

BLACKHAM SCHOOL CLIMATE PLAN

2026-2027

Blackham School Climate Plan

(School Year 2026-2027)

School: BLACKHAM School Climate Coordinator:

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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?	Survey data indicates strong student-adult relationships; however, some students report low belonging, limited adult check-ins, disrupted learning due to peer behavior, and attendance concerns. Families report positive feelings of safety but desire stronger communication and engagement opportunities.	Student belonging, attendance, student voice, family communication	• Develop a "Trusted Adult" initiative to ensure every student identifies at least one staff member. • Expand student voice through Student Ambassadors, Town Meetings, and student leadership opportunities. • Increase attendance awareness through monthly attendance celebrations and interventions. • Share climate and attendance data with staff and families throughout the year.	• Climate Survey Results • Attendance Data • Chronic Absenteeism Rates	Ongoing with quarterly review
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?	Staff, students, and families generally value a positive school climate. However, survey results indicate a need for greater consistency in behavioral expectations, stronger student belonging, increased family	Shared understanding of restorative practices; awareness of climate goals; student belonging; communication	• Explicitly communicate school climate goals to staff, students, and families throughout the year. • Utilize Principal's News to highlight climate initiatives, celebrations, attendance goals, family engagement opportunities, and student successes.	• Climate Survey Results • Staff Survey Results • Parent Feedback • Participation Data • Principal's News Communications	Ongoing with quarterly review

	engagement, and clearer communication regarding school climate initiatives.		• Continue Principal's Pride to showcase student achievement and growth. • Continue Five Star Friday staff recognition initiative. • Utilize student-led morning announcements to celebrate accomplishments and promote school connectedness. • Share climate and attendance data with stakeholders throughout the year.		
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Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	Staff have received restorative practices training; however, implementation is inconsistent across classrooms. Student surveys indicate concerns regarding fairness, peer behavior, rumors, and belonging.	Restorative Practice Fidelity, consistency of expectations, student relationships	• Create schoolwide restorative practice expectations. • Conduct restorative practice refresher training. • Implement classroom community-building circles. • Utilize quarterly student town halls to discuss school climate concerns. • Review discipline data monthly. • Continue the Five Star Friday staff recognition initiative to celebrate staff contributions, build morale, and strengthen staff belonging. • Encourage staff nominations to foster a culture of appreciation and peer recognition. • Continue collaborative planning structures that allow staff to engage in problem solving, data review, and instructional planning. • Incorporate climate, attendance, and restorative practice discussions into collaborative planning opportunities.	• Discipline Referrals • ISS Data • OSS Data • Walkthrough Observations • Staff survey results related to belonging and morale • Number of nominations received • Staff participation rates	Monthly review
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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?	Climate goals have not historically been communicated consistently to stakeholders.	Communication of priorities and progress	Focus annual climate work around these primary goals: 1. Improve student belonging and connectedness. 2. Reduce chronic absenteeism. 3. Improve restorative practice implementation. 4. Increase family engagement. 5. Strengthen MLL access and communication. Share progress updates with staff and families quarterly.	•Climate Survey •Attendance Data •Family Participation Data •Staff feedback •Communication survey results •Newsletter engagement metrics	Quarterly
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement	Schoolwide focus areas include SEL, emotional regulation, and intentional planning.	Student emotional regulation and relationship skills	• Align SEL initiatives with restorative practices. • Incorporate emotional regulation lessons into classrooms. • Provide opportunities for students to develop leadership and advocacy skills.	•Attendance Data •Behavior Data •Student Surveys	Ongoing

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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)	Attendance and behavior data indicate a small number of students account for a significant percentage of referrals and exclusions. A review of 2025-2026 discipline data revealed that a disproportionate number of referrals originated from a small group of students, particularly in Grades 7 and 8. As a result, interventions will focus on targeted MTSS supports, restorative practices, attendance interventions, and family engagement efforts designed to reengage students and improve outcomes.	Chronic absenteeism and repeated behavioral concerns	• Review attendance and discipline data through MTSS monthly. • Develop targeted attendance intervention plans. • Employ restorative conferences following discipline incidents. • Increase family engagement for students demonstrating chronic absenteeism or repeated disciplinary concerns. • Implement monthly attendance celebrations and attendance improvement recognition. • Monitor chronic absenteeism through MTSS and attendance meetings. • Develop attendance action plans for students with chronic absenteeism. • Review discipline, attendance, ISS, and OSS data monthly to identify trends and students requiring Tier 2 and Tier 3 interventions. • Special attention will be given to middle school students through Town Meetings, restorative conferences, student leadership opportunities, attendance interventions, and student voice initiatives.	•MTSS Data •Attendance Data •Referral Data	Monthly
Standard 3: School Practices: Academic learning and social/emotional, ethical & civic development of students	Students report strong support from adults, but also indicate a desire for additional emotional support and check-ins.	Student connectedness and emotional well-being	• Expand classroom relationship-building activities. • Implement student check-ins throughout the year. • Continue Principal's Pride recognition program to celebrate exemplary student work, effort, growth, and achievement.	•Student Surveys •Attendance Data •Behavior Data •Number of students recognized •Student survey results on belonging and recognition	Ongoing

