

**Church Street School Safe School Climate Plan
School Year 2025-26
Submitted to E Bailey by 10/31/25**

District: Hamden Public Schools

School: Church Street School

School Climate Team: Karen Butler Principal, Kelly Wade Literacy Spc, Jenn K-Holmes Math Spc, Jamie Angier SRBI, Kristen LaFlamme Sped Res, Gina Green 1st grade, Meghan Witheril 6th grade, Mary Gatison School Climate, Hector Velazquez Family Engagement, Claude Mayo (QU)Comm Member, Uchenna Ogbaa (SBHC) Comm Member, Philisha Lewis Parent

****Multiple Measures of Data used: Spring 2025 School Climate Survey data (family, staff and student), 24-25 SWIS data, 24-25 Attendance, suspension data, PBIS activity participation rates, SSST referrals, other anecdotal data.**

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>Emergent Stakeholders recognize the importance of a positive climate on student achievement as reflected by School Climate survey data "My school wants me to do well" (3.68 of 4.0 scale); for "my teachers treat me with respect" (3.54 of</p>	<p>Despite implementation of programs to support socioemotional and behavioral skill development (Second Step, PBIS), one of the lowest rated students' items was " students treat each other well" (2.53 of 4.0).</p>	<p>Continue Tier 1 universal PBIS practices, SEI instruction and reinforcement of expectations (Town Hall meetings) Classroom & School-wide activities to promote kindness and community</p> <p>Increase utilization of restorative practices</p>	<p>SWIS behavior data School Climate Survey data PBIS Tiered Fidelity Inventory</p>	<p>Ongoing</p>

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	4.0) and 89.7% of students report they feel physically safe at school.		(circles) to build community, strengthen, relationships and repair harm		
Standard 1: Shared Vision Do participants share a vision of what a positive and restorative school climate looks, feels and sounds like?	Awareness A common vision for what a positive and restorative school climate looks and feels like has been articulated, however not all stakeholders understand or realize their role in ensuring this school culture.	All participants need to support the vision by understanding and embracing their role; consistently implementing PBIS, Second Step and restorative practices in a meaningful way.	Continued PD and onboarding of new staff in CS School Climate Plan (Second Step, PBIS, Responsive Classroom, Restorative Practices) Staff Meeting sharing Peer-peer visits/mentoring	School climate survey PBIS Tiered Fidelity Inventory Participation rates for Eagle rewards Eagle Accounting forms Second Step end of unit assessments Almost Daily Bulletin messages	ongoing
Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	Awareness Ground rules, norms and beliefs for team functioning mirror a positive and restorative climate, and most staff feel connected (3.55) on a 4.0 on climate	All participants must act in ways that advance the vision of a positive and restorative school climate	Monitor and manage inconsistencies Ensure all staff have opportunity to share their voice (share best practices and challenges)	School climate survey	ongoing

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	survey), however daily practice is not informed by this.		Routinely recalibrate "adult" school climate practices		
<p>Standard 1: Shared Goals</p> <p>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</p> <p>The school has identified goals (1 - incorporate Restorative Practices into school climate plan, 2 - strengthen multi-tiered system of supports for behavioral intervention), however they are not fully actionable and do not yet influence systemic decision-making</p>	<p>Outline and identify short-term goals, objectives and action strategies to monitor progress toward goals</p>	<p>Use data to create improvement goals</p> <p>School teams (School climate Data team, Student Staff Support team, PBIS team) regularly review data to monitor progress</p>	<p>SWIS referral data SSST Referrals Attendance data School climate survey data Professional development feedback/exit surveys</p>	ongoing
<p>Standard 2: Shared School Policies</p> <p>Are there policies that promote the development and sustainability of a comprehensive set of skills, knowledge,</p>	<p>Emergent</p> <p>Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills,</p>	<p>Strengthen use of PBIS, Second Step to ensure consistent implementation</p> <p>Build capacity to incorporate restorative practices</p>	<p>Monitor use of Second Step</p> <p>Provide training on the principles of restorative practices (community circles, restorative chats, mediation)</p>	<p>SWIS data Second Step end of unit assessments Professional development feedback/exit surveys</p>	ongoing

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dispositions and engagement?	knowledge, dispositions and engagement.				
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)?	Awareness Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; Some tiered response strategies have begun.	Identify and address root causes and barriers Continue to develop Tier II and III interventions Strengthen the process for implementing/monitoring Individual Behavior Support Plans	Continue Tier 1 supports Ensure all staff are trained in re-engagement strategies Identify additional effective strategies to support Tier II and III behavioral challenges Provide support for teachers struggling to implement IBSPs	Progress monitoring of IBSPs support plans Tiered support data	ongoing
Standard 3: School Practices Are there practices in place to promote academic learning and social/emotional, ethical and civic development of students?	Awareness Tier 1 practices that will promote academic learning and social/emotional, ethical and civic development of students are	Prioritize and strengthen implementation of PBIS and SEL practices across all classrooms Build capacity to incorporate restorative practices, including	Staff continue to strengthen use of key PBIS, SEL practices Periodically review practices with students during Town Hall and at key points of the year	Town Hall agendas SWIS referral data Academic Benchmark data Professional development feedback/exit surveys	ongoing

