



Mayberry Elementary School

Safe School Climate Plan - SY2024

101 Great Hill Road, East Hartford, CT 06108

Principal: Joseph LeRoy

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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?

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
<ul style="list-style-type: none"> 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 & Community Safety and Critical Incident Team (CIT) training. o FEMA-ICS-100 training for staff & Therapeutic Crisis Intervention (TCI) staff training. o SRBI training and implementation of 3-tiered approach to best practices of student intervention. o Restorative practices, Power Struggles, Mindfulness, Trauma-Informed Instruction, Tier 1 De-Escalation & Behavior Management training and implementation for all staff. o PBIS training, student support team/committees, and fidelity review. 	<ul style="list-style-type: none"> o Ongoing efforts to enhance Anti-Bullying efforts in tier 1 instruction o Ongoing efforts to review district and state mandated safety, fire, and emergency management protocols. o School & Community Safety and Critical Incident Team (CIT) training for increased number of staff members. o Continue to train more staff members in FEMA-ICS-100 training. o Ongoing training and implementation of Restorative practices, Power Struggles, Mindfulness, Trauma-Informed Instruction, Tier 1 De-Escalation & Behavior Management training and implementation for all staff. o Continue to enhance and extend School-Wide SEL implementation o Student Support & Intervention Team review procedures and data analysis 	<ul style="list-style-type: none"> o SEL lesson Implementation & age-appropriate Anti-Bullying definitions & responses o PD to review safety protocols o CIT/SCC meetings and communication with staff o Continue opportunities for staff to engage in PD related to Restorative practices, Power Struggles, Mindfulness, Trauma-Informed Instruction, Tier 1 De-Escalation & Behavior Management, FEMA-ICS-100 trainings o 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 · Student Support Team and Admin Data review protocols and processes 	<ul style="list-style-type: none"> o 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 	SY2024



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<ul style="list-style-type: none"> o EHPS Student Code of Conduct (SCC) alignment and implementation. o School-Wide SEL implementation o In-Person & Virtual Student Support Services & Intervention Team o Administrative monthly review and reports utilizing data & fidelity of implementation reviews. 	<ul style="list-style-type: none"> o Administrative monthly review and reports utilizing data & fidelity of implementation reviews. 			
Standard 1: Shared Mission Do participants share a vision of what a Safe School Committee looks, feels, and sounds like?				
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
<ul style="list-style-type: none"> o PBIS team and shared vision of 3-tiered approach to student culture and climate efforts. • Daily Instruction with SEL, Restorative practices, Power Struggles, Mindfulness, Trauma-Informed Instruction, Tier 1 De-Escalation & Behavior Management o School and District Improvement Plans o Student Support & Intervention Team Programming, data Implementation and fidelity review. 	<ul style="list-style-type: none"> o Student Support & Intervention Team continued training with staff. 	<ul style="list-style-type: none"> o 3-Tiered behavior response training from Student Support Team with in-person and virtual strategies to be ongoing. 	<ul style="list-style-type: none"> o Staff, student, and family surveys and behavioral data/feedback to identify areas of opportunity 	SY2024



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<ul style="list-style-type: none"> Equity & Diversity structure and framework for student, staff and family 				
Standard 1: Shared Values What are the Shared Values?				
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
<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 Continue with clear student support structure for 3-tiered approach to student behavior and connections to work with SEL, Restorative practices, Power Struggles, Mindfulness, Trauma-Informed Instruction, Tier 1 De-Escalation & Behavior Management 	<ul style="list-style-type: none"> Continue to review behavior support process and applicable data to support structure needs within the 3-tiered approach to student behavior. 	<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 in all areas of the school PBIS and Student Support team training in student behavior response protocols, proactive measures, and strategies for data-based student needs 	<ul style="list-style-type: none"> Continued PBIS & Student Support Team review, communication and celebration of behavior and student areas of opportunity 	SY2024
Standard 1: Shared Goals What are the shared priorities?				
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
<ul style="list-style-type: none"> Continue to ensure required and supplemental training in the areas of anti-bullying, mandated reporting, and best 	<ul style="list-style-type: none"> Continue to support required and supplemental training in the areas of anti-bullying, mandated reporting, and best 	<ul style="list-style-type: none"> Safe School Climate will continue to provide clear definitions, applications, and review of all areas of a safe 	<ul style="list-style-type: none"> Safe School Climate Team review of planned strategies and safe school environment efforts 	SY2024



