



**Franklin H. Mayberry  
Safe School Climate Plan  
2015-2016**

	<b>Current School Status (informed by data) To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<p><b>National School Climate Standard: Standard 1:</b></p> <p>The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.</p>	<p>School climate surveys will be distributed to staff, families, and students in the Spring. Anti-bullying laws and policies have been reviewed again with staff.</p> <p>PBIS updated referral system, SSC matrix and updated safety procedures. Created a PBIS handbook.</p>	<p>Strategies for interacting with behaviorally challenged students.</p>	<p>Utilizing check-in/check-out data program. Have social skills programs with fidelity.</p>	<p>Behavioral data from eschool as well as check-in/check-out data.</p>	<p>2015-2016</p>
<p><b>Standard 1: Shared Mission</b></p> <p><b>Do participants share a vision of what a positive school climate looks, feels and sounds like?</b></p>	<p>Mayberry has a code of conduct known as the Mayberry Expectations</p>	<p>Create PBIS lessons to instruct Mayberry Expectations.</p> <p>Create a plan around PBIS for any new staff and/or students as they enter our school.</p>	<p>Behavior matrix is available in every classroom. Mayberry Expectations posted around building.</p> <p>PBIS passport to teach expectations to all students.</p>	<p>Completion of behavior matrix in every classroom and completion of PBIS passport.</p>	<p>2015-2016</p>
<p><b>Standard 1: Shared Values</b></p> <p><b>What are the shared values?</b></p>	<p>We share the same values of being safe, of showing respectful, having self-control, and being a problem solver</p>	<p>Students can articulate and explain the expectations for improvement.</p>	<p>Expectations posted in classroom matrix.</p> <p>Expectations read during AM announcements in Spanish.</p> <p>Lessons are used to demonstrate expectations (in handbook).</p>	<p>PBIS SET Walkthrough Results</p>	<p>2015-2016</p>

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<b>Standard 1: Shared Goals</b>  <b>What are the shared priorities?</b>	Mayberry will update safe school climate plan.	School climate plan will be clearly communicated to all staff, students, and parents.	Plan will be shared with all participants.	Climate Plan Survey Results	2015-2016
<b>Standard 2: Shared School Policies</b>  <b>Are there policies that promote the development of skills, knowledge and engagement?</b>	Mayberry Schools will be following policies put in place by the East Hartford Board of Education	Consistency of training and development for all staff including new staff as they enter.	Review of handbook. Professional Development regarding policy changes and review of existing policies.	Staff feedback Curriculum Documents Professional Growth Plans Professional Developments	2015-2016
<b>Standard 2: Shared School Policies</b>  <b>Are there policies in place to address barriers to learning?</b>	Mayberry follows the SRBI process.  Intervention blocks have been created for each grade level.  We are participating in the attendance task force.	Fidelity of interventions given due to student absences, schedule changes, staff changes	Continued SRBI staff development. Ensure all staff is aware of intervention materials available. Use staff creatively so interventions are consistent.  Utilization of district parent letters  Monthly attendance awards  School Psychologist and FRC contacts parents re: attendance	Student progress monitoring  Student data	2015-2016

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<p><b>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? (This is generally the component of the plan provided to the district by the Law Firm advising the district.)</b></p>	<p>Mayberry will be following the CT policy P.A. 11-232.</p> <p>Policy is posted on our district and school websites available for staff and parents.</p> <p>Bullying policy was reviewed with staff</p>	<p>The policy will be reviewed by all faculty and staff.</p> <p>Complete reporting forms with fidelity.</p>	<p>Share information with all building staff, support staff, parents and other sub contracted employees (bus drivers, cafeteria staff, etc).</p>	<p>Mayberry behavior data</p> <p>Bullying documentation as produced</p>	<p>2015-2016</p>

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<b>Standard 3: School Practices</b> <b>Are there practices in place to promote positive youth development?</b>	EHHS Student Leadership Program will work with Mayberry students on team building skills.	PBIS team will explore various youth programs that are available.	Gain student feedback. Consider new resources for funding.	Student survey Grants Behavior Data	2015-2016
<b>Standard 3: School Practices</b> <b>Are there practices in place that enhance teaching and learning?</b>	Teachers are supported by an instructional coach, SRBI interventionist/coach, and technology coach. Marzano's <u>Vocabulary for the Common Core</u> will be studied and implementation will begin by Mayberry Staff.	Use of Tier 2 and Tier 3 vocabulary by teachers and students.  Vocabulary development and knowledge are critical to reading comprehension and academic achievement across all content areas. Current research studies have indicated that direct and explicit instruction targeting vocabulary acquisition has had a positive impact on the reading comprehension of English learners and students from low socioeconomic backgrounds. Throughout the 2015-2016 school year, grade level teams will work together to identify the most critical Tier 2 and Tier 3 vocabulary terms for their grade level. Additionally, teachers will utilize staff meetings and grade level meetings to familiarize themselves with Marzano and Simm's	Throughout the 2015-2016 school year, grade level teams will work together to identify the most critical Tier 2 and Tier 3 vocabulary terms for their grade level. Additionally, teachers will utilize staff meetings and grade level meetings to familiarize themselves with Marzano and Simm's Six-Step Process for Vocabulary Instruction. All teachers will participate in Professional Learning Communities to drive and enhance their vocabulary instruction. They will be provided time to plan, implement and debrief after participating in Learning Labs. Teachers will be guided through this process across all content areas to ensure that explicit vocabulary planning and instruction implementation is taking place to ensure horizontal and vertical alignment throughout the	Teacher SLO's	2015-2016

