

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	Current School Status (informed by data)
<p><b>Standard 1:</b> Shared Mission Is it evident that members of the school community are committed to the physical, emotional, and intellectual safety of all learners.</p>	<ul style="list-style-type: none"> <li>○ All staff trained in Antibullying Protocol Requirements, Mandated Reporting, and Trauma Informed Instruction.</li> <li>○ All staff trained in district and state mandated safety, fire, and emergency management protocols.</li> <li>○ School &amp; Community Safety and Critical Incident Team (CIT) training.</li> <li>○ FEMA-ICS-100 training for staff &amp; Therapeutic Crisis Intervention (TCI) staff training.</li> <li>○ SRBI training and implementation of 3-tiered approach to best practices of student intervention.</li> <li>○ Restorative practices training and implementation for all staff.</li> <li>○ PBIS training, committees, and fidelity review.</li> <li>○ EHPS Student Code of C</li> <li>○ School-Wide SEL implementation</li> <li>○ Admin TEAM communicates to the Hornet Community</li> <li>○ Administrative monthly review and reports utilizing data</li> </ul>	<ul style="list-style-type: none"> <li>○ Improved efforts to enhance Anti-Bullying efforts in tier 1 instruction Continue to review district and state mandated safety, fire, and emergency management protocols.</li> <li>○ School &amp; Community Safety and Critical Incident Team (CIT) training for increased number of staff members.</li> <li>○ Continue to train more staff members in FEMAICS-100 training.</li> <li>○ Continue restorative practices training and implementation for all staff.</li> <li>○ Continue to enhance and extend School Wide SEL implementation</li> <li>○ Administrative monthly review and reports utilizing data &amp; fidelity of implementation reviews</li> </ul>	<ul style="list-style-type: none"> <li>○ SEL Lesson</li> <li>○ Implementation &amp; Anti-Bullying review</li> <li>○ PD to review protocols and school climate.</li> <li>○ CIT/SCC meetings &amp; communication with staff</li> <li>○ Opportunities for staff to engage in PD related to Restorative Practices, Trauma Informed Instruction, FEMA-ICS-100 trainings</li> <li>○ Safe School Climate Specialist (Principal) to: <ul style="list-style-type: none"> <li>• Oversee Antibullying efforts in alignment with practices and protocols</li> <li>• 3-tieres PBIS implementation</li> <li>• SEL implementation</li> <li>• Admin Team Data protocols &amp; processes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to review the Climate Plan for: <ul style="list-style-type: none"> <li>• SEL implementation</li> <li>• Anti-Bullying efforts</li> <li>• Safety Procedures</li> <li>• Discipline data and targeted needs</li> <li>• PD training for staff</li> <li>• PBIS practice/ strategies for staff</li> </ul> </li> </ul>	<p>SY-2023-2024</p>

	& fidelity of implementation reviews				
<b>Standard 1: Shared Mission</b> Do participants share a vision of what a Safe School Committee looks, feels, and sounds like?	<ul style="list-style-type: none"> <li>○ PBIS team and shared vision of 3- tiered approach to student culture and climate efforts.</li> <li>○ School and District Improvement Plans</li> <li>○ Student Support &amp; Intervention Team Programming, data Implementation and fidelity review</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue with PBIS team to align PBIS practices with SEL focus using a 3-tiered approach to student culture and climate efforts.</li> <li>○ Student Support &amp; Intervention Team continued training with staff.</li> </ul>	<ul style="list-style-type: none"> <li>○ PBIS Training and SEL connection to Student culture and climate</li> <li>○ 3-Tiered behavior response training</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff, student, and family surveys and SWIS data/feedback to identify areas of opportunity</li> <li>○ SET Visits</li> </ul>	SY-2023-2024
