

HALS Climate Improvement Plan Template

District: Consolidated School District of New Britain

School:

School Climate Specialist: Jenna Lombardo

| CT School Climate Standard | Current School Status (informed by data) To What Extent is This Evident? | Areas Identified as Needing Improvement |
|---|---|---|
| Standard 1: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners? | | |
| Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like? | | |
| Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate? | Score of 2 based on teacher surveys | 1. Teacher / staff training for Restorative Practices. 2. Student SEL training and development. 3. Communicate schoolwide expectations for tier 1. 4. Restorative Circles in at least one academic classroom. |
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| Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively? | | |
| Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement | | |
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| Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians) | Score of 2 based on teacher surveys | 1. Teacher / staff training for Restorative Practices. 2. Student SEL training and development. 3. Communicate schoolwide expectations for tier 1. 4. Restorative Circles in at least one academic classroom. |
| Standard 3: School Practices: Academic learning and social/ emotional, ethical & civic development of students | | |
| Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities | | |
| CT School Climate Standard | Current School Status (informed by data) To What Extent is This Evident? | Areas Identified as Needing Improvement |
| Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged | | |
| Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity | | |
| Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways | | |
| Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability | Score of 2 based on teacher surveys | 1. Climate specialist will train teachers on Restorative Practices. 2. Students will participate in three self-assessments and subsequent whole school SEL training sessions. 3. Tier 1 expectations posted in school and PBIS reward system initiative. 4. Restorative circles in at least one academic classroom. |
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| Continuous Improvement Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement? | | |
| Family/Community Partnerships Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively? | | |
| Impact on Results Is progress monitoring inherent in efforts to improve the school climate and work restoratively? | | |

