

**McAlister Intermediate School
25-26 School Climate Improvement Plan**

In accordance with Board of Education Policy 5131.911 and the Connecticut School Climate Policy (Public Act 23-167), each school must develop an annual School Climate Improvement Plan that fosters a safe, supportive, and inclusive environment.

This School Climate Improvement Plan is informed by multiple data sources, aligned with the Connecticut School Climate Standards, and is intended to advance the goals of the District Advancement Plan.

School Climate Specialists are responsible for preventing, identifying, and responding to cases of challenging behavior in the schools. At McAlister Intermediate School, the School Climate Specialist is Mrs. Melissa Todd. The school district has protocols, tiered responses, and supports in place to enhance classroom safety and address challenging behavior. A challenging behavior form is posted on the district website, which is used to assess the facts, severity, and intentionality of reported incidents. Our goal is to support all students in improving social, emotional, and behavioral skills and to increase the use of de-escalation techniques. To do this, we implement SEL instruction for students and provide professional learning opportunities for staff. Students have access to alternative, designated locations in the school building to help support de-escalation and emotional regulation with trained school employees.

Status Level	Definition
Initiated	Early-stage work has begun
In progress	Work is underway
Fully implemented	Complete; ongoing refinement continues

Standard	Current Status: (Artifacts & Data)	Areas Identified for Improvement	Action Step(s)	Indicators for Success (with Timelines)
Standard 1: Shared Vision				
Standard 1: The school district community has a shared vision and plan for promoting, enhancing, and	<input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented	Establishing and communicating a unified school climate vision. School-based climate	<input type="checkbox"/> Initiate restorative circles for staff <input type="checkbox"/> Implement	<input type="checkbox"/> Decreased amount of discipline referrals by June 2026

<p>sustaining positive and restorative school climates in each of its schools.</p>		<p>committee to develop, update, and strengthen school climate and culture initiatives.</p> <p>Implement and sustain restorative practices among staff and students.</p>	<p>weekly grade-level morning meetings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select student representatives to serve as homeroom liaisons <input type="checkbox"/> Develop and implement a district-wide Kindness statement and initiative <input type="checkbox"/> Establish and sustain a school climate committee with regular meeting dates and a variety of stakeholders <input type="checkbox"/> Revise the annual school climate survey <input type="checkbox"/> Revise the school website to include updates to SEL Fly Five resources and challenging behavior processes <input type="checkbox"/> Develop monthly newsletter communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Decreased number of support calls by June 2026 <input type="checkbox"/> Increase the amount of CARES awards provided to students by June 2026 <input type="checkbox"/> Provide staff with kindness recognitions monthly <input type="checkbox"/> Newly revised climate survey 2026
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			<p>to elementary families that include updates and information regarding school climate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and sustain student council members <input type="checkbox"/> Develop and sustain weekly meetings with student representatives from each homeroom to help with school climate initiatives 	
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Standard 2: Practices that Support Development and Re-engagement

