

**Suffield High 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 Suffield High School, the School Climate Specialist is Mr. Matthew Dobi. 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:	Areas Identified for Improvement	Action Step(s)	Indicators for Success (with Timelines)
Standard 1: The school district	<input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress	Survey questions need to be refined to better	1. Refine Climate Survey.	<input type="checkbox"/> Launch new climate survey Spring 2026.

<p>community has a shared vision and plan for promoting enhancing and sustaining positive and restorative school climates in each of its schools.</p>	<p><input type="checkbox"/> Fully implemented</p> <p>District Kindness Statement</p> <p>School Climate Committee (created 2025-26)</p> <p>School Website regularly updated</p>	<p>assess the school's climate, particularly relationships between students and teachers and among students.</p> <p>Explore ways to increase stakeholder participation in climate analysis (low survey turnout in 24-25).</p>	<ol style="list-style-type: none"> 2. Create student focus groups to discuss climate. 3. Hold exit interviews for seniors who are graduating from SHS. 	<p><input type="checkbox"/> Hold student focus groups with heterogeneous groupings Spring 2026.</p> <p><input type="checkbox"/> Give all graduating seniors an opportunity for an exit interview Spring 2026.</p>
<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</p>	<p><input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented</p> <p>District-wide definition of Tier 1 Instructional Practices</p> <p>Multi-Tiered System of Support (MTSS) program created</p>	<p>Develop and implement Tier 2 and Tier 3 strategies.</p> <p>Improve instructional outcomes for students through increased Tier 1 instructional practices in all classrooms.</p> <p>Foster partnerships with families to promote engagement.</p>	<ol style="list-style-type: none"> 1. Continue strengthening MTSS process. 2. Continue improving the Student Attendance Team Process. 3. Continue professional development for staff on Tier 1 Instructional Strategies. 	<p><input type="checkbox"/> Continue to see Chronic Absenteeism decline at SHS - 10% or less of SHS students will be chronically absent for the 25-26 school year.</p> <p><input type="checkbox"/> Create and trial an attendance incentive program.</p> <p><input type="checkbox"/> Successfully utilize the MTSS and Tier 1 professional development strategies to reduce the number of students failing one or more classes for the 25-26 school year.</p>

<p>students, teachers and/or parents/guardians who have become disengaged.</p>	<p>Student Attendance Team (SAM Team)</p>			<p><input type="checkbox"/> Create a monthly newsletter covering academic expectations, student attendance, and opportunities for family involvement.</p>
<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</p>	<p> <input checked="" type="checkbox"/> Initiated <input type="checkbox"/> In progress <input type="checkbox"/> Fully implemented </p> <p>RULER Professional Development for Staff (25-26)</p> <p>Signs of Suicide Screening (yearly)</p> <p>Tier 1 Professional Development for Staff (25-26)</p> <p>9th Grade Math Learning Lab</p> <p>Two Board of Education Student Representatives (junior and senior)</p>	<p>Creating a comprehensive social-emotional learning (SEL) program for students and staff. Staff will complete Yale's RULER professional development in 25-26, students will engage with it in 26-27.</p> <p>Providing professional development around universal Tier 1 Strategies for teachers to improve instruction and student outcomes.</p>	<ol style="list-style-type: none"> 1. Continue engaging in staff professional development with the RULER SEL Program. 2. Continue yearly mental health screener for all students in health classes (9th & 10th grade). 	<p><input type="checkbox"/> Complete Yale RULER SEL professional development for all SHS certified staff (Spring 2026).</p> <p><input type="checkbox"/> Complete foundational Tier 1 Professional Development for SHS certified staff (Spring 2026).</p> <p><input type="checkbox"/> Monitor the effectiveness of the 9th grade Math Learning Lab each quarter for a decrease in students failing Algebra I.</p>

restorative infrastructure to build capacity for meeting this standard.				
<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>	<p> <input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented </p> <p> Student Senate Spirit Squad Black Student Union Gay-Straight Alliance Kindness Krew Interact Club National Honor Society Unified Theatre </p> <p> Monthly Principal Forums with students & parents </p>	<p>Transitioning to high school is difficult, especially for students who are new to Suffield. How can we make the transition to SHS easier?</p> <p>Students don't have many opportunities to celebrate other students' work and achievements throughout the school day, and find it is hard to make it to events that only happen outside of school hours.</p>	<p>1. Increase opportunities for students to feel more included in the greater school community.</p>	<p> <input type="checkbox"/> Create 3 advisory challenges for the 25-26 school year: December, March, and May/June '26. <input type="checkbox"/> Create a program for 26-27 to welcome new students to SHS, specifically with the transition to a new school (upperclassman buddy with an interest survey). </p>
<p>Standard 5: Each school community develops meaningful and engaging</p>	<p> <input checked="" type="checkbox"/> Initiated <input type="checkbox"/> In progress <input type="checkbox"/> Fully implemented </p>	<p>Create and implement consistent restorative practices to help improve student to student conflicts as well as</p>	<p>1. Engage SHS staff members in the RULER "Blueprint" professional</p>	<p> <input type="checkbox"/> Complete professional development on the RULER "Blueprint" for certified staff members. <input type="checkbox"/> Ensure RULER </p>

<p>practices, activities and norms that promote ethical, social/emotional and civic awareness and accountability, and a commitment to restorative justice.</p>	<p>RULER “Blueprint” Peer mediation Challenging Behavior Form / Processes</p>	<p>student/staff conflicts in the classroom.</p>	<p>development. 2. Create and send out the new Challenging Behavior Forms to parents/families.</p>	<p>“Blueprint” restorative processes are in place for the start of the 2026-27 school year. <input type="checkbox"/> Provide annual notice of Challenging Behavior Form to families.</p>
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