



Franklin H. Mayberry Elementary School

Safe School Climate Plan 2018-2019



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National School Climate Standard	Current School Status (informed by data)	Areas Identified Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p>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?</p>	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ SEL lesson Implementation & Anti-Bullying review ○ PD to review safety protocols ○ 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: <ul style="list-style-type: none"> ● Oversee Anti-bullying efforts in alignment with practices and protocols ● 3-tiered PBIS implementation ● SEL implementation 	<ul style="list-style-type: none"> ○ Continue to review the Climate Plan for: <ul style="list-style-type: none"> ● SEL implementation ● Anti-Bullying efforts ● Safety Procedures ● Discipline data and targeted needs ● PD training for staff ● PBIS practices 	<p>SY 2018-2019</p>

	<p>implementation for all staff.</p> <ul style="list-style-type: none"> ○ PBIS training, committees, SERC collaboration, and fidelity review. ○ EHPS Student Code of Conduct (SCC) alignment and implementation. ○ School-Wide SEL implementation ○ Student Support & Intervention Team ○ Administrative monthly review and reports utilizing data & fidelity of implementation reviews. 	<ul style="list-style-type: none"> ○ Student Support & Intervention Team review procedures and data analysis ○ Administrative monthly review and reports utilizing data & fidelity of implementation reviews. 	<ul style="list-style-type: none"> ● Student Support Team and Admin Data review protocols and processes 		
<p>Standard 1: Shared Mission Do participants share a vision of what a Safe School Committee looks, feels, and sounds like?</p>	<ul style="list-style-type: none"> ○ PBIS team and shared vision of 3-tiered approach to student culture and climate efforts. ○ School and District Improvement Plans ○ Student Support & Intervention Team Programming, data Implementation and fidelity review. 	<ul style="list-style-type: none"> ○ Continue with PBIS team to align PBIS practices with SEL foci using a 3-tiered approach to student culture and climate efforts. ○ Student Support & Intervention Team continued training with staff. 	<ul style="list-style-type: none"> ○ PBIS Training and SEL connection to Student culture and climate ○ 3-Tiered behavior response training from Student Support Team 	<ul style="list-style-type: none"> ○ Staff, student, and family surveys and SWIS data/feedback to identify areas of opportunity 	SY 2018-2019
<p>Standard 1: Shared Values What are the Shared Values?</p>	<ul style="list-style-type: none"> ○ TIGER WAYS TO BE <ul style="list-style-type: none"> ● Be Safe ● Show Respect ● Have Self-Control ● Be a Problem Solver 	<ul style="list-style-type: none"> ○ Continue to promote and implement (in all areas of the school) TIGER WAYS TO BE <ul style="list-style-type: none"> ● Be Safe ● Show Respect ● Have Self-Control 	<ul style="list-style-type: none"> ○ Daily review of TIGER WAYS TO BE in tier 1 instruction & SEL implementation ○ Posted and reference TIGER WAYS TO BE 	<ul style="list-style-type: none"> ○ PBIS & Student Support Team review, communication and celebration of 	SY 2018-2019

	<ul style="list-style-type: none"> ○ Major and minor behavior definitions as identified by PBIS team and shared with staff in training sessions and supplemental resources. ○ Common referral process ○ Clear student support structure for 3-tiered approach to student behavior. 	<ul style="list-style-type: none"> ● Be a Problem Solver ○ 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. 	<p>in all areas of the school</p> <ul style="list-style-type: none"> ○ PBIS and Student Support team training in student behavior response protocols, proactive measures, and strategies for data-based student needs 	<p>behavior and student areas of opportunity</p>	
<p>Standard 1: Shared Goals What are the share priorities?</p>	<ul style="list-style-type: none"> ○ 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 monitor, revise and implement the Safe School Climate plan with fidelity in alignment with district and school vision. 	<ul style="list-style-type: none"> ○ Continue to support required and supplemental training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety. ○ Continue to revise and implement the Safe School Climate plan with fidelity in alignment with district and school vision related to: <ul style="list-style-type: none"> ● Safe School Climate efforts and EHBOE alignment. 	<ul style="list-style-type: none"> ○ Safe School Climate will continue to provide clear definitions, applications, and review of all areas of a safe and positive school environment. 	<ul style="list-style-type: none"> ○ Safe School Climate Team review of planned strategies and safe school environment efforts 	<p>SY 2018-2019</p> <p>Annual Trainings as required by law & EHBOE</p>

