



School Climate Improvement Plan –Template

Southington Public Schools Shared Vision Statement

Southington Public Schools is committed to fostering a safe, inclusive, and respectful learning environment where all students and staff feel a sense of belonging, are valued, and are empowered to succeed.

School Information

- Oshana Elementary School
- Josie Rogala, Principal

School Climate Improvement Team

List team members and roles:

Josie Rogala/Principal, Calla Summa/School Psychologist, Andrew Collins/Social Worker, Robin Hirsh/SEA representative, Alyssa Sullivan/parent, Christina McKirryher/math specialist & coach

School Climate Snapshot

Provide a summary of the data used to inform the plan. Include:

- Results from the School Climate Needs Assessment survey
- Results from the School Climate survey
- Discipline data (suspensions, referrals)
- Attendance data (chronic absenteeism)
- Bullying incident reports

Summary:

Results from school climate survey and needs assessment survey show that overall staff, parents and students feel school is a safe place to learn, communication among all stakeholders is positive, and school expectations are clear and reinforced. Identified focus areas include supporting student safety in areas that are not actively supervised (i.e. bathrooms and bus), supporting a shared understanding of discipline/restorative practices, and ongoing communication between teachers and parents regarding student progress. Addressing chronic absenteeism was also identified as an area of continuous improvement. Although nothing rises to documentation on the ED-166, internal documentation will be developed to collect behavioral data. We will continue to closely work with general education teachers, special education teachers and support staff within the MTSS intervention model.

Vision Statement for Positive School Climate

At Oshana School, we foster a safe, inclusive, and empowering environment where every student is supported academically, socially, and emotionally. Through Multi-Tiered Systems of Support (MTSS), restorative practices, and strong family partnerships, we provide timely, personalized support to help all students thrive. We celebrate diversity, champion equity, and create a compassionate, culturally responsive community where every student feels seen, valued, and empowered to reach their full potential.

Priority Areas for Improvement

Identify **2-3 focus areas** for the year based on data and input. Example areas:

- Ongoing professional development to support Restorative Practices
- Continued focus on reducing chronic absenteeism
- Immediately address student safety concerns in the shared bathrooms and bus

Goals & Actions

Priority Area	Goal	Action Steps	Responsible Party	Timeline	Evidence of Progress
Restorative Practices Professional Development and Implementation	100% school wide initial implementation of restorative practices	1. Admin participation in Restorative Practice PD (November 2025) 2. Tuesday 1HR PD for staff throughout the school year 3. Paraeducator Training 4. Restorative Practice Information Session for Parents	1. Building principal 2. School Climate Team 3. Social Worker and School Psychologist 4. Building principal	Oct 2025 - May 2026	November 2025 Participation in Training Ongoing PD during 1 HR Tuesday Meetings Reduction of internal discipline evidence
Continued focus on addressing chronic absenteeism	Reduce chronic absenteeism from	1. Monthly meetings with attendance team 2. Proactive parent communication on the importance of regular attendance (letter sent via Parent Square; flier posted in OES Weekly Round Up) 3. Meetings with families as needed throughout the school year 4. Create plans with families as needed to	1. Building principal, support staff, school nurse 2. Building principal 3. Building principal, support staff, school nurse (as needed),	Sept 2025 – June 2026	Evidence of reduced student absenteeism

Priority Area	Goal	Action Steps	Responsible Party	Timeline	Evidence of Progress
		address attendance concerns.	classroom teacher 4. Building principal, support staff, school nurse (as needed), classroom teacher		
Address safety survey results of students	Survey result comparison	1. Keep shared bathroom doors open to increase supervision 2. Implement a sign in/out bathroom log in grade 3-5 classrooms 3. Bus safety week participation 4. Daily communication and check ins with bus drivers 5. Develop and use ODR (office discipline referral)	1. Building principal, custodial staff 2. Gr. 3-5 Classroom teachers 3. All classes 4. Building principal 5. Building principal, School Climate Team, staff	September 2025-June 2026	2026 student survey results and incident reports (i.e bus referrals and bathroom incidents)

Barriers to Teaching and Learning

Identify practices to reengage students that have become disengaged.

- Positive classroom environments where positive relationships are the foundation of all learning
- Fun Friday arrivals to support positive start to the day
- Ongoing communication and partnerships with parents and families through weekly newsletters, PTO meetings, and parent workshops (i.e. social media workshop during PTO meeting)
- Implementation of strategies to resolve conflict through resolution road and restorative questions

Restorative Practices

Include restorative practice as a step in discipline actions, peer conflict and teacher/student conversations

-Implementation of restorative practices within the school environment during morning meetings, to resolve peer conflicts, included in discipline action steps, during Tuesday staff meetings

School Community Environment

- Work collaboratively with PTO to plan and implement family and student activities throughout the school year (i.e. Ice Cream Social, Family Halloween Event, Bingo, Holiday Bazaar, Scholastic Book Fairs, cultural events, etc.)
- Continue SEL practices including class, school and staff charters, SEL lessons, STEPS family newsletters and school assemblies, monthly STAR student
- Diversity Workshops in grades 3 and 5 throughout the school year
- C3 lessons for gr. 5 (collaboration with SPD and STEPS)
- Access to emotional support animals during the school day

Staff Learning

-On going professional development throughout the school year on restorative practices, including trauma informed practices during monthly Tuesday meetings and district professional development

Student & Family Engagement

- Share restorative practice information with families in weekly communication and during PTO meetings.
- Weekly communication sent to families (OES WEEKLY ROUND UP) and staff (Week in a Peek)
- Mystery Readers, parent volunteers for field trips, Kindergarten family activities (i.e. Apple Day, Gingerbread Day, blanket making for Summit residents, etc.), instrumental/choral music concerts, Veterans Day program, participation in Apple Harvest parade, Kindergarten graduation and Fifth grade recognition ceremony, etc.

Progress Monitoring

- Climate team meetings
- Attendance meetings (monthly)
- Review of PS log entries