

Brookside 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 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)	Brookside students continue to struggle with chronic absenteeism (attending less than 80% of enrolled days). Last year the chronic absenteeism rate for students who were enrolled for at least 45 consecutive days was 55%. Parent engagement in parent teacher conferences is also lacking.	Consistent attendance outreach efforts conducted by classroom BSA's, engagement from parents in PPT meetings, 504 meetings, and parent teacher conferences.	BSA's will implement same-day outreach for all absences (phone calls, text messages, emails). Case managers conduct weekly attendance reviews and identify students showing declining patterns (2+ absences per week). Teachers offer make-up work packets or flexible assignment options with in 48 hours of student return. Administrator analyze attendance data monthly by day of week, time of year, and student cohort to identify patterns. Attendance team conducts home visits for students absent 3+ consecutive days. Social worker makes community referrals to support families and students. Principal/Attendant Team tracks outreach completion rates by staff member weekly. <b>March 2026: Making progress. Continue with current strategies.</b>	<b>Monthly:</b> Course passing rates by teacher/course, attendance analysis, behavioral data review, case management meetings for failing students, equity data review. <b>Quarterly:</b> Data deep dives in faculty meetings using Data Team Protocol, review of assessment results, stakeholder surveys, action plan adjustments. <b>Semester:</b> Comprehensive program evaluation, review attendance to parent teacher conferences, PPT meetings and 504 meetings. <b>Annual (June 2026):</b> Final analysis of SMART goals, student outcomes (credits earned, passing rates, assessment proficiency), adult practice fidelity, stakeholder feedback, plan revision for 2026-2027	June 2026
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Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	Staff have been trained on using circles in their classrooms. More consistency is needed to strengthen community bonds in the classroom and in the school as a whole. BSA's should be engaging students in restorative conversations using the restorative questions given to them when addressing behaviors.	Focus on repairing harm and rebuilding relationships through restorative conversations and circles, rather than just punishment. Implement trauma informed practices when managing behavior issues.	Continued training on restorative practices for staff. BSA's engaging in the Educate Smart training webinars to enhance their understanding of trauma informed practices and interventions. <b>March 2026: Restorative practices training sessions are completed. Implement follow up restorative tasks during BSA meetings to support learning.</b>	Increased documentation of restorative practices and conversations in review 360. Completion of Educate Smart training modules by at least 2% of the staff.	End of quarter 3.