

## School Climate Improvement Plan 2025-2026

District: Woodbridge School District  
School Climate Specialist: Cheryl Tafel

School: Beecher Road School  
School Climate Coordinator: Matthew Madruga

Connecticut School Climate Standard	Current School Status	Area(s) Needing Improvement	Identified Strategies to Realize Improvement	Measurement Tools and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<b>Standard 1: Shared Vision</b> Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners.	Emergent	-School Climate Vision Statement  -Reinforcement of schoolwide language and expectations  -Support current work SEL Skills  -Not all students having a trusted adult	-Develop a shared school climate vision statement  -Review consistent language and expectations for safety  -C.A.R.E.S Work-Direct Instruction, Group Activities, Assemblies  -Greeting students, establish relationships, get to know students	-Written vision statement with all stakeholders' input  -Behavior expectations, posting around school on classrooms and hallway displays  -Student work samples, decrease in office referrals  -School Climate survey results	September 2026 -January 2027  January 2026-June 2026  September 2025- June 2026  September 2025- June 2026

		-Continue Responsive Classroom Activities	on a personal level, RC morning meeting  -Overview of RC for new staff, reminder of strategies	-Edcamp work, PL Agendas, Classroom observations	August 2025-June 2026
<b>Standard 1: Shared Vision</b> Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?	Awareness	-School Climate Vision Statement	-Develop a shared school climate vision statement	-Written vision statement with all stakeholders' input	February 2026
		-Build knowledge of restorative practices for all staff	-Provide professional learning to staff around restorative practice strategies	-Review work from Freiberg and Ciccone, Teachers begin using restorative circles with students	August 2025-January 2027
		-Common understanding of what school climate is at BRS	-Work in School Climate Committee, PLC's and faculty meetings to define what a positive & restorative climate	-School Climate Committee & PLC notes, faculty meeting agendas  -Create look-fors	January 2026-January 2027
<b>Standard 1: Shared Vision</b> How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	Emergent	-Understanding of common restorative language  -Not all staff feel comfortable in restorative approaches.	-Provide ongoing PL on restorative language and relationship building  -Model restorative approaches when responding to students.	-Agendas with learning outcomes, Common Language work  -Observations, Colleague-Colleague	January 2026-June 2026

			behavior/conflict  -Assuring staff that they have used restorative practices, but have not previously named it	observations	
<b>Standard 1: Shared Vision</b> What are the priorities that are contained in any existing and/or district improvement plan? Do the improvement plans contain focus on improved school climate and working restoratively?	Emergent	-Sharing of climate goals  -Limited instruments to assess  -Limited understanding of priorities	-Review long and short-term goals for improvement of school climate  -Create instruments to identify  -Establish priorities	-Sharing of School Climate Plan  -Informal Surveys  -School Climate Committee Notes	January 2026-June 2026  January 2026-June 2026  January 2026-June 2026
<b>Standard 2: Shared School Policies</b> Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement.	Awareness	-Policy is new and not well understood  -Vague understanding of school climate competencies  -Understanding that	-Designated time to review Policy 5131.911 with staff  -Define school climate competencies for staff and students around restorative practices  -Align climate policies	-Agendas and Learning Outcomes  -Competencies defined by School Climate Specialist, Coordinator, Committee and staff	January 2026-June 2026  January 2026-February 2026  January 2026-June

		restorative practices need to be built into daily work  -Understanding where the building is on restorative practices and current climate	with daily classroom and schoolwide practices (RC, CARES)  -Regular review of formal and informal climate data	-Faculty meeting Agendas, PLC minutes  -School Climate Survey results, informal survey results, Team Leader Agenda and Notes	2026  January 2026-June 2026
<b>Standard 2: Shared School Policies</b> Addressing barriers to teaching & Learning comprehensively & reengaging those in the school community who are disengaged (students/educators, parents/guardians)	Awareness	-General understanding of barriers to teaching and learning  -Limited understanding of why community members are disengaged  -Unknown who is disengaged at this time  -No official system has been created for reengagement	-Identify and define specific barriers to teaching and learning  - Needs assessment, informal surveys, meeting minutes  -Identify who is disengaged once it is defined  -Create system to help reengagement	-Definition of barriers  -Discussion around barriers and how it impacts  -Grade level identified groups/individuals  -PLC minutes, Wellness Team minutes	January 2026-March 2026  January 2026-March 2026  Ongoing  January 2026-June 2026
<b>Standard 3: School Practices</b>	Awareness	-No widespread restorative practices	-Establish schoolwide restorative practices	-Framework developed	January 2026-June 2026

