

Safe School Climate Plan School Year 2025-26

District: Hamden Public Schools

School: West Woods School

National 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	Time Line for Reaching Improvement Goals
<p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>Awareness 78.8% of students report they feel physically safe at WWS (yes or mostly).</p>	<p>51.3% say they feel emotionally safe at WWS (yes or mostly).</p>	<p>Trained 30 Peer mediators. Participating in ongoing training through CHDI in conflict management and being an upstander.</p>	<p>Will track results in the next grade 4, 5, and 6 equity exit survey.</p>	<p>This school year.</p>
<p>Standard 1: Shared Mission Do participants share a vision of what a positive and restorative school climate looks, feels and sounds like?</p>	<p>Awareness Not always evident by responses to: Students at WWS treat each other well (38.6% always or often). School Climate Committee Members report physicality is an issue at recess and on the bus.</p>	<p>Bus behavior due to the divided adult attention on the bus (driving) and bad sportsmanship at recess is an issue leading to conflict.</p>	<p>Reinforcing bus behavior expectations. What restorative actions could be taken to improve bus behavior. A rubric for sport conduct - a sports contract?</p>	<p>Measuring student problem reports or referrals. Recess charts to measure overall performance - i.e. "days without a recess incident." Could be administered by recess aides.</p>	<p>End of the school year.</p>
<p>Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?</p>	<p>Awareness 69.9% of students report they feel like they belong/fit at WWS (yes or quite a bit), up from 71.8% in 2023 and 74.2% in 2024.</p>	<p>Ensuing this is true for all subgroups.</p>	<p>Peer mentors assigned to each grade to promote uniformity of messaging. Assign 5 of the grade 6 Peer Leaders to each grade from grades K-5 to run a weekly check in with each grade level.</p>	<p>Measuring student problem reports or referrals.</p>	<p>End of the school year.</p>

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<p>Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? DO the improvement plans focus on improved school climate and work restoratively?</p>	<p>Awareness The WWS School Governance Equity Council (WWSGEC) composed of student, parent, and staff members) is tasked with ongoing improvements to the school experience of all students and families.</p> <p>87.2% of students report that “my teachers have clear rules for behavior for all students (up from 79.5% in 2023 and 86% in 2024).</p>	<p>Are all members of the school community clear on the priorities identified by the WWSGEC?</p>	<p>Share the WSGEC minutes with staff to share information and solicit “next steps?”</p>	<p>Dissemination of results through WWSGEC Minutes.</p>	<p>Ongoing.</p>
<p>Standard 2: Shared School Policies Are there policies that promote the development and sustainability of a comprehensive set of skills, knowledge, dispositions and engagement?</p>	<p>Emergent: The Spring District Climate survey notes that on a 4.0 scale, students responded “my school wants me to do well” = 3.66; “my school has clear rules for behavior = 3.53; and teachers treat me with respect = 3.38.</p>	<p>Do all students share a clear understanding of a positive school climate and their role in promoting it?</p> <p>On the same survey, “students treat each other well” only scores 2.71</p>	<p>PACK Town Hall themes and communication of expectations to families at the monthly brown bag lunch.</p>	<p>Climate survey results, pre and post.</p>	<p>End of the year.</p>

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<p>Standard 2: Shared School Policies Are there policies in place to address barriers to teaching and learning comprehensively and reengaging those in the school community who are disengaged (students, educators, parents/ guardians)?</p>	<p>Awareness: Our School Governance Equity Council is tasked with identifying any barriers to student, educator, and parent engagement. The Hamden Equity Survey reported higher rates for teacher involvement and school expectations.</p>	<p>The Institutional Environment was a lower score among families. Time and resources should be spent on identifying what that means for our work.</p>	<p>Continued monthly meetings of the School Governance Equity Council to encourage continued feedback from student, parent, and staff members.</p>	<p>Climate survey results, pre and post.</p>	<p>End of the year.</p>
<p>Standard 3: School Practices Are there practices in place to promote academic learning and social/emotional, ethical and civic development of students?</p>	<p>Emergent: Third graders' responses to the HPS Climate Survey question, "my school wants me to do well" at 3.94. All scores for all grades average 3.66. There is institutional acknowledgement of the desire for students to do well at school.</p>	<p>This score drops from grade 3 onward. Why? Additionally, scores in the "Students in my class behave so that the teacher can teach" and "students treat each other well" categories are 2.37 and 2.71, nearly a full point lower.</p>	<p>Will assign five grade 6 peer leaders to every grade to host a meeting each week focussed on topics identified by the grade level.</p>	<p>Feedback from peer leaders at meetings regarding the experiences in the weekly grade level meetings. Number of PACK problem reports.</p>	<p>End of the year.</p>
<p>Standard 3: School Practices Are there practices in place that enhance engagement and participation in teaching and learning and school-wide activities?</p>	<p>Awareness: Each grade level hosts a PACK Town Hall based on a theme for each month. Themes developed in partnership with Sandy Hook Promise.</p>	<p>Expanded the theme into the parent attended "Brown Bag Lunch" each month. How do we promote ongoing conversations at home centered on the monthly theme?</p>	<p>Unknown - TBD</p>	<p>Parent survey responses on the District Equity Survey.</p>	<p>End of the Year.</p>