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<p>practices for school and student safety.</p> <ul style="list-style-type: none"> o Continue to monitor, revise and implement the Safe School Climate plan with fidelity in alignment with district and school vision. 	<p>practices for school and student safety.</p> <ul style="list-style-type: none"> o 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. 	<p>and positive school environment.</p>		
<p>Standard 2: Shared School Policies</p> <p>Are there policies that promote the development of skills, knowledge and engagement?</p>				
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
<ul style="list-style-type: none"> o Training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety. o 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"> o Develop Safe School Climate Team Review Process o 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"> o 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"> o Staff participation and feedback in PD opportunities and implementation of said trainings in tier 1 instructional settings o Observations of classroom practices 	SY2024



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Standard 2: Shared School Policies Are these policies in place to address barriers to learning?				
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
<ul style="list-style-type: none"> 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 SEL, Restorative practices, Power Struggles, Mindfulness, Trauma-Informed Instruction, Tier 1 De-Escalation & Behavior Management o 3-tiered intervention support process o Continue with ALL IN Mayberry Attendance process 	<ul style="list-style-type: none"> o SRBI programming review and implementation o Restorative Practices training and review o 3-tiered intervention support process review o ALL IN Mayberry Attendance Matters procedures and protocols 	<ul style="list-style-type: none"> o Continue to teach and reinforce tier 1 behavior expectations o Continue to refine SRBI referral and monitoring process 	<ul style="list-style-type: none"> o Classroom observations o SRBI data review 	SY2024
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)				
<ul style="list-style-type: none"> o Bullying prevention and training plans and ongoing review. o SEL curriculum (Second Step) to address Social and Emotional needs. 	<ul style="list-style-type: none"> o Continue Bullying prevention and training for all staff. o Continue to review SEL curriculum (Second Step) to address Social and Emotional needs. 	<ul style="list-style-type: none"> o Ongoing staff training in SEL and Anti-Bullying efforts 	<ul style="list-style-type: none"> o District climate survey feedback 	SY2024



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Standard 3: School Practices Are there practices in place to promote positive youth development?				
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
<ul style="list-style-type: none"> o Classroom practices: <ul style="list-style-type: none"> · Team building and cooperative learning · Restorative Practices · Peer Mentoring · Weekly grade-level PBIS assemblies · School-Wide TIGER WAYS TO BE assemblies · Student Council · Crossroads · Social Worker & School Psychologist classroom lessons • School-wide <ul style="list-style-type: none"> o Equity Team o Multicultural Events o Talent Show o Career Day 	<ul style="list-style-type: none"> o 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"> o PBIS & Student Support Team review of student participation rates in activities, behavior and attendance data that may be impacted by positive youth development opportunities o Monthly staff review of said data 	<ul style="list-style-type: none"> o Monthly data tracking & analysis as well as ongoing communication and feedback to and from staff and families 	SY2024
Standard 3: School Practices Are there practices in place that enhance teaching and learning?				



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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
<ul style="list-style-type: none"> o Curriculum & Instruction: <ul style="list-style-type: none"> · Instructional planning and process centered around Engaging, targeted & student-centered instruction · Coaching cycles · Observations · Instructional Practices Committee Professional Development in all content areas o Assessment & Data <ul style="list-style-type: none"> · School-Wide Data & Instructional practices Teams · Grade level data teams & SAM Process · SRBI & PBIS teams 	<ul style="list-style-type: none"> o Continue coaching cycles, evaluation, instructional fidelity reviews to support alignment with common core and workshop practices o Assessment & Data <ul style="list-style-type: none"> · Data team alignment and fidelity with assessment and instructional needs 	<ul style="list-style-type: none"> o Continue to refine coaching cycles and data review procedures to support staff development of student groups based on targeted needs 	<ul style="list-style-type: none"> o Grade level team minutes, action plans, and coaching support cycles 	
Standard 3: School Practices Are there practices in place to address barriers to learning?				
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
<ul style="list-style-type: none"> o School-based weekly team meetings and ongoing data review, and training for staff. o PD WITH SEL, Restorative practices, Power Struggles, Mindfulness, Trauma-Informed 	<ul style="list-style-type: none"> o Utilize grade level, cross-curricular/sub-group support team collaboration in the areas of curriculum, instruction, assessment, PBIS & SRBI during weekly and monthly team 	<ul style="list-style-type: none"> o SIP Review process o SRBI Cycles o Progress Monitoring o Grade-level achievement 	<ul style="list-style-type: none"> o SIP, SRBI, and PBIS data review to provide appropriate 3-tiered intervention plans for students 	SY2024