<b>Standard 1: Shared Values</b> What are the Shared Values	<ul style="list-style-type: none"> <li>○ EHHS WAYS TO BE <ul style="list-style-type: none"> <li>● Be Safe</li> <li>● Be Responsible</li> <li>● Be Respectful</li> </ul> </li> <li>○ Major and minor behavior definitions as identified by PBIS &amp; SWDT teams and shared with staff in training sessions and supplemental resources.</li> <li>○ Common referral process</li> <li>○ Clear student support structure for 3-tiered approach to student behavior</li> <li>○ The use of ARC offices and utilization of behavior managers</li> </ul>	Continue to promote and implement (in all areas of the school) EHHS WAYS TO BE <ul style="list-style-type: none"> <li>● Be Safe</li> <li>● Be Responsible</li> <li>● Be Respectful</li> </ul> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Continue to review referral process</li> <li>○ Review behavior data to determine student support structure needs for 3-tiered approach to student behavior.</li> </ul>	Review of EHHS WAYS TO BE in tier 1 instruction & SEL implementation o Posted and reference WAYS TO BE in all areas of the school <ul style="list-style-type: none"> <li>○ PBIS and Student Support team training in student behavior response protocols, proactive measures, and strategies for databased student needs</li> </ul>	<ul style="list-style-type: none"> <li>○ PBIS &amp; SWDT review, communication and celebration of behavior and student areas of opportunity</li> </ul>	SY-2023-2024
<b>Standard 2: Shared School Policies</b> Are there policies that promote the	<ul style="list-style-type: none"> <li>○ Training in the areas of anti-bullying, mandated reporting, and best practices for school and student</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop Safe School Climate Team Review Process</li> <li>○ Training in East Hartford Board of</li> </ul>	<ul style="list-style-type: none"> <li>○ Admin TEAM will continue to lead the review of data, conduct PD, continue to support SEL, PBIS, Restorative</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff participation and feedback in PD opportunities and implementation of said</li> </ul>	SY-2023-2024

development of skills, knowledge and engagement?	<p>safety. o East Hartford Board of Education Policy alignment and implementation of:</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Mandated Reported</li> <li>• Safe School Climate Committees</li> <li>• Student Code of Conduct</li> <li>• Restorative Practices Trauma Informed Instruction</li> <li>• SRBI</li> <li>• Social &amp; Emotional Learning</li> <li>• ALL IN Attendance</li> </ul>	<p>Education Policy alignment efforts:</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Mandated Reported</li> <li>• Safe School Climate Committees</li> <li>• Student Code of Conduct</li> <li>• Restorative Practices</li> <li>• Trauma Informed Instruction</li> <li>• SRBI</li> <li>• Social &amp; Emotional Learning</li> <li>• ALL IN Attendance</li> </ul> <p>o Continue monitoring by Administration &amp; behavior managers of areas in the need reinforced measures of EHHS core values</p>	Practices, Trauma Informed Instruction, and Student Support measure	<p>trainings in tier 1 instructional settings</p> <ul style="list-style-type: none"> <li>o Observations of classroom practices</li> <li>o Data from School Safe Climate Survey</li> </ul>	Annual Trainings as required by law & EHBOE
<p><b>Standard 2: Shared School Policies</b></p> <p>Are these policies in place to address barriers to learning?</p>	<ul style="list-style-type: none"> <li>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.</li> <li>o Restorative Practices</li> <li>o 3-tiered intervention support process</li> <li>o ALL IN EHHS Attendance</li> </ul>	<ul style="list-style-type: none"> <li>o SRBI programming review and implementation</li> <li>o Restorative Practices training and review</li> <li>o 3-tiered intervention support process review</li> <li>o Continue monitoring by Administration &amp; behavior managers of areas in the need reinforced measures of EHHS core values</li> <li>o ALL IN EHHS Attendance Matters procedures and protocols</li> <li>o ARC Program</li> </ul>	<ul style="list-style-type: none"> <li>o Continue to teach and reinforce tier 1 behavior expectations</li> <li>o Continue to refine SRBI referral and monitoring process</li> <li>o Communication on PBIS best practices</li> <li>o Implementation &amp; review of School Safety Climate Plan</li> </ul>	<ul style="list-style-type: none"> <li>o Classroom observations</li> <li>o SRBI Data Review</li> <li>o Student and Staff Survey data</li> <li>o Monthly Meeting with support staff</li> </ul>	SY-2023-2024

