

Region 12 School Climate Improvement Plan Template Sample

School Name: Booth Free School

School Year: 2025-2026

Date Submitted: 12/05/25

1. School Climate Vision Statement

We envision a school where every student and staff member feels safe, respected, and connected; where learning is engaging, inclusive, and student-centered; and where social, emotional, and academic growth thrive through shared responsibility, empathy, and community.

2. School Climate Team

- School Climate Specialist: Dr. Emily Rhew
- School Climate Committee Members:
 - Teacher representative:
 - Student representatives:
 - Family representatives:
 - School Community members:

3. School Climate Assessment Data: A summary of the school climate survey results and other relevant data including areas to celebrate and identified areas for improvement.

The 2024 Panorama survey results for Booth Free School highlight a caring and supportive school community with many areas of strength. Families reported positive perceptions of school safety (87%) and school climate (76%), indicating they feel the environment is welcoming, respectful, and conducive to learning. Parents also view the school as well-communicated and inclusive, with few concerns about barriers to engagement and a strong sense of trust between home and school. Student results further reflect these strengths, 71% of

students reported a sense of belonging, with the majority indicating they feel supported by adults and encouraged by their teachers to do their best. Students also expressed that schoolwork feels useful and important to their future, showing that instruction is meaningful and relevant. From the staff perspective, the survey revealed that teachers and staff remain dedicated to their work and find meaning and purpose in what they do. Despite some dips, the majority continue to feel engaged, hopeful, and effective, underscoring the staff's professionalism and commitment to students. Overall, Booth Free School demonstrates a strong foundation of safety, care, and purposeful teaching that supports both academic and social-emotional growth.

While the overall climate remains positive, several areas emerged as priorities for improvement. Student results suggest a need to strengthen engagement, school climate, and mindset. Only 50% of students reported being excited and attentive in class, and 59% rated the overall school climate favorably, a decline of 15 points from the previous survey. Additionally, only 40% of students indicated a strong growth mindset, showing that many may need more encouragement to believe in their ability to improve effort, behavior, and learning over time. Students also reported some inconsistency in peer respect and rule-following, suggesting opportunities to strengthen positive peer culture and shared responsibility. Families noted that while overall communication is strong, learning behaviors at home, such as focus, independence, and motivation, continue to be an area of concern (60% favorable). Staff survey results indicate that belonging (60%) and well-being (72%) have decreased, with some staff reporting lower levels of connection and satisfaction compared to previous surveys. This points to the importance of continued attention to staff collaboration, recognition, and workload balance. Together, these results suggest a need to enhance student engagement and perseverance, strengthen peer relationships, and continue building adult belonging and collective efficacy to sustain a positive, connected school culture.

- 4. Goals and Objectives: Based on the school climate data that includes survey results, and committee recommendations, outline 3-5 specific, measurable goals for improving school climate.**

Action Plan & Next Steps

School Climate Improvement Goal	Data to support this goal	Action Step	Assigned To	Deadline	Status
Develop and adopt a school wide School Climate Vision Statement.	We do not currently have a school climate vision as determined by CSDE school climate Rubric	<p>Develop a draft vision with the school climate committee.</p> <p>Introduce School Climate Vision at faculty meetings and facilitate collaborative activity.</p> <p>Engage students in collaborative development.</p>	Principal & SC Committee	August - December 2025	☐ Not Started ☐ In Progress ☒ Complete

Implement strategies that reinforce respect, responsibility, and consistent expectations to improve peer interactions and overall school climate, by enhancing skills and consistency in restorative approaches.	<p>Responsive Classroom practices are in place (Morning Meeting; Interactive Modeling; Fix It Approach; etc.).</p> <p>However, the new Climate Policy endorses restorative practices. Although aligned with Responsive Classroom, a common understanding would support shared ownership among staff.</p>	<p>Provide professional development at Staff Meetings: define, foster restorative climate; tiered levels of practices, circles; conflict, and restorative conversations, questions.</p> <p>Resource Slides.</p> <p>Role play behavior situations and apply proactive strategies..</p> <p>Provide parents with information on Restorative Practices: slide in all Open House; a flyer for PTO; session on Parent Visitation day.</p>	Principal & SC Committee	September 2025	☐ Not Started ☐ In Progress ☒ Complete
Support staff through intentional collaboration, recognition of	Survey results show declines in adult belonging (60%) and staff well-being (72%).	Revisit PLC norms, clarify roles, and provide time for meaningful	Principal & Staff	September 2025 - June 2026	☐ Not Started ☒ In Progress

