols • 3-tiered PBIS implementation • SEL implementation</td>
<td>SY 2018-2019</td>
</tr>
</tbody>
</table>

**Measurement and Documentation Options for Determining Improvement**

- Continue to review the Climate Plan for:
  - SEL implementation
  - Anti-Bullying efforts
  - Safety Procedures
  - Discipline data and targeted needs
  - PD training for staff
  - PBIS practices
<table>
<thead>
<tr>
<th>Standard 1: Shared Mission</th>
<th>Do participants share a vision of what a Safe School Committee looks, feels, and sounds like?</th>
</tr>
</thead>
</table>
|                           | o PBIS team and shared vision of 3-tiered approach to student culture and climate efforts.  
|                           | o School and District Improvement Plans  
|                           | o Student Support & Intervention Team Programming, data Implementation and fidelity review. |
|                           | o Continue with PBIS team to align PBIS practices with SEL foci using a 3-tiered approach to student culture and climate  
|                           | o 3-Tiered behavior response training from Student Support Team |
|                           | o Staff, student, and family surveys and SWIS data/feedback to identify areas of opportunity |
|                           | SY 2018-2019 |

<table>
<thead>
<tr>
<th>Standard 1: Shared Values</th>
<th>What are the Shared Values?</th>
</tr>
</thead>
</table>
|                           | o TIGER WAYS TO BE  
|                           | • Be Safe  
|                           | • Show Respect  
|                           | • Have Self-Control  
|                           | • Be a Problem Solver  
|                           | o Continue to promote and implement (in all areas of the school) TIGER WAYS TO BE  
|                           | • Be Safe  
|                           | • Show Respect  
|                           | • Have Self-Control  
<p>|                           | o Daily review of TIGER WAYS TO BE in tier 1 instruction &amp; SEL implementation |
|                           | o Posted and reference TIGER WAYS TO BE |
|                           | o PBIS &amp; Student Support Team review, communication and celebration of |
|                           | SY 2018-2019 |</p>
<table>
<thead>
<tr>
<th>Standard 1: Shared Goals</th>
<th>What are the shared priorities?</th>
<th>in all areas of the school</th>
<th>behavior and student areas of opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to ensure required and supplemental training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety.</td>
<td>Continue to support required and supplemental training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety.</td>
<td>Safe School Climate Team review of planned strategies and safe school environment efforts</td>
</tr>
<tr>
<td></td>
<td>Continue to monitor, revise and implement the Safe School Climate plan with fidelity in alignment with district and school vision.</td>
<td>Continue to review and implement the Safe School Climate plan with fidelity in alignment with district and school vision related to:</td>
<td>SY 2018-2019 Annual Trainings as required by law &amp; EHBOE</td>
</tr>
<tr>
<td></td>
<td>o Major and minor behavior definitions as identified by PBIS team and shared with staff in training sessions and supplemental resources.</td>
<td>• Be a Problem Solver</td>
<td>Safe School Climate will continue to provide clear definitions, applications, and review of all areas of a safe and positive school environment.</td>
</tr>
<tr>
<td></td>
<td>o Common referral process</td>
<td>o 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Clear student support structure for 3-tiered approach to student behavior.</td>
<td>o Continue to review referral process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Review behavior data to determine student support structure needs for 3-tiered approach to student behavior.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>in all areas of the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o PBIS and Student Support team training in student behavior response protocols, proactive measures, and strategies for data-based student needs</td>
<td></td>
</tr>
<tr>
<td>Standard 2: Shared School Policies</td>
<td>Are there policies that promote the development of skills, knowledge and engagement?</td>
<td>Are these policies in place to address barriers to learning?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o East Hartford Board of Education Policy alignment and implementation of:</td>
<td>o Restorative Practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Anti-bullying</td>
<td>o SRBI programming review and implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mandated Reported</td>
<td>o Restorative Practices training and review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Safe School Climate Committees</td>
<td>o 3-tiered intervention support process review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student Code of Conduct</td>
<td>o ALL IN Mayberry Attendance Matters procedures and protocols</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Restorative Practices</td>
<td>o Continue to teach and reinforce tier 1 behavior expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Trauma Informed Instruction</td>
<td>o Continue to refine SRBI referral and monitoring process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SRBI</td>
<td>o Classroom observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social &amp; Emotional Learning</td>
<td>o SRBI data review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ALL IN Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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

- 3-tiered intervention support process
- ALL IN Mayberry Attendance
- Bullying prevention and training plans and ongoing review.
- SEL curriculum (Second Step) to address Social and Emotional needs.

### Standard 3: School Practices
**Are there practices in place to promote positive youth development?**

- Classroom practices:
  - Team building and cooperative learning
  - Restorative Practices
  - Instrumental and Choral Groups
  - Weekly grade-level PBIS assemblies
  - School-Wide TIGER WAYS TO BE assemblies
  - Student Council
  - Crossroads
  - Student Helpers (Grades 3/4/5)
  - Social Worker & School Psychologist Lessons in Social Thinking

- Continue Bullying prevention and training for all staff.
- Continue to review SEL curriculum (Second Step) to address Social and Emotional needs.