Academic learning and social/emotional, ethical & civic development of students		<p>defined</p> <ul style="list-style-type: none"> <li>-Some staff feel RC and Restorative Practices are still separate</li> <li>-Need to train staff</li> <li>-Continue to embed restorative practices into daily routines</li> <li>-Align academic, SEL and behavioral supports</li> <li>-Students have under-developed SEL skills</li> </ul>	<p>framework</p> <ul style="list-style-type: none"> <li>-Align restorative practice framework with Responsive Classroom and C.A.R.E.S work</li> <li>-Provide professional learning</li> <li>-Grade levels to discuss incorporation into lesson</li> <li>-Coaches/Admin to assist</li> <li>-Align academic, SEL and behavioral supports</li> <li>-Support student skill development in SEL competencies</li> </ul>	<ul style="list-style-type: none"> <li>-Share alignment in framework, Faculty Meeting Agenda</li> <li>-PL agendas, Staff confidence surveys</li> <li>PLC agendas, Team Leader notes, Informal observations</li> <li>-MTSS work, PLC and Goal Work</li> <li>-SEL curriculum maps, student work samples, reflection activities</li> </ul>	<p>January 2026-June 2026</p> <p>January 2026-January 2027</p> <p>January 2026-June 2026</p> <p>January 2026-January 2027</p> <p>September 2026-June 2026</p>
<p><b>Standard 3: School Practices</b></p> <p>Enhance engagement and participation in teaching, learning &amp; school-wide activities</p>	Awareness	<ul style="list-style-type: none"> <li>-Work between RC, C.A.R.E.S. feels separate to some staff</li> </ul>	<ul style="list-style-type: none"> <li>-Strengthen and align engagement practices within RC and C.A.R.E.S. across all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>-Alignment documents, shared lesson plans, observations</li> </ul>	<p>January 2026-June 2026</p>

		<ul style="list-style-type: none"> <li>-Inconsistent instructional practices around School Climate</li> <li>-Limited schoolwide activities</li> </ul>	<ul style="list-style-type: none"> <li>-Increase use of student-centered instructional practices to promote voice, choice and collaboration</li> <li>-Expand meaningful schoolwide activities that reinforce belonging and community</li> <li>-Provide professional learning focused on engagement and practices</li> </ul>	<ul style="list-style-type: none"> <li>-Student Feedback, lesson plans, observations, PLC notes</li> <li>Schoolwide event calendars, participation data, student reflections</li> <li>PL agendas, staff reflections</li> </ul>	<ul style="list-style-type: none"> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> </ul>
<b>Standard 3: School Practices</b> Address barriers to teaching & learning and reengaged those disengaged	Awareness	<ul style="list-style-type: none"> <li>-Unknown barriers</li> <li>-Not currently using interventions base on school climate</li> <li>-New concept</li> </ul>	<ul style="list-style-type: none"> <li>-Identity academic, behavioral, SEL and attendance-related barriers impacting student engagement</li> <li>-Create and implement tiered supports to address identified barriers</li> <li>-Use restorative and relational approaches to</li> </ul>	<ul style="list-style-type: none"> <li>-Needs assessment data, attendance and behavior reports, staff input</li> <li>-MTSS documentation, intervention plans, create strategy options</li> <li>-Restorative conference logs, reengagement</li> </ul>	<ul style="list-style-type: none"> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> </ul>

		<ul style="list-style-type: none"> <li>-Not all students feel as though they have a trusted adult</li> <li>-Unknown family needs</li> <li>-Staff need to build capacity to recognize barriers</li> </ul>	<ul style="list-style-type: none"> <li>reengage students</li> <li>-Strengthen adult-student connections</li> <li>-Increase family outreach and communication to support reengagement</li> <li>-Provide professional learning on recognizing barriers</li> </ul>	<ul style="list-style-type: none"> <li>plans, student reflections</li> <li>-Mentoring, check-ins, Wellness team input, PLC agendas, Student Survey</li> <li>-Family contact logs, family survey</li> <li>PL agendas, attendance records, staff reflections</li> </ul>	<ul style="list-style-type: none"> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> </ul>
<b>Standard 3: School Practices</b> Develop & sustain a restorative infrastructure to build capacity	Awareness	<ul style="list-style-type: none"> <li>-Continue to build staff ability to implement restorative practices</li> <li>-Cannot build capacity without infrastructure, need training to implement</li> <li>-Daily practice focuses on Responsive</li> </ul>	<ul style="list-style-type: none"> <li>-Establish a clear, shared schoolwide framework for restorative practices (k-6 aligned)</li> <li>-Build staff capacity through ongoing professional learning and coaching</li> <li>-Embed restorative practices into daily classroom routines (e.g community circles,</li> </ul>	<ul style="list-style-type: none"> <li>-Written framework and continuum</li> <li>-PL Agendas</li> <li>-Pre and post staff confidence surveys</li> <li>-Classroom walkthrough data</li> <li>-Shared lessons, colleague collaboration/</li> </ul>	<ul style="list-style-type: none"> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> <li>January 2026-June 2026</li> </ul>