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<p>Standard 3: School Practices Are there practices in place to address barriers to teaching and learning and reengage those who are disengaged?</p>	<p>Awareness: As in Standard 2.2 above, our School Governance Equity Council is tasked with identifying any barriers to student, educator, and parent engagement. The Hamden Equity Survey reported higher rates for teacher involvement and school expectations.</p>	<p>The Institutional Environment was a lower score among families. Time and resources should be spent on identifying what that means for our work.</p>	<p>Continued monthly meetings of the School Governance Equity Council to encourage continued feedback from student, parent, and staff members.</p>	<p>Climate survey results, pre and post.</p>	<p>End of the year.</p>
<p>Standard 3: School Practices Are there practices in place that develop and sustain a restorative infrastructure to build capacity?</p>	<p>Awareness: Peer Mediation is focussed on problem solving and available for all students in grades 3 through 6. Ongoing training provided by the school and FAVOR, Inc., through the Connect for Care grant.</p>	<p>Student capacity for this work is always in need of improvement.</p>	<p>Looking for additional training potentially through the Great Schools partnership. Cost is a factor as that training may cost \$2,000-\$3,000.</p>	<p>Number of peer mediation cases should reduce the number of conflicts that result in disciplinary reports.</p>	<p>Ongoing.</p>
<p>Standard 4: Safe Environment Safe and welcoming environment for all school community members in all ways.</p>	<p>Emergent: Exit Survey: I feel physically safe at school: always: 40.2%; I feel emotionally safe at school: 26.5%. HPS Climate Survey: I feel safe at school (students): 3.23 School safety (families): 3.11. School safety (staff): 3.39</p>	<p>15.92% report "don't know" or "somewhat safe" at school emotionally and 23.2% report "not at all" or "somewhat safe" at school physically. Students report an impact from observing student misbehavior on how they feel about school safety: "if you see other people getting into fights."</p>	<p>Have asked staff to identify the top two causes of conflict in each of their grades (k-5) so that the 6th grade peer leaders can research and address them in weekly meetings.</p>	<p>Change in reporting results.</p>	<p>Next exit survey.</p>

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<p>Standard 5: Restorative Justice Practices, activities and norms that promote ethical, social/emotional, and civic awareness & accountability.</p>	<p>Awareness: Exit survey: "Overall, do students at WWS treat other students of different races, genders, ethnicities, or cultures with respect?" Students responding "always" or "often": 2023: 64.1%; 2024: 61.2%; 2025: 59.3%.</p>	<p>This metric has declined each year. WWSGEC identified respect (what does it look like, how does it feel, and how do we treat others with respect?) as a need to address.</p>	<p>Trial run of Second Step. WWS Connect IV Care steering committee would purchase the program if teachers find it of benefit.</p>	<p>Change in reporting results.</p>	<p>Next exit survey.</p>
<p>Continuous Improvement: Is there a clear understanding that school climate improvement with the inclusion of restorative work in an ongoing organic process integral to wider school improvement?</p>	<p>Emergent: Expanded Peer Leader corps. to 30 students inclusive of six student members of the School Governance Equity Council. Goal to increase student voice in the development of our practices.</p>	<p>Equity Council members identified the process of conflict resolution, perspective taking, and gathering information about the types of conflicts each grade is experiencing.</p>	<p>Discussed with Great Schools the possibility of training Peer Leaders as "focus group facilitators" to lead discussions on conflict causes and potential solutions.</p>	<p>Reductions in disciplinary referrals. More visible physical systems of restorative practice.</p>	<p>Ongoing.</p>
<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate and working restoratively?</p>	<p>Emergent: All stakeholders are represented in the WWSGEC: parents, teachers, grade 6 students.</p>	<p>More parent participation needed. How do we get more families to join in?</p>	<p>Possible return to the community dinner format from 2015-2017.</p>	<p>Increase to full WWSGEC membership of 7 parents, 5 staff, 2 community members along with the PTA Liaison and HEA representative.</p>	<p>Ongoing.</p>
<p>Impact on Results: Is progress monitoring inherent in the school climate improvement and work restoratively?</p>	<p>Emergent: Child Health and Development Institute Action Steps and Timeline Plan pursuant to our 2024-2025 School Mental Health Quality Assessment (SHAPE).</p>	<p>Goal of increasing SEL skills for all students. Actions steps include: Gathering data and selecting an intervention with purpose. Evaluating necessary resources, communicating with stakeholders, planning for rollout. Gathering data to assess effectiveness.</p>	<p>Monthly meetings with CONNECT Steering committee and partners. Developing relationship with the FAVOR Learning and Leadership Academy.</p>	<p>Upcoming SHAPE assessments in 2025-2026 and 2026-2027.</p>	<p>End of three year timeline in 2027.</p>