<p>Standard 2: The school district sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) works comprehensively to address barriers to teaching and learning, to reengage students, teachers and/or</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented 	<p>Define and implement effective Tier 1 instructional practices to promote understanding and consistency among staff</p> <p>Implement Tier 1 SEL curriculum to ensure consistent student education and support</p> <p>Strengthen tiered supports (MTSS) to more effectively meet</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish effective Tier 1 instructional practices <input type="checkbox"/> Support Tier 1 instructional strategies across all content areas <input type="checkbox"/> Establish beginning of the year school-wide expectation lessons (first six weeks) 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of effective Tier 1 instruction through drop in and evaluation data <input type="checkbox"/> Completed Fly Five lessons and units of study by June 2026 <input type="checkbox"/> Weekly check ins with pacing and completion of Fly Five lessons at PLC meetings
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<p>parents/guardians who have become disengaged.</p>		<p>academic, social, and emotional learning needs</p> <p>Create continuous and consistent opportunities to foster partnerships with families to promote engagement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement Fly Five lessons with fidelity <input type="checkbox"/> Implement consistent MTSS meetings with interventionists to ensure high-quality small group instruction and decision-making <input type="checkbox"/> Develop and implement entry and exit criteria for Tier 2 and Tier 3 support with interventionists <input type="checkbox"/> Implement the Kid Governor program in Grade 5. Students will help make important decisions regarding school policies and protocols. <input type="checkbox"/> Initiate and develop weekly townhall morning meetings for each grade level with a focus on 	<ul style="list-style-type: none"> <input type="checkbox"/> MTSS Handbook completed by July 2026, including screeners, referral process, decision-making criteria, and tiered interventions <input type="checkbox"/> Monthly SEL newsletters shared November 2025 - June 2026 <input type="checkbox"/> Increase in family and teacher satisfaction with SEL by 10% (Spring 2026 survey) <input type="checkbox"/> Increased attendance rates by June 2026 <input type="checkbox"/> Decreased chronic absenteeism by June 2026
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			<p>expectations for school climate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Track and communicate attendance regularly <input type="checkbox"/> Recognize attendance HEROES 	
Standard 3: School Practices that Promote Positive Climate				
<p>Standard 3: Each school community's practices are identified, prioritized and supported to (a) promote academic learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to teaching and learning and reengage those who have become disengaged; and (d) develop and sustain an appropriate restorative infrastructure to build capacity for meeting this standard.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented 	<p>Provide ongoing professional development for all certified staff in Responsive Classroom, Fly Five, and restorative practices</p> <p>Support grade-level needs through the implementation and fidelity of SEL curriculum</p> <p>Promote consistent school-wide expectations exhibited by all students</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and sustain ongoing professional development in Responsive Classroom <input type="checkbox"/> Refine school-wide expectations, language and classroom look-fors aligned to Fly Five <input type="checkbox"/> Develop Engagement Professional Development for CKLA <input type="checkbox"/> Initiate and sustain weekly grade-level morning meetings <input type="checkbox"/> Develop a student representative 	<ul style="list-style-type: none"> <input type="checkbox"/> Decreased amount of discipline referrals by June 2026 <input type="checkbox"/> Decreased number of support calls by June 2026 <input type="checkbox"/> Increased CARES awards by June 2026 <input type="checkbox"/> Monthly staff kindness recognitions <input type="checkbox"/> Consistent teacher language as measured by drop in and observation data by June 2026

			<p>program where students provide insight and feedback on schoolwide initiatives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide professional learning focus (Fly Five) for all staff <input type="checkbox"/> Revise discipline matrix available/ accessible to all staff 	
Standard 4: Safe, Welcoming, Inclusive Environment				
<p>Standard 4: Each school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually, and physically.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented 	<p>Decrease chronic absenteeism</p> <p>Promote inclusion through the increase of Connections clubs and activities</p> <p>Increase student voice in decision-making</p> <p>Decrease referrals during lunch/recess/bus</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for students to participate in a Kindness Club at McAlister Intermediate School <input type="checkbox"/> Form and facilitate a Student Council led by students interested in leadership positions <input type="checkbox"/> Establish a student leadership role in which students can apply and be 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase in parent and family Spring 2026 survey results <input type="checkbox"/> Decrease in challenging behavior reports submitted by families annually <input type="checkbox"/> Individual student Identity maps are developed for students to learn more about themselves and one another by June 2026 <input type="checkbox"/> Increase student

			<p>selected to serve as representatives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate weekly morning grade-level meetings <input type="checkbox"/> Continued implementation of the Best Bus initiative program, positive CARES ticket recognition, and School Connections Clubs <input type="checkbox"/> Implement and promote the One Book, One Community shared reading experience <input type="checkbox"/> Promote and enhance annual Living Library Event for families and students <input type="checkbox"/> Support annual One Book, One School initiative to enhance cultural experiences 	<p>and family attendance at the Living Library event, March 2026</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased offerings of clubs and activities throughout the 2025-2026 school year
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Standard 5: Restorative Practices

Standard 5: Each school community develops meaningful and engaging practices, activities, and norms that promote ethical, social/emotional, and civic awareness and accountability, and a commitment to restorative justice.

- Initiated
- In progress
- Fully implemented

Strengthen Restorative Practices and Conflict Resolution

Enhance Social-Emotional Norms and Expectations through Classroom Environment

Strengthen Positive Recognition Systems

- Train staff in Responsive Classroom
- Implement restorative practices training with both staff and students
- Implement Responsive Classroom problem solving conferences with both individual students, small groups, and full classes as needed
- Implement School Climate Meetings regularly with the members of the School Climate Committee

- Decrease in repeated classroom behavior incidents that require adult intervention or support by June 2026
- Regular participation in townhall grade grade-level weekly morning meetings
- Increased prosocial behavior and recognition as measured by an increase in CARES tickets by June 2026
- Provide annual notice of Challenging Behavior Form to families