			Recognize students biweekly and provide opportunities for students to share their work with peers and administration. • Continue birthday recognitions and student celebrations.	• Participation rates by grade level	
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	Students desire greater voice, leadership opportunities, and engagement in school life.	Student leadership and belonging	• Re-establish student leadership opportunities. • Create a Student Ambassador Program to welcome new students, support multilingual learners, assist with school events, and promote school pride. • Ambassadors will help orient students and create a stronger sense of belonging. • Host quarterly Town Meetings. • Increase schoolwide events and celebrations. • Implement student-led morning announcements to increase leadership opportunities, student voice, and school connectedness. Ensure every homeroom has opportunities to participate throughout the school year.	• Participation Logs • Student Survey Data • Number of students participating • Student leadership participation logs • Student survey feedback • Number of ambassadors trained • Student participation rates • New student feedback	Quarterly

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Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	Attendance, discipline, and climate data indicate a need to better engage students who are chronically absent, disconnected from school, or experiencing repeated behavioral concerns. A small percentage of students account for a significant portion of disciplinary incidents, while survey responses indicate some students do not feel a strong sense of belonging.	Chronic absenteeism; student disengagement; repeated behavioral incidents; lack of student connectedness; family engagement for at-risk students	• Utilize MTSS processes to identify students experiencing chronic absenteeism and behavioral concerns. • Monitor attendance and discipline data monthly. • Develop intervention plans for students with repeated referrals or attendance concerns. • Increase family outreach through ParentSquare, phone calls, meetings, and attendance conferences. • Expand student leadership opportunities through morning announcements, town meetings, and school events. • Utilize restorative conferences and circles to reconnect students	• Attendance Data • Chronic Absenteeism Reports • MTSS Records • Discipline Referral Data • ISS Data • OSS Data • Student Survey Results • Trusted Adult Survey Data	Monthly review

			following behavioral incidents. • Recognize improved attendance through schoolwide celebrations and incentives.		
Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	Staff have been trained, but restorative practices are not being implemented consistently with fidelity.	Fidelity of implementation	• Identify schoolwide restorative practice expectations. • Develop restorative practice walkthrough look-fors. Include Restorative Practice implementation as part of classroom walkthroughs. • Conduct classroom observations focused on relationship-building strategies. • Provide coaching and support during common planning times.	• Walkthrough Data • Referral Data • Staff Feedback	Monthly
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	Students and families generally report feeling safe; however, some students report low belonging and concerns with peer interactions.	Belonging and inclusion	• Expand recognition opportunities for students and staff to strengthen belonging, engagement, attendance, and school pride. • Implement Trusted Adult initiative (Check-in). • Expand student recognition programs. • Create ML Welcome Ambassador program	• Climate Survey • Attendance Data • Student climate survey results • School connectedness indicators	Ongoing

			for new multilingual learners. • Continue schoolwide celebrations and recognition opportunities. • Continue student and staff birthday recognition initiatives to foster belonging and strengthen school connectedness. Celebrate birthdays through morning announcements and personalized acknowledgements.		
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/Emotional & Civic Awareness & Accountability	Student behavior, discipline referrals, ISS, and OSS rates indicate a need for stronger preventative and restorative approaches.	Reducing exclusionary discipline	• Increase use of restorative conferences. • Utilize restorative circles after significant incidents. • Review referral patterns monthly by grade level. • Provide targeted interventions for students with repeated referrals. • Increase student voice in problem-solving and school improvement efforts.	• Discipline Referrals • ISS Data • OSS Data	Monthly

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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?	Climate data has not consistently guided action planning.	Data analysis and monitoring	• School Climate Team (SEL) will review attendance, discipline, and engagement data monthly. • Climate Team (SEL) will communicate progress to staff quarterly. • Action plans will be adjusted based on emerging data. • Continue biweekly School Climate and Culture Team (SCC) meetings to plan celebrations, coordinate engagement activities. Increase middle school staff participation to ensure representation from all grade levels.	• Meeting Minutes • Data Reviews • Staff survey results related to belonging and morale • Number of nominations received • Staff participation rates • Climate Team action plans	Monthly
Family/Community Partnerships Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?	Families feel safe and connected to the school but desire more engagement opportunities, stronger communication, and additional language supports.	Family engagement, communication, MLL access	• Create annual Family Engagement Calendar. • Launch quarterly Coffee with the Principal events. • Increase opportunities for family participation through expanding family workshops and school events. • Improve ParentSquare communication consistency. • Utilize district translation technology and multilingual communications whenever possible. • Explore rebuilding a Parent Advisory Group.	• Event Attendance • Family Survey Results • ParentSquare Metrics	Quarterly

			• Highlight climate goals, attendance initiatives, staff recognitions, and upcoming family events.		
Impact on Results Is progress monitoring inherent in efforts to improve the school climate and work restoratively?	Measure	Baseline 2025-2026	2026-2027 Goal		
	Average Daily Attendance	90.36%	92%		
	Chronic Absenteeism	20.25%	<17%		
	Discipline Referrals	738	-10%		
	ISS	212	-15%		
	OSS	90	-20%		
	Student Belonging Survey	Current Survey Baseline	+5 percentage points		
	Students Reporting Trusted Adult	Current Survey Baseline	+5 percentage points		
	Family Participation	Current Baseline	Increase participation		