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	identified and supported.	conflict resolution and mediation skills.	<p>Ensure all staff, including non-certified staff know and use school-wide practices.</p> <p>Train staff in restorative practices</p> <p>Collaborate with other agencies, service providers as needed (ie. Cornell Scott, Juvenile Review Board)</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 The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities. Students identified "Small group work, solving</p>	<p>Students report having little/no choice (21.9) to engage in those activities.</p> <p>Improve adult practice regarding intentionally planned opportunities for choice and student engagement.</p>	<p>Continue to strengthen planning for small group work, problem-solving and hands-on learning as part of daily routines.</p>	<p>Classroom observations Academic benchmark data School Climate survey data</p>	ongoing

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	problems and creating something" as the top three classroom activities that help them learn best.				
Standard 3: School Practices Are there practices in place to address barriers to teaching and learning and reengage those who are disengaged?	Emergent The school community's practices are identified, prioritized and supported to address barriers to teaching and learning and to reengage those who have become disengaged.	Despite having high ratings (3.68 of 4.0) for "My school wants me to do well", this perception is not always evident in the classroom. Students who are opting out or acting out are negatively impacting teaching and learning, as evidenced by students ranking of "Students in my class behave so that the teacher can teach" low (2.34 of 4.0).	Integrate a restorative approach to minimize barriers and re-engage disengaged students Provide professional development in intentional engagement strategies and interventions to re-engage learners	Academic benchmark data School Climate survey data Progress monitoring of IBSPs support plans Tiered support data	ongoing
Standard 3: School Practices Are there practices in place that develop and sustain a restorative	Awareness Some practices have been introduced, but not yet firmly established and/or	Build internal capacity, using a distributed leadership approach	Identify teacher-leaders and staff who can provide ongoing support, model	SWIS referral data PD Exit surveys/feedback ADB/staff meeting shout-outs	ongoing

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infrastructure to build capacity?	universally followed that develop and sustain a restorative infrastructure to build capacity		<p>strategies and/or co-faciliate restorative practices.</p> <p>Professional development sessions to share best practices, address specific challenges</p> <p>Positively reinforce effective implementation</p>		
<p>Standard 4: Safe Environment Safe and welcoming environment for all school community members in all ways</p>	<p>Emergent 90.4% of students report they like school (always, often sometimes). The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.</p>	<p>Improve sense of safety and connectedness for students who are new to the school</p> <p>Develop activities that foster positive relationships - students:students and staff:students/families and staff:staff</p>	<p>Develop a protocol for newcomer students and/or building rapport at the beginning of the year.</p> <p>Build community through circles: Identify opportunities for various types of community-building circles to connect, share, set norms, and celebrate positives.</p>	<p>School climate surveys</p> <p>Universal protocol for welcoming new students/families</p>	ongoing

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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 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,</p>	<p>Build capacity for restorative justice among all stakeholders</p> <p>Build upon the initial school climate foundation to incorporate consistent implementation of restorative practices across all classrooms.</p>	<p>Professional development on Restorative practices</p> <p>Share concept of restorative practices with families and other stakeholders</p> <p>Encourage the development and use of common visuals and tools to support restorative practices</p>	<p>School Climate survey data PD Exit surveys/feedback RP Universal Tools/visuals Classroom Observations</p>	<p>ongoing</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>Awareness Little, if any attention is devoted to creating systems for individuals or the school to track improvement in school climate and restorative work.</p>	<p>Lack of a systematic way to review school climate data, set goals and monitor progress.</p> <p>Communicate the plan for improvement to all stakeholders (internal and external)</p>	<p>Create a system for routine school climate data analysis to identify patterns, key strengths, areas for improvement and barriers.</p> <p>Align Restorative Practices with current climate practices (Second Step, PBIS Responsive</p>	<p>System for review/improvement process Revised School Climate Plan School climate survey data</p>	<p>On-going</p>

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			Classroom) and develop a vertical articulation of expectations/skills across grade levels.		
<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate and working restoratively?</p>	<p>Awareness Sporadic one-way efforts are made to keep families & community members informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school- determined parameters.</p>	<p>Fewer than 10% of families completed the district climate survey.</p> <p>Clarify expectations and ensure families and community partners know and understand the common vision for school climate and create opportunities to give input/share perspectives</p>	<p>Continue use of Parent Square and utilize survey feature to solicit feedback and encourage participation</p> <p>Work with PTA to identify and address barriers to home-school communication</p> <p>Work with PTA to Inform families of the school climate plan (new school climate law) and restorative practice; host a community conversation about restorative practices</p>	<p>School Climate survey data (family) Parent Square participation rates and usage data School Climate for Parents Powerpoint</p>	<p>ongoing</p>

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<p>Impact on Results: Is progress monitoring inherent in the school climate improvement and work restoratively?</p>	<p>Awareness 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.</p>	<p>Use a data-driven approach to identify and monitor progress at all levels (Tier I, II and III).</p>	<p>Identify clear indicators of success, aligned with school climate improvement goals, including restorative practice</p> <p>Share school climate improvement plan and regular progress updates via Parent Square, website, newsletters, PTA meetings, etc</p>	<p>School Climate survey data</p>	<p>ongoing</p>