

This is a suggested School Climate Improvement Plan template that could serve as a framework and format for each school building. This improvement plan is to be developed by the School Climate Specialist and provided to the School Climate Committee for feedback and suggestions, and then forwarded to the School Climate Coordinator for review and approval.

School Climate Improvement Plan Template

(School Year 2025– 2026)

District: Griswold Public Schools

School: Griswold Middle School

School Climate Specialist: Steven Bourque

School Climate Coordinator: Katy Sawaryn

Do note, this is a suggested CT School Climate Plan Template follows/mirrors the CT School Climate Rubric which should be used prior to completing this template.

CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
Standard 1: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners?	A variety of efforts have been made to engage students, staff, and community stakeholders in recognizing the importance of creating positive & restorative school climate(s) to support student achievement.	A more unified response across the building in behavior management and support	- CREW Advisory Program - GMS Unified Behavior Response Initiative - Non-Tenured Teacher Meetings - Parent Meetings, Communication (such as the Monthly Newsletter)	- District Climate Survey Results - EduHandbook and Suspension Data Results	25-26 School Year

Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?	Attempts have been made to articulate a common vision of what a positive & restorative school climate implies, however most stakeholders are unaware and/or unaffected by these efforts	• Arriving at a common understanding of what a positive & restorative school climate looks and feels like.	• Climate Committee & Support Staff Meetings • Incorporation of CREW work during faculty meetings & PD • Grade Level Meetings • Student Climate Committee and Peer to Peer Support	• District Climate Survey Results • Common Vision Language Amongst Staff • A communal desire for Restorative work	25-26 School Year
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Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	Staff members have made a conscious effort to live by the beliefs, ground rules and norms mirroring a positive & restorative school climate in day-to-day practice; inconsistencies are confronted and managed appropriately	Addressing inconsistencies in order to increase a positive school environment	- Creating many opportunities for staff communication - Meeting, communication norms (and addressing inconsistencies)	District Climate Survey Results	25-26 School Year
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Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively?	Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making	Discipline Data (how are we proactively working to lower overall discipline incidents and frequent misbehaviors)	Implementation of SmartPass to attempt to decrease missed class time, vandalism, vaping, and other misbehaviors in the behavior	Looking at data regarding vandalism and vaping in the bathrooms	25-26 School Year
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement	Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Incorporating more project based learning and student choice in learning	Revamping of SPARC	- District Climate Survey Results - Behavior & Attendance Data	25-26 School Year

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Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)	Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or who have become disengaged. Tiered responses are in place and are used on an appropriate basis based on the level of impact or frequency of incidents.	Continued work with students/families who have consistently high absences.	- Attendance Committee - Attendance Intervention Strategies - MTSS work - Activity Days - Critter Coins, High 5s - Veteran's Day Assembly	- Attendance Data (Students & Staff) - Parent Phone Call, Meeting Data	25-26 School Year
Standard 3: School Practices: Academic learning and social/emotional, ethical & civic development of students	The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students	- Consistency of classroom routines, behavior management - Creating student feedback opportunities & utilizing that feedback	- Vertical Team Meetings - Non-Tenured Teacher Meetings - Team meetings - MTSS work	- Academic Achievement - District Climate Survey Results - Attendance/Behavior Data	25-26 School Year

Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities	• Providing more opportunities for student choice in learning • More hands on, interactive learning	• Participation in School-Wide Activities • Student Climate Committee • Classroom Walk Thrus • Vertical Team Meetings • Spirit Week/Red Ribbon Rally/ Get Outside & Play Day	• Walk Thru Data • Student Activity Participation Data	25-26 School Year
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Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged	• Creating student feedback opportunities & utilizing that feedback • Providing more opportunities for student choice in learning	• Teacher/Student Meetings • Parent Meetings • Vertical Team, Grade Level Team, Non-Tenured Teacher meetings	• District Climate Survey Results • Behavior Incident Report Data related to disruption of class, work avoidance	25-26 School Year
Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	The school community recognizes that restorative practices are needed to develop and sustain an appropriate operational infrastructure for capacity building	• Build Restorative Practices Behavior Reflection • Tiered Behavior Response Implementation	• Improved Behavior Reflections • Develop Restorative Practices to address common misbehaviors	• Development of Restorative Discipline • Behavior Incident Report Data	25-26 School Year
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially,	• Decrease incidents of racism, vaping, vandalism	• Town Hall Meetings, Student Recognitions • CREW • Student Counseling, Groups • SmartPass to minimize Bathroom,	• District Climate Survey Results • Behavior Incident Report Data related to mean behavior, racism, etc.	25-26 School Year

	ethnically, intellectually & physically		Hallway Misbehaviors • Veteran's Day Assembly, Back to School Night, Conferences, Exploratory Night		
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice	• Restorative practices being applied consistently throughout the school building	• CREW • Non-Tenured Teacher Meetings • Restorative Behavior Responses	• Development of Restorative Discipline • Behavior Incident Report Data (notably repeat behaviors)	25-26 School Year
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Continuous Improvement Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement?	A few staff members in the school are tracking general or personal indicators of improvement of school climate and restorative work; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed	• Include stakeholders in reflection, feedback, and planning for continuous improvement.	• Town Hall Meetings, Student/Staff Recognitions (i.e. High Five, Kids of Character) • Faculty Meetings, Team Meetings	• District Climate Survey Results • Behavior Incident Report Data	25-26 School Year
Family/Community Partnerships Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?	Structures and processes for two-way communication with families & community members are developed; their collective perspective is solicited on both school- wide issues and matters related to their own children & community members/organization s; family-school-community partnerships exist to support the schools' interests; family & community voices are heard, valued and recognition is emerging as to their critical stakeholder status	• Two-Way Communication (very small amount of data from Family Climate Survey; small number of parents who share feedback... extremes PTO/upset parents)	• School - Home Communication • Veteran's Day Assembly, Back to School Night, Conferences, Exploratory Night	• District Climate Survey Results • Attendance at School Events (Conferences, Exploratory Night, etc.)	25-26 School Year

Impact on Results Is progress monitoring inherent in efforts to improve the school climate and work restoratively?	A generalized sense of what is meant by a positive school climate & working restoratively is understood; efforts to improve climate & work restoratively are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes	• Develop clear, shared statements of what a positive school climate and effective restorative work look like, with measurable indicators. • Identify short-term and long-term indicators for climate, engagement, and restorative practice effectiveness.	• CREW • Town Hall Meetings, Student Recognitions • Faculty Meetings, Team Meetings • Non-Tenured Meetings	• MTSS Data • Behavior Data • Attendance Data	25-26 School Year
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