<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"> <li>○ Bullying prevention and training plans and lessons through advisory class 3 times a yr.</li> <li>○ SEL curriculum to address Social and Emotional needs.</li> <li>○ Grade Level Monthly Intervention Meetings</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue Bullying prevention and training for all staff.</li> <li>○ Continue to review SEL curriculum to address Social and Emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ongoing staff training in SEL and Anti-Bullying efforts</li> </ul>	<ul style="list-style-type: none"> <li>○ District climate survey feedback</li> </ul>	<p>SY-2023-2024</p>
<p><b>Standard 3: School Practices</b></p> <p>How are these practices in place to develop positive youth development?</p>	<ul style="list-style-type: none"> <li>○ Classroom practices: <ul style="list-style-type: none"> <li>● Team building and cooperative learning</li> <li>● Restorative Practices</li> <li>● Connection Council</li> <li>● Connection Plus</li> <li>● Social Workers &amp; Guidance</li> <li>● S.A.C. activities and leadership groups</li> <li>● EHHS Clubs &amp; Activities</li> <li>● EHHS Athletic Programs</li> <li>● Hornet Induction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to implement, monitor, and review Classroom practices in current school practice areas to support student's social and emotional needs.</li> <li>○ Social workers, school psychologist, SBHC and guidance will continue to collaborate and revise plans on coping skills, crisis management and positive programming.</li> </ul>	<ul style="list-style-type: none"> <li>○ PBIS &amp; Student Support Team review of student behavior and attendance data</li> <li>○ Monthly staff review of said data</li> </ul>	<ul style="list-style-type: none"> <li>○ Monthly data communication and feedback from staff and families</li> <li>○ Student and Staff Survey data</li> <li>○ Monthly meetings with support services</li> </ul>	<p>SY-2023-2024</p> <p>Monthly Data Review Cycle</p>
<p><b>Standard 3: School Practices</b></p> <p>Are there practices in place that enhance teaching and learning?</p>	<ul style="list-style-type: none"> <li>○ Curriculum &amp; Instruction: <ul style="list-style-type: none"> <li>● Workshop format</li> <li>● Engaging &amp; student-centered instruction</li> <li>● Observations</li> <li>● Instructional Practices Committee</li> <li>● Pacing guides &amp; departmental curricula</li> <li>● Use of instructional rounds</li> </ul> </li> <li>○ Assessment &amp; Data School-Wide Data Team <ul style="list-style-type: none"> <li>● IDT teams</li> <li>● SRBI &amp; PBIS teams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Continue coaching cycles, evaluation, instructional fidelity reviews to support alignment with common core and workshop practices</li> <li>○ Assessment &amp; Data</li> <li>○ Data team alignment and fidelity with assessment and instructional need</li> <li>○ Depart Heads to continue review &amp; revision on curricula</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to refine coaching cycles and data review procedures to support staff development of student groups based on targeted needs</li> <li>○ analysis &amp; focus of data with IDT teams</li> </ul>	<ul style="list-style-type: none"> <li>○ Grade level team minutes, action plans, and coaching support cycles</li> <li>○ SWDT feedback and data analysis</li> <li>○ informal and formal observations</li> <li>○ SAT &amp; PSAT data by grade level and departments</li> <li>○ NGSS data</li> </ul>	<p>SY-2023-2024</p> <p>Weekly data meetings and coaching cycles</p>