efforts, and attention to workload balance to help rebuild connection, satisfaction, and collective efficacy.	Several staff members also reported feeling less connected and less satisfied with their work environment compared to previous years. These indicators suggest a need for stronger relational supports, improved workload balance, and opportunities to rebuild collaboration and collective efficacy.	<p>collaboration and shared problem-solving.</p> <p>Establish regular acknowledgments, both public and private, to highlight staff contributions and reinforce a culture of appreciation.</p> <p>Identify tasks or procedures that can be streamlined or removed to reduce unnecessary burden and improve balance.</p>			☐ Complete
Focus on creating more interactive, student-centered learning experiences to boost excitement, attentiveness, and overall engagement in class.	Survey results show that only 50% of students reported being excited and attentive in class. Additionally, overall student school climate dropped to 59%, a 15-point decline from the	Utilize protocols such as turn-and-talks, movement-based activities, stations, project-based learning, and technology that promotes interaction.	Principal, Teachers, Students	September 2025 - June 2026	☐ Not Started ☒ In Progress ☐ Complete

	<p>previous survey. These data suggest a need to shift instructional practices toward more hands-on, student-driven learning that increases motivation, ownership, and active participation</p>	<p>Offer PD on strategies that promote active learning, differentiation, and authentic tasks connected to real-world application.</p> <p>Gather student input on what types of activities help them learn best; incorporate surveys, exit slips, or class meetings to guide planning.</p> <p>Use walk-throughs, student work samples, and informal observations to assess engagement and adjust instruction accordingly.</p>			
Provide explicit instruction and routines that promote perseverance,	Survey results indicate that only 40% of students demonstrated a strong growth	Embed short, regular lessons on perseverance, goal setting, coping with	Principal, Teachers, Students, Parents	September 2025 - June 2026	☐ Not Started ☒ In Progress ☐ Complete

<p>independence, motivation, and students' belief in their ability to grow academically and behaviorally.</p>	<p>mindset, showing limited confidence in their ability to improve with effort. Families also reported concerns about learning behaviors at home—including focus, independence, and motivation—with a 60% favorable rating. These findings suggest a need for more direct instruction and consistent routines that help students develop perseverance, self-direction, and confidence in both academic and behavioral growth.</p>	<p>setbacks, and celebrating progress.</p> <p>Use language that reinforces effort, strategies, and improvement.</p> <p>Implement predictable classroom structures (e.g., morning routines, choice boards, checklists) to help students take ownership of their learning.</p> <p>Design tasks that appropriately challenge students and encourage persistence with teacher guidance.</p> <p>Share strategies with parents for supporting independence at home (e.g., homework routines, prompting</p>			
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		rather than rescuing, praising effort).			
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Protocols and supports for enhancing classroom safety and addressing challenging behavior: Protocols and supports for enhancing classroom safety and addressing challenging behavior. "Challenging Behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee. (Policy 5131.911)

Contact information for administrator(s) who should be notified about incidents of challenging behavior	<ul style="list-style-type: none"> • Dr. Emily Rhew • Phone: 860-354-9391 • Email: rhewe@region-12.org
Process administrator will use to assess facts, severity, and intentionality of incidents of challenging behavior	<ul style="list-style-type: none"> • Review report • Interview individuals those who were harmed, those who caused harm, and witnesses • Review camera footage if available
Location(s) within the school building for students who are temporarily removed from their classroom	<ul style="list-style-type: none"> • Alternative learning space
Supports that students may receive if they are temporarily removed from their classroom	<ul style="list-style-type: none"> • De-escalation strategies and tools • Social-emotional support if needed • Continuation of academics
Ways the school will address challenging behavior, enhance resiliency, increase use of de-escalation strategies, and improve social and emotional skills	<ul style="list-style-type: none"> • School-wide social-emotional curriculum • School-wide community meetings • Restorative Practices and Responsive Classroom approach
Safeguards put in place to ensure that student supports comply with IEP and 504 accommodations	<ul style="list-style-type: none"> • IEP and 504 accommodations are reviewed yearly with applicable staff • When changes are made, the applicable staff are notified of the changes by case managers

Tiered responses to challenging behavior

A tiered response is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury; or
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional)

Tier	Response
1. Single incident	Principal notifies all parents of students who were involved in incident and/or at risk of injury during incident in compliance with FERPA
2. Subsequent incident	Principal invites parents or guardians of involved students to meeting to discuss supports provided by school
3. Multiple subsequent incidents or single incident that causes severe harm	Principal notifies parents of supports and services available outside of school (ie. 211, Behavioral Health Partnership, local professionals etc.)

Superintendent will provide a FERPA compliant annual report to the Board of Education which will include district level information about:

- Number of incidents of challenging behavior
- Grade level of each student involved
- Supports provided in response to incidents