

Jefferson School Climate Improvement Plan

District: Consolidated School District of New Britain				Jefferson	
School Climate Specialist:	Caleb Johnson				
CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Imp	Identified Strategies to Realize Ir	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
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?	The emirical data we have for this standard and the need for improvement emerged from the recent identified lack of using data to create our improvement plan and monitor change over time in school climate. Restorative practices have been established in previous years, and this year we began the mandate for incorporating 2nd Step lessons into our day school-wide beginning 11/17/25; 2nd step aligns with the restorative practices we have had in place for the past 3 years.	-systematic ongoing reviews of data and action steps derived from data -identifying long and short-term actionable goals based on data	-school climate specialist leading initiatives and collaborating on the development of improvement plan -triangulating data with teachers, surveys, expectations, observations/walkthroughs -walkthrough tool/checklist	-walkthrough rubric -improvement in Delaware Survey Data and teacher referral rubric for 2nd step -school climate improvement plan rubric moving from awareness to emergent	June 2026
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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	Awareness-Families report a lack of communication with teachers. I receive positive phone calls, emails, or notes about my child from the school. 24/25 data from the end of year engagement survey shows: 56.8% Strongly Agree 28.4% Agree 13.7% Disagree, Prior year engagement survey showed :52. 2% Strongly agree, 27% 15.9% disagree	By June 2026, at least 90% of families will report they receive positive phone calls, emails, or notes about my child from the school. We also want to add one parent or family member to the team to ensure their voice is represented in our planning.	- School-wide communication protocol (e.g., weekly updates via email, Messenger XR/Finalsite). -Promoting survey participation at events and via communication. Promoting attendance at conferences. -school climate presentations on importance of communication and effectively communication.	- Family feedback surveys - Family attendance logs - Teacher communication logs - We want to see observable increases in the amounts of certified staff contacting families (currently there are 28 out of 30 certified staff contacting parents/families. Out of the 30 teachers, there are 16 that are catergorized as Good News calls in PowerSchool Contact Logs. Our goal is to increase the number of Good News calls, which will impact our survey results.	June 2026
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Family/Community Partnerships Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?	We currently don't have parent representation on our MTSS committee. Tier 1 needs, need a family member, action plan to support agenda. We need to refine our committee into teams from tier 1-tier 3 based on our MTSS SWPBIS Tiered Fidelity Inventory (TFI).	Getting parent/family representation on our school level teams i.e., MTSS	-hosting parent open forums with agendas to address school need and hear from the community. -getting parent on our MTSS team to attend meetings.	<b>documentation:</b> minutes of MTSS meetings with parent attendance -attendance at parent forums and/or school events	June 2026