



## Capital Prep Harbor School

### School Climate Plan

2025-2026

**Capital Prep Harbor fosters a safe, joyful, and inclusive learning environment where scholars experience belonging, staff are aligned in expectations and practice, and families are valued partners. In alignment with the Connecticut State Department of Education School Climate Improvement Plan requirements, the school uses consistent expectations, restorative responses, and data-informed reflection to continuously monitor, evaluate, and strengthen school climate.**

**Standard 1:** Shared Vision/Values: All members of the school district community are visibly committed to the physical, emotional, and intellectual safety of learners, examining their shared vision of a positive and restorative school climate and how their collective actions advance this vision.

Analysis of the 2024–2025 school climate data, suspension data aligned to the State Improvement Plan, family engagement participation, and student behavior trends demonstrate a significant cultural shift at Capital Prep Harbor. The data shows that intentional leadership actions, clearer expectations, and consistent restorative practices have contributed to stronger relationships, increased trust in school leadership, and improved student outcomes.

Areas for celebration:

- Scholars demonstrate an increased sense of belonging and safety, supported by consistent adult expectations and restorative responses.
- Staff alignment around schoolwide expectations and culture has strengthened, creating consistency across classrooms and common spaces.
- Family engagement has increased significantly, with higher participation in events, communication, and partnerships with school leadership.
- A renewed sense of collective responsibility reflects a shared belief in Capital Prep Harbor’s mission and vision.

Opportunities for growth:

- Continue to deepen staff professional learning around restorative practices to ensure sustainability and consistency.
- Expand structured opportunities for scholar voice in shaping school culture and expectations.

- Strengthen systems for monitoring and accountability to ensure consistent implementation of expectations across all grade levels and among all adults.

#### Proactive Strategies and Schoolwide Expectations:

- Implement and reinforce clearly defined, schoolwide behavioral expectations aligned to Capital Prep values.
- Utilize positive reinforcement systems such as RCA House Points to celebrate scholars who consistently meet expectations. Facilitate schoolwide assemblies and advisory lessons focused on character development, accountability, and community.
- Leverage professional learning communities (PLCs) as active accountability structures to align adult practices around social-emotional learning, restorative responses, and consistent implementation of schoolwide expectations.

#### **Focused Outcomes**

- Reinforce CPREP Learner Expectations in class/advisory.
- Utilize the Week At A Glance curriculum from College Board that focuses on socioemotional, college and career development
- Increased scholars' sense of belonging and safety through weekly goal setting.
- Strong adult alignment around expectations and restorative practices
- Increased family trust and engagement through a series of Parental workshops.

#### **Measurement and Documentation Options for Determining Improvement**

##### Progress and Communication:

- Maintain a representative Culture and Climate Team that includes staff, scholars, families, and administration.
- Monitor progress using multiple data sources, including climate surveys, suspension and referral data, attendance, and family engagement metrics.
- Communicate consistently through ParentSquare with families.

##### Indicators of Improvement

- Scholar reports of belonging, safety, and adult support
- Staff consistency in responses to behavior across classrooms

- Family participation and perception of school culture

#### Data Sources & Tools

- Annual and midyear School Climate Surveys (scholars, staff, families)
- Office discipline referrals (ODRs) and suspension data
- Attendance data
- PLC agendas and professional development attendance logs
- Family engagement sign-in sheets and ParentSquare analytics

#### Baseline Data (2024–2025)

- School Climate Survey results (Spring 2025)
- Suspension and referral data aligned to CT State Improvement Plan
- Family event participation rates from 2024–2025

#### Targets (2025–2026)

- Increase scholar sense-of-belonging survey indicators by +10%
- Maintain or further reduce suspension rates year-over-year
- Increase family participation in events by +15%

#### Monitoring & Documentation Process

- Frequency: Monthly data review; trimester survey check-ins
- Responsible Parties: Culture & Climate Team, Dean of Students, Principal, School Social Worker
- Documentation: Data dashboards, meeting minutes, PD agendas, survey summaries
- Use of Data: Adjust advisory lessons, PD focus, and restorative supports

#### Evidence of Implementation

- Advisory lesson plans and reflections
- PD agendas and attendance logs

- Restorative circle logs and reflection notes
- Schoolwide expectation artifacts and assemblies

#### Timeline

Timeline First Trimester (September–January): Launch schoolwide CPREP Learner Expectations reset and advisory-based culture lessons. Provide professional development focused on restorative practices and proactive classroom management. Establish consistent recognition systems.