<p>Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?</p>	<ul style="list-style-type: none"> ○ Training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety. ○ East Hartford Board of Education Policy alignment and implementation of: <ul style="list-style-type: none"> ● Anti-bullying ● Mandated Reported ● Safe School Climate Committees ● Student Code of Conduct ● Restorative Practices ● Trauma Informed Instruction ● SRBI ● Social & Emotional Learning ● ALL IN Attendance 	<ul style="list-style-type: none"> ○ Develop Safe School Climate Team Review Process ○ Training in East Hartford Board of Education Policy alignment efforts: <ul style="list-style-type: none"> ● Anti-bullying ● Mandated Reported ● Safe School Climate Committees ● Student Code of Conduct ● Restorative Practices ● Trauma Informed Instruction ● SRBI ● Social & Emotional Learning ● ALL IN Attendance 	<ul style="list-style-type: none"> ○ Building Principal will continue to lead the Safe School Climate Team to review data, conduct PD, continue to support SEL, PBIS, Restorative Practices, Trauma Informed Instruction, and Student Support measures 	<ul style="list-style-type: none"> ○ Staff participation and feedback in PD opportunities and implementation of said trainings in tier 1 instructional settings ○ Observations of classroom practices 	<p>SY 2018-2019</p>
<p>Standard 2: Shared School Policies Are these policies in place to address barriers to learning?</p>	<ul style="list-style-type: none"> ○ 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. ○ Restorative Practices 	<ul style="list-style-type: none"> ○ SRBI programming review and implementation ○ Restorative Practices training and review ○ 3-tiered intervention support process review ○ ALL IN Mayberry Attendance Matters procedures and protocols 	<ul style="list-style-type: none"> ○ Continue to teach and reinforce tier 1 behavior expectations ○ Continue to refine SRBI referral and monitoring process 	<ul style="list-style-type: none"> ○ Classroom observations ○ SRBI data review 	<p>SY 2018-2019</p>

	<ul style="list-style-type: none"> ○ 3-tiered intervention support process ○ ALL IN Mayberry Attendance 				
<p>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)</p>	<ul style="list-style-type: none"> ○ Bullying prevention and training plans and ongoing review. ○ SEL curriculum (Second Step) to address Social and Emotional needs. 	<ul style="list-style-type: none"> ○ Continue Bullying prevention and training for all staff. ○ Continue to review SEL curriculum (Second Step) to address Social and Emotional needs. 	<ul style="list-style-type: none"> ○ Ongoing staff training in SEL and Anti-Bullying efforts 	<ul style="list-style-type: none"> ○ District climate survey feedback 	<p>SY 2018-2019</p> <p>Annual Trainings as required by law & EHBOE</p>
<p>Standard 3: School Practices Are there practices in place to promote positive youth development?</p>	<p>○ Classroom practices:</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ○ Continue to implement, monitor, and review Classroom practices in current school practice areas to support student's social and emotional needs. 	<ul style="list-style-type: none"> ○ PBIS & Student Support Team review of student behavior and attendance data ○ Monthly staff review of said data 	<ul style="list-style-type: none"> ○ Monthly data communication and feedback from staff and families 	<p>SY 2018-2019</p> <p>Monthly data review cycles</p>
<p>Standard 3: School Practices</p>	<ul style="list-style-type: none"> ○ Curriculum & Instruction: <ul style="list-style-type: none"> ● Workshop format 	<ul style="list-style-type: none"> ○ Continue coaching cycles, evaluation, instructional fidelity 	<ul style="list-style-type: none"> ○ Continue to refine coaching cycles and data review 	<ul style="list-style-type: none"> ○ Grade level team minutes, action 	<p>SY 2018-2019</p>

<p>Are there practices in place that enhance teaching and learning?</p>	<ul style="list-style-type: none"> • Engaging & student-centered instruction • Coaching cycles • Observations • Instructional Practices Committee ○ Assessment & Data <ul style="list-style-type: none"> • School-Wide Data Team • Grade level data teams • SRBI & PBIS teams 	<p>reviews to support alignment with common core and workshop practices</p> <ul style="list-style-type: none"> ○ Assessment & Data <ul style="list-style-type: none"> • Data team alignment and fidelity with assessment and instructional needs 	<p>procedures to support staff development of student groups based on targeted needs</p>	<p>plans, and coaching support cycles</p>	<p>Weekly data meetings and coaching cycles</p>
<p>Standard 3: School Practices Are there practices in place to address barriers to learning?</p>	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ SIP Review process ○ SRBI Cycles ○ Progress Monitoring ○ Grade-level achievement reviews 	<ul style="list-style-type: none"> ○ SIP, SRBI, and PBIS data review to provide appropriate 3-tiered intervention plans for students 	<p>SY 2018-2019</p> <p>Monthly data review cycles & 3-SRBI windows</p>