### Standard 3: School Practices
**Curriculum & Instruction:**

- Workshop format

- Continue coaching cycles, evaluation, instructional fidelity

- Continue to refine coaching cycles and data review

- Grade level team minutes, action

### SY 2018-2019
Annual Trainings as required by law & EHBOE

- Ongoing staff training in SEL and Anti-Bullying efforts
- District climate survey feedback

- Monthly data communication and feedback from staff and families

- Monthly data review cycles
### Are there practices in place that enhance teaching and learning?

- Engaging & student-centered instruction
- Coaching cycles
- Observations
- Instructional Practices Committee
  - Assessment & Data
    - School-Wide Data Team
    - Grade level data teams
    - SRBI & PBIS teams
- Reviews to support alignment with common core and workshop practices
  - Assessment & Data
    - Data team alignment and fidelity with assessment and instructional needs
- Procedures to support staff development of student groups based on targeted needs
- Plans, and coaching support cycles
- Weekly data meetings and coaching cycles

### 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
- Weekly PBIS grade level monitoring
- Continued review of Tier 2/3 interventions, supports, and needs
- Utilize grade level, cross-curricular/sub-group support team collaboration in the areas of curriculum, instruction, assessment, PBIS & SRBI during weekly and monthly team meetings, data review, and training for staff.
- SIP Review process
  - SRBI Cycles
  - Progress Monitoring
  - Grade-level achievement reviews
- SIP, SRBI, and PBIS data review to provide appropriate 3-tiered intervention plans for students
- SY 2018-2019
  - Monthly data review cycles & 3-SRBI windows
**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
  - Assessment
  - Mayberry LEARN, THINK, LEAD vision
  Focus on TIGER TEAM
  WAYS TO BE: Communicative, Consistent, Celebratory

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

- School Improvement Planning reviews

- SWDT & School committee review of SIP progress to identify needs and promotion efforts for a positive school climate

**SY 2018-2019**
Monthly data reviews and tri-annual 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 Climate Training
  - SEL
  - Safety Training
  - Bullying Prevention Plan
  - Student Code of Conduct
  - Student Support Team

- 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 Team

- Continue to conduct safety drills and reviews

- Continue to utilize Bullying packet and investigation process

- Continue staff training in Tier 1 behavioral response

- Review discipline and attendance data to identify safe and supportive climate needs

**SY 2018-2019**
Monthly safety drills & reviews

---

**Standard 5: Social Justice**
Is the school engaging in practices that promote the social and civic responsibilities and a sense of social

- Annual community events & practices:
  - Food & Clothing Drive
  - Uniform donations
  - Coat/hat/glove donations
  - Curriculum Night
  - Cultural Night
  - Talent Show

- Continue to involve the school community in increasing family engagement events & opportunities

- Continue to work with FRC & OFCP to provide school and community connected functions

- Staff, student, and family survey analysis

**SY 2018-2019**
<table>
<thead>
<tr>
<th>Justice within the school community?</th>
<th>Medical Condition Support Fundraisers</th>
<th>Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</th>
<th>Family/Community Partnerships: Are all stakeholders’ interests represented and reflected in the school climate improvement efforts?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Medical Condition Support Fundraisers</td>
<td>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, and proactive support programs for academic and behavior needs.</td>
<td>o School-wide weekly updates to families, Social Media outlets, School Messenger, Class Dojo o Open House and Curriculum Night revisions and procedures o Student-led conferences o School Governance Council/PTO o Weekly PBIS assemblies &amp; SEL scheduled days o Student support ongoing data sharing and monthly updates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td>o Continue to identify parental involvement efforts within the Mayberry School Community o Improve PTO &amp; SGC participation with families and community members o Continue to refine Open House &amp; Conference Nights to increase parental involvement and school connection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Continue to conduct Safe School Climate reviews based on targeted school and student needs</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Continue to analyze behavior and support team data to identify specific student, environment and safety areas of growth</td>
<td>o Staff, student, and family surveys and feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SY 2018-2019</td>
<td>SY 2018-2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-led conferences (2x/year) Monthly PTO meetings Quarterly SGC meetings</td>
<td></td>
</tr>
<tr>
<td><strong>Impact on Results:</strong> Is progress monitoring inherent in the school climate improvement process?</td>
<td>Staff, student, and parent surveys o Attendance &amp; Discipline Data o Intervention/SRBI data o Social Groups and Support Team Data o Welcoming Walk-Thru Data o TFI Review</td>
<td>School Climate Data review in the areas of SEL, Student Support Team Response, PBIS, School Safety</td>
<td>Review school climate data to identify needs</td>
</tr>
</tbody>
</table>