Second Trimester (January–March): Reinforce expectations through advisory, assemblies, and ongoing professional learning. Collect feedback from scholars, staff, and families to assess impact and identify areas for adjustment.

Third Trimester (April–June): Sustain and refine practices through data review and PLC collaboration. Continue schoolwide celebrations of positive behavior and leadership.

End of Year (June): Evaluate climate initiatives using survey and behavioral data. Share outcomes with the school community and establish priorities for the following school year.

**Standard 2:** Shared School Policies promote the development and sustainability of comprehensive skills, knowledge, dispositions, and engagement, while effectively addressing barriers to teaching and learning by re-engaging disengaged scholars, educators, and families within the school community.

Analysis of the 2024–2025 School Climate Survey and related data at Capital Prep Harbor promotes scholar engagement, accountability, and equity while addressing barriers to learning through restorative and relationship-centered approaches.

Analysis of discipline, attendance, and engagement data indicates a measurable reduction in suspensions and an increase in scholar accountability. Scholars report feeling supported by adults, and families express increased confidence in school communication and responsiveness.

Areas for celebration:

- Reduction in suspension rates aligned with Connecticut's State Improvement Plan expectations.
- Increased consistency in adult responses to behavior and expectations.
- Stronger partnerships with families through transparent communication and proactive outreach.
- Increased scholar engagement in academic and enrichment opportunities.

#### Opportunities for growth:

- Continue building scholar ownership of behavioral expectations.
- Strengthen peer accountability and leadership structures.
- Expand family education around restorative practices and school expectations.

#### Proactive Strategies and Schoolwide Expectations

- Ongoing staff training in restorative practices and trauma-informed responses.
- Regular communication with families regarding expectations, supports, and resources.
- Integration of enrichment programs to re-engage scholars and promote positive school attachment.

#### Focused Outcomes

- Reduced exclusionary discipline
- Increased scholar accountability and engagement
- Strengthened family-school partnerships

### **Measurement and Documentation Options for Determining Improvement**

Progress and Communication: Track office referrals, suspensions, attendance, and family engagement data. Share progress updates with stakeholders through newsletters, meetings, and advisory communications.

#### Indicators of Improvement

- Suspension and referral trends
- Attendance rates
- Scholar engagement in enrichment and leadership

- Family communication responsiveness

#### Data Sources & Tools

- Discipline and attendance reports (monthly)
- Enrichment participation rosters
- ParentSquare communication metrics
- Scholar focus group protocols
- Use SharePoint to analyze discipline, attendance, and engagement trends to inform school climate decisions.
- Utilize TeachPoint formal observations as a coaching tool to reinforce consistent adult responses, school policies, and restorative practices.

#### Baseline Data (2024–2025)

- Suspension and attendance data (End-of-Year)
- Climate Survey family engagement indicators

#### Targets (2025–2026)

- Reduce suspensions by an additional 5–10%
- Increase average daily attendance by +2%
- Increase enrichment participation across grades

#### Monitoring & Documentation Process

- Frequency: Monthly discipline/attendance review; trimester reflections
- Responsible Parties: Admin Team, Social Worker, Grade Teams
- Documentation: Referral trackers, attendance reports, family outreach logs

#### Evidence of Implementation

- Family education materials on restorative practices
- Scholar leadership meeting agendas

- Behavior intervention logs and follow-up documentation

Timeline: Timeline First Trimester (September–January) Re-establish schoolwide policies and expectations. Provide staff training and communicate expectations clearly to families.

Second Trimester (January–March): Analyze interim discipline and attendance data. Strengthen family partnerships and scholar leadership opportunities.

Third Trimester (April–June) Conduct a comprehensive review of policy impact and adjust strategies for continuous improvement.

Standard 3: School Practices support the academic, social, emotional, ethical, and civic development of scholars through engaging instruction, enrichment opportunities, and restorative systems.

Analysis of engagement data and school observations highlight increased scholar participation and excitement, supported by expanded enrichment programming and student-centered initiatives.

Analysis of the 2024–2025 School Climate Survey and related data indicates some areas of scholar engagement and positive perceptions of instructional and enrichment experiences and some areas for growth.

Areas for celebration:

- Scholars report feeling safe and supported within the school environment.
- Increased participation in enrichment programs spearheaded by school leadership.
- Staff demonstrate strong commitment to scholar growth and engagement.