<p>Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<ul style="list-style-type: none"> ○ Implementation of School Improvement Planning Efforts: <ul style="list-style-type: none"> ● Instruction ● Culture ● Assessment ○ Mayberry LEARN, THINK, LEAD vision <p>Focus on TIGER TEAM WAYS TO BE: Communicative, Consistent, Celebratory</p>	<ul style="list-style-type: none"> ○ Continue to monitor progress of School Improvement Planning and alignment with staff professional development and data-based needs 	<ul style="list-style-type: none"> ○ School Improvement Planning reviews 	<ul style="list-style-type: none"> ○ SWDT & School committee review of SIP progress to identify needs and promotion efforts for a positive school climate 	<p>SY 2018-2019</p> <p>Monthly data reviews and tri-annual achievement analysis</p>
<p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?</p>	<ul style="list-style-type: none"> ○ School Climate Plan Implementation: <ul style="list-style-type: none"> ● School Safety Teams (CIT, SSC) ● PBIS ● School Climate Training ● SEL ● Safety Training ● Bullying Prevention Plan ● Student Code of Conduct ● Student Support Team 	<ul style="list-style-type: none"> ○ Continue to align, review, and implement district and School Climate Plan Implementation as identified in the areas of: <ul style="list-style-type: none"> ● School Safety Teams (CIT, SSC) ● PBIS ● School Climate Training ● Safety Training ● Student Support Team 	<ul style="list-style-type: none"> ○ Continue to conduct safety drills and reviews ○ Continue to utilize Bullying packet and investigation process ○ Continue staff training in Tier 1 behavioral response 	<ul style="list-style-type: none"> ○ Review discipline and attendance data to identify safe and supportive climate needs 	<p>SY 2018-2019</p> <p>Monthly safety drills & reviews</p>
<p>Standard 5: Social Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social</p>	<ul style="list-style-type: none"> ○ Annual community events & practices: <ul style="list-style-type: none"> ● Food & Clothing Drive ● Uniform donations ● Coat/hat/glove donations ● Curriculum Night ● Cultural Night ● Talent Show 	<ul style="list-style-type: none"> ○ Continue to involve the school community in increasing family engagement events & opportunities 	<ul style="list-style-type: none"> ○ Continue to work with FRC & OFCP to provide school and community connected functions 	<ul style="list-style-type: none"> ○ Staff, student, and family survey analysis 	<p>SY 2018-2019</p>

justice within the school community?	<ul style="list-style-type: none"> • Medical Condition Support Fundraisers 				
<p>Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<ul style="list-style-type: none"> ○ PBIS and Student Support Team planning, training, and fidelity review of School Climate Plan based on school goals and needs. ○ Coordinate 3-tiered support plan with professional development, safe school efforts, interventions, and proactive support programs for academic and behavior needs. 	<ul style="list-style-type: none"> ○ 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. ○ Coordinate 3-tiered support plan with restorative practices, trauma informed instruction, and SEL programming 	<ul style="list-style-type: none"> ○ Continue to conduct Safe School Climate reviews based on targeted school and student needs 	<ul style="list-style-type: none"> ○ Continue to analyze behavior and support team data to identify specific student, environment and safety areas of growth 	SY 2018-2019
<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<ul style="list-style-type: none"> ○ School-wide weekly updates to families, Social Media outlets, School Messenger, Class Dojo ○ Open House and Curriculum Night revisions and procedures ○ Student-led conferences ○ School Governance Council/PTO ○ Weekly PBIS assemblies & SEL scheduled days ○ Student support ongoing data sharing and monthly updates 	<ul style="list-style-type: none"> ○ Continue to identify parental involvement efforts within the Mayberry School Community ○ Improve PTO & SGC participation with families and community members ○ Continue to refine Open House & Conference Nights to increase parental involvement and school connection 	<ul style="list-style-type: none"> ○ Continue to provide a safe, clean, and welcoming environment for families and community members ○ Identify professional development opportunities to help with PTO/SGC and Open house revisions and participation efforts 	<ul style="list-style-type: none"> ○ Staff, student, and family surveys and feedback 	SY 2018-2019 Student-led conferences (2x/year) Monthly PTO meetings Quarterly SGC meetings

<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<ul style="list-style-type: none"> ○ Staff, student, and parent surveys ○ Attendance & Discipline Data ○ Intervention/SRBI data ○ Social Groups and Support Team Data ○ Welcoming Walk-Thru Data ○ TFI Review 	<ul style="list-style-type: none"> ○ School Climate Data review in the areas of SEL, Student Support Team Response, PBIS, School Safety 	<ul style="list-style-type: none"> ○ Review school climate data to identify needs 	<ul style="list-style-type: none"> ○ Staff, student, and family surveys and feedback 	<p>SY 2018-2019</p> <p>Monthly data review</p>
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