		<p>Six-Step Process for Vocabulary Instruction. All teachers will participate in Professional Learning Communities to drive and enhance their vocabulary instruction. They will be provided time to plan, implement and debrief after participating in Learning Labs. Teachers will be guided through this process across all content areas to ensure that explicit vocabulary planning and instruction implementation is taking place to ensure horizontal and vertical alignment throughout the school.</p>	<p>school.</p>		
<p><b>Standard 3: School Practices</b></p> <p><b>Are there practices in place to address barriers to learning?</b></p>	<p>Maintain and improve systems of instructional coaching, academic walkthroughs, informal and formal observations.</p> <p>Implement curriculum pacing guides and include focus of instruction areas.</p> <p><b>Internal:</b> Professional Development Informal/ formal observations.</p> <p><b>Data Teams:</b> Align SWDT practices with CSDE standards. Analyze data</p>	<p>Continue to review and revise curriculum/ instructional standards through analysis of data and reflective practices.</p> <p>SRBI practices in place for academic as well as behavioral student needs. Interventions collaboratively planned utilizing a variety of assessments and data points.</p>	<p>Analyze academic walkthrough data.</p> <p>Instruction will improve through the observations and walk through feedback.</p>	<p>Data analysis with SWDT</p>	<p>2015-2016</p>

	<p><b>Instructional Data Teams:</b>          Collaborated teams will create SMART goals to further instructional strategies.          Data will be shared with administrator and SWDT.          Monitor the fidelity of the Data Team Process at the building level to further conversation of data analysis to instructional planning.</p>				
<p><b>Standard 3: School Practices</b></p> <p><b>Are there practices in place that develop and sustain infrastructure and capacity building?</b></p>	<p>School is set up with the following in place.</p> <ul style="list-style-type: none"> <li>• SWDT</li> <li>• School Climate Committee</li> <li>• Instructional Data Teams</li> </ul>	<p>Continue to monitor progress and focus on SIP</p>	<p>Consistent meeting times for the teams to meet and analyze data, instruction, and teacher practices.</p>	<p>Team Minutes          Walkthrough data</p>	<p>2015-2016</p>

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<b>Standard 4: Safe Environment</b>  <b>Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</b>	<p>Student work is displayed in and outside of the classrooms.</p> <p>Student of the month bulletin board is located outside the office.</p> <p>Home/school communication through monthly newsletter and Class Dojo.</p>	<p>Consistently create a welcoming environment for all guests throughout the building.</p> <p>Increase parent involvement in the classrooms and after school activities.</p>	<p>Invite parents for the Student of the Month awards.</p>	<p>Climate surveys</p> <p>Staff, parent, and student feedback</p>	<p>2015-2016</p>

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<b>Standard 5: Social Justice</b>  <b>Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</b>	<p>We participate in Pennies for Patients with the Leukemia Foundation</p> <p>We also participate in Jump Rope for Heart to raise awareness for the American Heart Association</p> <p>Larson Community Health Center and Family Resource Center continues to service students at Mayberry Elementary School.</p>	<p>Continue to collaborate with the Family Resource Center to identify community needs</p> <p>Communication to families as to how Health Center and Family Resource Center will work.</p>	<p>Continue to take an active role in the community (assisting Attendance Task Force, participating in PBIS)</p>	<p>Usage of FRC and health center.</p>	<p>2015-2016</p>
<b>Continuous Improvement:</b> <b>Is there a clear understanding that school climate improvement is an</b>	<p>Conduct monthly fire drills and three emergency drills per year</p>	<p>Improvement in time to meet to further analyze school data, behavior data, and community needs on a regular basis.</p>	<p>School Climate Team ensures that all staff has a PBIS handbook.</p> <p>Teachers discuss the importance of safety drills.</p>	<p>Discipline data</p> <p>Monthly assemblies</p> <p>Continue to review and</p>	<p>2015-2016</p>

ongoing organic process integral to wider school improvement?		Finalize our evacuation plan.		practice protocols for safety	
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Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	School Government Council  PTO	Find ways to improve parent attendance for PTO and SGC	Advertise and encourage participation.  Provide babysitting for families  Continue to collaborate with Family Resource Center	School Climate Survey  Event attendance	2015-2016
Impact on Results: Is progress monitoring inherent in the school climate improvement process?	We participate in student, parent, and staff surveys	Analyze and share with staff surveys needs of improvement as evident from the survey	Data will be assessed Goals will be established and share with staff	Surveys	2015-2016