Opportunities for growth:

- Expand student leadership opportunities across grade levels.
- Increase authentic, student-centered learning experiences.
- Continue aligning instructional enthusiasm with scholar motivation.
- Increase consistency in the implementation of Teach Like a Champion (TLAC) strategies across classrooms to support

engagement and instructional rigor.

#### Proactive Strategies and Schoolwide Expectations

- Expand enrichment programming supported by successful fundraising efforts totaling approximately \$8,000.
- Integrate SEL competencies into advisory, assemblies, and classroom instruction.
- Increase scholar voice through leadership groups and student government.

#### Focused Outcomes

- Increased scholar engagement and voice
- Expanded enrichment access
- Consistent SEL and instructional practices

### **Measurement and Documentation Options for Determining Improvement**

Progress and Communication: Monitor engagement through attendance, participation data, and surveys.  
Review PLC feedback and scholar input to guide practice improvements.

#### Indicators of Improvement

- Enrichment participation rates
- Scholar engagement survey responses
- Classroom observation data (SEL and TLAC alignment)

#### Data Sources & Tools

- Enrichment rosters and attendance logs
- Classroom walkthrough tools
- Scholar surveys and student government feedback
- PLC feedback forms

### Baseline Data (2024–2025)

- Enrichment participation data
- Engagement indicators from the School Climate Survey

### Targets (2025–2026)

- Increase enrichment participation by +20%
- Increase scholar-reported engagement indicators by +10%

### Monitoring & Documentation Process

- Frequency: Trimester engagement reviews
- Responsible Parties: Admin Team, Advisors, Enrichment Leads
- Documentation: Observation notes, scholar feedback summaries

### Evidence of Implementation

- Enrichment schedules and funding records (\$8,000 fundraised)
- SEL lesson plans and assemblies
- Student government meeting notes

### Timeline:

-First Trimester: Establish baseline data and implement enrichment and SEL initiatives.

-Second Trimester: Collect feedback and refine strategies.

-Third Trimester: Review outcomes and plan for sustainability.

-End of Year: Evaluate overall impact and communicate results to stakeholders.

Standard 4: Safe & Welcoming Environment -Capital Prep Harbor fosters a safe, inclusive, and welcoming environment where scholars, staff, and families feel valued and supported.

Analysis of the 2024–2025 School Climate Survey and related data indicates improved perceptions of collaboration, belonging, and responsiveness among scholars, staff, and families.

Areas for celebration:

- Scholars report increased feelings of safety and belonging.
- The staff report improved professional culture and collaboration.
- Families describe the school as welcoming and responsive.

Opportunities for Growth:

- Expand scholar leadership and mentoring opportunities.
- Continue targeted professional development in SEL and inclusivity.
- Deepen family partnerships.

Focused Outcomes

- Improved perceptions of safety and welcome
- Strong professional culture
- Deepened family partnerships

Proactive Strategies :

- Ongoing restorative practice training.
- Scholar mentoring and peer support programs.
- Family engagement events and communication.

### **Measurement and Documentation Options for Determining Improvement**

Indicators of Improvement

- Climate survey safety and inclusivity indicators
- Staff morale and retention
- Family perception and participation

#### Data Sources & Tools

- Teachpoint self-evaluations
- Climate surveys
- Staff participation and retention data, i.e. end of the end-of-year consultations
- Family event attendance and feedback forms

#### Baseline Data (2024–2025)

- Climate Survey safety indicators
- Staff engagement and retention data

#### Targets (2025–2026)

- Increase safety and welcome indicators by +10%
- Maintain or improve staff retention year-over-year

#### Monitoring & Documentation Process

- Frequency: Trimester climate review
- Responsible Parties: Admin Team, Culture & Climate Team
- Documentation: Survey reports, event artifacts, staff feedback notes

#### Evidence of Implementation

- Restorative practice training logs
- Scholar mentoring rosters
- Family engagement event artifact

Progress and Communication:

- Monitor climate surveys, behavior data, and attendance.
- Share updates regularly with stakeholders.

Timeline:

- First Trimester: Professional development and engagement launch.
  - Second Trimester: Monitor implementation and family partnerships.
  - Third Trimester: Celebrate leadership and positive culture.
- End of Year: Evaluate and plan next steps.

Communication & Continuous Improvement

- Progress shared via ParentSquare, staff meetings, and family forums
- Data reviewed collaboratively by leadership teams to inform timely adjustments to school climate strategies, professional development, and scholar support
- End-of-year summary report shared with stakeholders and used to set 2026–2027 priorities

Adapted from State of CT [School Climate Improvement Plan Template 2025](#)