<b>Standard 3: School Practices</b>  Are there practices in place to address barriers to learning?	<ul style="list-style-type: none"> <li>○ PBIS &amp; SRBI monthly team meetings, data review, and training for staff.</li> <li>○ Restorative Practices &amp; Trauma Informed Instruction monthly training and implementation reviews</li> <li>○ Weekly Student Support Team Meetings to review Behavior and SEL progress</li> <li>○ Scheduled SEL blocks into weekly schedule</li> <li>○ Weekly PBIS grade level monitoring</li> <li>○ Continued review of Tier 2/3 interventions, supports, and needs</li> <li>○ The use of ARC offices and utilization of behavior managers for peer mediations</li> </ul>	<ul style="list-style-type: none"> <li>○ Utilize grade level, cross curricular/subgroup support team collaboration in the areas of curriculum, instruction, assessment, PBIS &amp; SRBI monthly team meetings, data review, and training for staff.</li> <li>○ effective use of IDT teams' time and data analysis</li> <li>○ continue to focus on PBIS initiatives</li> <li>○ emphasis on student centered instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ SIP Review process</li> <li>○ SRBI Cycles</li> <li>○ Progress Monitoring</li> <li>○ Grade-level achievement reviews of PSAT &amp; SAT scores</li> <li>○ Consistency with the use of ARC offices and utilization of behavior managers</li> </ul>	<ul style="list-style-type: none"> <li>○ SIP, SRBI, and PBIS data review to provide appropriate 3-tiered intervention plans for students</li> <li>○ DATA collected by SWDT</li> <li>○ SAT &amp; PSAT data by grade level and departments</li> <li>○ NGSS data</li> </ul>	SY-2023-2024
<b>Standard 3: School Practices</b>  Are there practices in place that develop and sustain infrastructure and capacity building?	<ul style="list-style-type: none"> <li>○ Implementation of School Improvement Planning Efforts:             <ul style="list-style-type: none"> <li>● Instruction</li> <li>● Culture</li> <li>● Intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to monitor progress of School Improvement Planning and alignment with staff professional development and data-based needs</li> </ul>	<ul style="list-style-type: none"> <li>○ School Improvement Planning reviews</li> <li>○ consistency with the use of ARC offices and utilization of behavior managers</li> </ul>	<ul style="list-style-type: none"> <li>○ SWDT &amp; School committee review of SIP progress to identify needs and promotion efforts for a positive school climate</li> <li>○ Administration Team – review grade level discipline data</li> <li>○ MIM Data</li> </ul>	SY-2023-2024  Monthly data reviews and achievement analysis
<b>Standard 4: Safe Environment</b>  Is the school providing for a physically, emotionally, intellectually safe healthy and welcoming environment?	<ul style="list-style-type: none"> <li>○ School Climate Plan Implementation:             <ul style="list-style-type: none"> <li>● School Safety Teams (CIT, SSC)</li> <li>● PBIS</li> <li>● School Based Health Center</li> <li>● School Climate Training</li> <li>● SEL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to align, review, and implement district and School Climate Plan Implementation as identified in the areas of:             <ul style="list-style-type: none"> <li>● School Safety Teams (CIT, SSC)</li> <li>● PBIS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to conduct safety drills and reviews</li> <li>○ Continue to utilize Bullying packet and investigation process</li> <li>○ Continue staff training in Tier 1 behavioral response</li> <li>○ Enrich Tier I, II, &amp; III interventions &amp; programs</li> </ul>	<ul style="list-style-type: none"> <li>○ Review discipline and attendance data to identify safe and supportive climate needs</li> <li>○ Attendance Review</li> <li>○ Safety Drills and review of emergency procedures</li> </ul>	SY-2023-2024

	<ul style="list-style-type: none"> <li>• Safety Training</li> <li>• Bullying Prevention Plan</li> <li>• Healthy Lifestyles in Health Classes</li> <li>• Student Code of Conduct</li> <li>• Student Support Team</li> <li>• Monthly MIM Meetings</li> <li>• Attendance Team</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate Training</li> <li>• Safety Training</li> <li>• Student Support</li> <li>• Healthy Relations Groups</li> <li>• Grade Level</li> <li>• Hornet Time</li> </ul>			