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Instruction, Tier 1 De-Escalation & Behavior Management Instruction monthly training and implementation reviews o Weekly Student Support Team Meetings to review Behavior and SEL progress o Scheduled SEL blocks into weekly schedule o Continued review of Tier 2/3 interventions, supports, and needs	meetings, data review, and training for staff.	reviews		
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Standard 3: School Practices

Are there practices in place that develop and sustain infrastructure and capacity building?

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
o Implementation of School Improvement Planning Efforts: · Instruction · Culture · Assessment o Mayberry LEARN, THINK, LEAD vision Focus on TIGER TEAM WAYS TO BE: Communicative, Consistent, Celebratory	o Continue to monitor progress of School Improvement Planning and alignment with staff professional development and data-based needs	o School Improvement Planning reviews	o SWDT & School committee review of SIP progress to identify needs and promotion efforts for a positive school climate	SY2024

Standard 4: Safe Environment

Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?



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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
<ul style="list-style-type: none"> o School Climate Plan Implementation: <ul style="list-style-type: none"> · School Safety Teams (CIT, TCI Training, SSC) · PBIS · School Climate Training · SEL · Safety Training · Bullying Prevention Student support team Equity and Diversity Monthly training & implementation of practices 	<ul style="list-style-type: none"> o Continue to align, review, and implement district and School Climate Plan Implementation 	<ul style="list-style-type: none"> o Continue to conduct safety drills and reviews o Continue to utilize Bullying packet and investigation process o Continue staff training in Tier 1 strategies for classroom management 	<ul style="list-style-type: none"> o Review student behavior and attendance data to identify safe and supportive climate needs 	SY2024

Standard 5: Social Justice

Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?

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
<ul style="list-style-type: none"> o 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 · Medical Condition Support Fundraisers Mayberry Equity Team work: 	<ul style="list-style-type: none"> o Continue to involve the school community in increasing family engagement events & opportunities 	<ul style="list-style-type: none"> o Continue to work with FRC & OFCP to provide school and community connected functions 	<ul style="list-style-type: none"> o Staff, student, and family survey analysis 	SY2024



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Daily, Monthly & Ongoing vision of Awareness , Understanding and Opportunity				
Continuous Improvement Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?				
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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> o Continue to conduct Safe School Climate reviews based on targeted school and student needs 	<ul style="list-style-type: none"> o Continue to analyze behavior and support team data to identify specific student, environment and safety areas of growth 	SY2024
Family/Community Partnerships: Is progress monitoring inherent in the school climate improvement process?				
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
<ul style="list-style-type: none"> o School-wide weekly updates to families, Social Media outlets, School Messenger, Class Dojo o Open House and Curriculum Night 	<ul style="list-style-type: none"> o Continue to identify parental involvement efforts within the Mayberry School Community o Improve PTO & SGC participation 	<ul style="list-style-type: none"> o Continue to provide a safe, clean, and welcoming environment for families and community members 	<ul style="list-style-type: none"> o Staff, student, and family surveys and feedback 	SY2024



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<ul style="list-style-type: none"> revisions and procedures o Student-led conferences o School Governance Council/PTO o Weekly PBIS assemblies & SEL scheduled days o Student support ongoing data sharing and monthly updates 	<ul style="list-style-type: none"> with families and community members o Continue to refine Open House & Conference Nights to increase parental involvement and school connection 	<ul style="list-style-type: none"> o Identify professional development opportunities to help with PTO/SGC and Open house revisions and participation efforts 		
Impact on results: Is progress monitoring inherent in the school climate improvement process?				
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
<ul style="list-style-type: none"> o Staff, student, and parent surveys o Attendance & Student support data o Intervention/SRBI data o Social Groups and Support Team Data o Classroom Walk-Thru Data 	<ul style="list-style-type: none"> o School Climate Data review in the areas of SEL, Student Support Team Response, PBIS, School Safety 	<ul style="list-style-type: none"> o Review school climate data to identify needs 	<ul style="list-style-type: none"> o Staff, student, and family surveys and feedback 	SY2024