		<p>Classroom and C.A.R.E.S.</p> <p>-Scheduling is challenging</p> <p>-Implementation as not begun</p>	<p>restorative conversations).</p> <p>-Allocate time and roles to support restorative practices school-wide.</p> <p>-Monitor implementation and impact using behavioral and climate data.</p>	<p>observations</p> <p>-Administration to prioritize work and build time in faculty meeting</p> <p>-School climate survey, information surveys, reflections</p>	<p>January 2026-June 2026</p> <p>January 2026-June 2026</p>
<p><b>Standard 4: School Practices</b></p> <p>Safe &amp; Welcoming Environment for All School Community Members in All ways</p>	<p>Emergent/Maintenance</p>	<p>-Continue to support all stakeholders and community members in ensuring a safe and welcoming school community</p> <p>-Have not met with students specifically about school climate</p>	<p>-Implement a consistent schoolwide restorative practices</p> <p>-Provide student-voice and leadership opportunities to strengthen school climate</p> <p>-Engage families as partners in maintaining a safe and welcoming school culture</p>	<p>-Restorative practices framework</p> <p>-Reduction in behavior referrals</p> <p>-School-wide expectations matrix</p> <p>-Student feedback surveys</p> <p>-Family survey feedback</p> <p>-Climate data reviews</p>	<p>August 2026-June 2026</p> <p>August 2026-June 2026</p> <p>January 2026-June 2026</p> <p>January 2026-June 2026</p> <p>January 2026-June 2026</p>
<p><b>Standard 5:</b></p>	<p>Awareness</p>	<p>-SEL work has been</p>	<p>-Explicitly teach SEL</p>	<p>-Monitor office and</p>	<p>January 2026-June</p>



<b>Restorative Justice:</b> Practices, Activities & Norms that Promote Ethical, Social/Emotional & Civic Awareness & Accountability		main focus on Wellness Team and some grade levels  -Behavioral expectations need consistent review	skills through C.A.R.E.S.  -Reinforcement of school-wide behavioral expectations.	teacher behavioral referrals.	2026  January 2026-June 2026
<b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement	Awareness	-Increase shared understanding of restorative practices (shared language) and increase the review of climate and restorative practice data  -Ownership of practices  -Need for school/district to provide professional learning  -Celebrations are not always shared	-Embed restorative practices and climate goals into the school/district goals  -Develop a shared, schoolwide undertaking that restorative practices are a daily practice  -Provide ongoing professional learning and reflection opportunities for staff  -Celebrate progress and adjust practices based on stakeholder reflection and feedback	-Common language posted schoolwide.  -Shared strategies among colleagues and grade levels  -Discussions at faculty meetings, with colleagues and administration  -School Climate Survey results, Faculty agendas	January 2026-June 2026  January 2026-June 2026  January 2026-June 2026  January 2026-June 2026
<b>Family/Community Partnerships:</b>	Emergent	-Currently only have annual School Climate	-Create multiple opportunities for	-School Climate Survey	January 2026-June 2026

Are all stakeholders' represented and reflected in improvement efforts around school climate and working restoratively?		Survey	<p>families to provide input on school climate and restorative practices</p> <p>-Collaborate with community partners to support restorative and social-emotional learning</p> <p>-Community Chats</p>	<p>-School Climate Committee meeting notes</p> <p>-School Climate Committee meeting notes</p>	<p>October 2026-June 2026</p> <p>Spring 2026</p>
<p><b>Impact on Results:</b></p> <p>Is progress monitoring inherent in efforts to improve the school climate and work restoratively?</p>	Awareness	-Limited progress monitoring	<p>-Establish progress monitoring</p> <p>-Administer School Climate Survey</p> <p>-Analyze data</p>	-School Climate Survey	January 2026-June 2026