<p><b>Standard 5: Social Justice</b></p> <p>Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?</p>	<ul style="list-style-type: none"> <li>○ Annual community events &amp; practices: <ul style="list-style-type: none"> <li>• Food &amp; Clothing Drive</li> <li>• Uniform donations</li> <li>• Coat/hat/glove donations</li> <li>• Curriculum Night</li> <li>• Cultural Night</li> <li>• Talent Show</li> <li>• Civics Project</li> <li>• Service-Learning Hours</li> <li>• Human Rights Club</li> </ul> </li> <li>○ Service-Learning Opportunities</li> <li>○ National Honor Society</li> <li>○ Service-Learning Advisor</li> <li>○ Human Rights Initiatives</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to involve the school community in increasing family engagement events &amp; opportunities</li> <li>○ Additional outreach programs and practice that promote civic responsibility &amp; social justice</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to work with FRC &amp; OFCP to provide school and community connected functions</li> <li>○ Publicize service-learning opportunities and events</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff, student, and family survey analysis</li> <li>○ Service-Learning student logs</li> <li>○ Student, Staff, &amp; Parent Surveys</li> </ul>	SY-2023-2024
<p><b>Continuous Improvement:</b></p> <p>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"> <li>○ PBIS and Student Support Team planning, training, and fidelity review of School Climate Plan based on school goals and needs.</li> <li>○ Coordinate 3-tiered support plan with professional</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to conduct Safe School Climate reviews based on targeted school and student needs</li> <li>○ data collection from discipline, attendance, surveys</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to analyze behavior and support team data to identify specific student, environment and safety areas of growth</li> </ul>	SY-2023-2024

	development, safe school efforts, interventions, & proactive support programs for academic and behavior needs.	<ul style="list-style-type: none"> <li>○ Coordinate 3-tiered support plan with restorative practices, trauma informed instruction, and SEL programming</li> </ul>			
<b>Family/Community Partnerships:</b>  Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	<ul style="list-style-type: none"> <li>○ School-wide weekly updates to families, Social Media outlets, School Messenger</li> <li>○ Open House revisions and procedures</li> <li>○ School Governance Council/PTO</li> <li>○ Connection Council</li> <li>○ SEL Lessons</li> <li>○ Student support ongoing data sharing and monthly updates</li> <li>○ Regular parent contact from AP's, teachers, behavior managers, guidance, social workers</li> <li>○ Under 70 reports contact by classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to identify parental involvement efforts within the Hornet School Community</li> <li>○ Improve PTO &amp; SGC participation with families and community members</li> <li>○ Continue to refine Open House to increase parental involvement and school connection</li> <li>○ Increase parent involvement with school events</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to provide a safe, clean, and welcoming environment for families and community members</li> <li>○ Identify professional development opportunities to help with PTO/SGC and Open house revisions and participation efforts</li> <li>○ Revisit school to home liaisons (i.e., attendance officer, residency officers, various social work agencies)</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff, student, and family surveys and feedback</li> <li>○ Review &amp; Revise safety protocols &amp; procedures.</li> <li>○ Feedback from School Governance Council</li> <li>○ analysis of school climate surveys</li> </ul>	SY-2023-2024  Monthly PTO meetings  Quarterly SGC meetings
<b>Impact on Results:</b>  Is progress monitoring inherent in the school climate improvement process	<ul style="list-style-type: none"> <li>○ Staff, student, and parent surveys</li> <li>○ Attendance &amp; Discipline Data</li> <li>○ Intervention/SRBI Data</li> <li>○ Social Groups and Support Team Data</li> <li>○ Walk-Thru Data staff, student &amp; parent survey data analysis SET visit review</li> <li>○ Administrative discipline &amp; attendance data</li> <li>○ On-Track Data use data dashboard</li> <li>○ Grade Level MIM Data for interventions</li> </ul>	<ul style="list-style-type: none"> <li>○ School Climate Data review in the areas of SEL, Student Support Team Response, PBIS, School Safety</li> </ul>	<ul style="list-style-type: none"> <li>○ Review school climate data to identify needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff, student, and family surveys and feedback</li> </ul>	SY-2023-2024

