

Pulaski Climate Improvement Plan

District: Consolidated School District of New Britain					
School:		School Climate Coordinator: Keira Soler- Due date 12/31/25			
School Climate Specialist:					
CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
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?	Emergent-Students report feeling unsafe in hallways and during transitions.	By June 2026, 70% of middle school students will report feeling physically and emotionally safe during transitions and unstructured times, as measured by the school climate survey, through implementation of PBIS expectations, increased adult supervision, and use of restorative practices.	- Hallway PBIS expectations taught and reinforced. - Assign adult "hallway anchors." - Restorative conflict resolution circles for incidents.	- Student surveys - Behavior referrals - Hallway observation tool	Expectations rolled out in Sept; anchors in place by Oct
Standard 2: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?					
Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?					
CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	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?					
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement					
CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)					
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	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
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	Awareness-Families report infrequent, unclear communication.	By June 2026, at least 80% of families will report feeling welcomed and well-informed by their child's school, as measured by the annual family feedback survey, through consistent teacher outreach and monthly family engagement events.	- Develop team-based parent contact schedules. - Monthly "Middle School Minute" newsletter. - Teacher office hours via Zoom.	- Log of family outreach - Family feedback surveys - Attendance at virtual office hours	Newsletter launches Sept; Zoom hours begin October
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	Emergent-Students frequently report peer conflict and feeling disrespected.	By June 2026, 60% of students will report improvements in peer relationships and school culture, as measured by student surveys, following implementation of weekly advisory SEL lessons and a peer mediation program.	- Implement advisory focused on SEL and kindness curriculum. - Staff PD in restorative circles and conflict resolution. - Student-led peer mediation program.	- Circle tracking - Peer mediation logs - Incident reduction over time -SEL Universal Screeners	Advisory curriculum begins September; peer mediation pilot by January
CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
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?

--	--	--	--	--