

Region 12 School Climate Improvement Plan Template Sample

School Name: The Burnham School

School Year: 2025-2026

Date Submitted: 12/05/25

1. School Climate Vision Statement

We envision a school community where every student and staff member feels safe, valued, supported, and inspired. A place where curiosity, kindness, and growth thrive. Through respect, equity, and collaboration, we build a positive environment in which every individual can learn, belong, and succeed socially, emotionally, and academically.

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 results from the 2024 Panorama surveys show that Burnham School continues to be a warm, welcoming, and well-connected community for students, families, and staff. Families overwhelmingly reported feeling that the school is open, communicative, and inclusive, with 91% favorable responses around barriers to engagement and 86% for school climate. Parents feel well-informed about opportunities to get involved, find

the school to be a welcoming and safe environment, and believe administrators and teachers value diversity and support learning. Similarly, staff responses reflect a strong sense of belonging and professional satisfaction, with 92% reporting that they feel respected, connected, and valued by their colleagues and school community. Teachers also expressed high levels of engagement, meaning, and purpose in their work. From the student perspective, the survey shows that children feel supported by their teachers and held to high expectations. Students reported that their teachers encourage them to do their best, help them persist through challenges, and ensure they understand their work. They also indicated positive attitudes toward learning, finding their schoolwork meaningful and useful, which speaks to the strength of instructional practices and relationships between staff and students. Collectively, these results highlight a school culture built on trust, safety, collaboration, and high expectations for both behavior and learning.

While the overall picture is very positive, the data reveal a few areas that warrant attention. Student engagement and belonging emerged as the most significant areas for growth, with only 46% of students reporting being excited and invested in their learning and just 61% feeling a strong sense of belonging at school. Although students clearly feel supported by adults, some report feeling only somewhat understood or respected by peers, suggesting a need to strengthen peer relationships and inclusivity. Families also identified learning behaviors at home, such as motivation, independence, and persistence, as areas of concern, with a 64% favorable rating, indicating that students may benefit from additional strategies that build self-regulation and responsibility. Among staff, while overall well-being remains high, some reported occasional feelings of exhaustion, frustration, and only moderate effectiveness, suggesting the importance of continued attention to workload balance and collaborative support structures. Together, these findings point to a need to deepen student engagement through more interactive, student-centered learning experiences, reinforce positive peer culture, support family partnerships in promoting learning habits at home, and sustain teacher wellness to maintain the positive momentum of the school's 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	Develop a draft vision with the school climate committee. Introduce School Climate Vision at faculty meetings and facilitate collaborative activity.	Principal & SC Committee	August - December 2025	☐ Not Started ☐ In Progress ☒ Complete

		Engage students in collaborative development.			
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

<p>Increase Student Engagement Through Active, Student-Centered Learning</p>	<p>Only 46% of students report being excited and invested in their learning, making it the lowest-rated area in the survey.</p>	<p>Expand use of hands-on, project-based, and inquiry-driven lessons.</p> <p>Increase student voice opportunities (choice boards, goal-setting, reflection practices).</p> <p>Implement regular engagement walk-throughs to monitor progress.</p>	<p>Classroom teachers & Administrators</p>	<p>August - December 2025</p>	<p>☐ Not Started</p> <p>☒ In Progress</p> <p>☐ Complete</p>
<p>Sustain Staff Wellness Through Collaborative Supports and Balanced Workloads</p>	<p>Staff report occasional exhaustion, frustration, and only moderate effectiveness, despite overall well-being being high.</p>	<p>Revisit PLC norms, clarify roles, and provide time for meaningful collaboration and shared problem-solving.</p> <p>Establish regular acknowledgments,</p>	<p>Principal & Staff</p>	<p>September 2025 - June 2026</p>	<p>☐ Not Started</p> <p>☒ In Progress</p> <p>☐ Complete</p>

		<p>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>			
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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

