

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
<p>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.</p>	Emergent	<ul style="list-style-type: none"> -School Climate Vision Statement -Reinforcement of schoolwide language and expectations -Support current work SEL Skills -Not all students having a trusted adult 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<p>September 2026 -January 2027</p> <p>January 2026-June 2026</p> <p>September 2025- June 2026</p> <p>September 2025- June 2026</p>

		<ul style="list-style-type: none"> -Continue Responsive Classroom Activities 	<ul style="list-style-type: none"> on a personal level, RC morning meeting -Overview of RC for new staff, reminder of strategies 	<ul style="list-style-type: none"> -Edcamp work, PL Agendas, Classroom observations 	August 2025-June 2026
<p>Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?</p>	Awareness	<ul style="list-style-type: none"> -School Climate Vision Statement -Build knowledge of restorative practices for all staff -Common understanding of what school climate is at BRS 	<ul style="list-style-type: none"> -Develop a shared school climate vision statement -Provide professional learning to staff around restorative practice strategies -Work in School Climate Committee, PLC's and faculty meetings to define what a positive & restorative climate 	<ul style="list-style-type: none"> -Written vision statement with all stakeholders' input -Review work from Freiberg and Ciccone, Teachers begin using restorative circles with students -School Climate Committee & PLC notes, faculty meeting agendas -Create look-fors 	<p>February 2026</p> <p>August 2025-January 2027</p> <p>January 2026-January 2027</p>
<p>Standard 1: Shared Vision How must participants act toward one another in order to advance the vision of a positive and restorative school climate?</p>	Emergent	<ul style="list-style-type: none"> -Understanding of common restorative language -Not all staff feel comfortable in restorative approaches. 	<ul style="list-style-type: none"> -Provide ongoing PL on restorative language and relationship building -Model restorative approaches when responding to students. 	<ul style="list-style-type: none"> -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	
Standard 1: Shared Vision 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
Standard 2: Shared School Policies 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

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

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

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

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

		<p>Classroom and C.A.R.E.S.</p> <ul style="list-style-type: none"> -Scheduling is challenging -Implementation as not begun 	<p>restorative conversations).</p> <ul style="list-style-type: none"> -Allocate time and roles to support restorative practices school-wide. -Monitor implementation and impact using behavioral and climate data. 	<p>observations</p> <ul style="list-style-type: none"> -Administration to prioritize work and build time in faculty meeting -School climate survey, information surveys, reflections 	<p>January 2026-June 2026</p> <p>January 2026-June 2026</p>
<p>Standard 4: School Practices Safe & Welcoming Environment for All School Community Members in All ways</p>	Emergent/ Maintenance	<ul style="list-style-type: none"> -Continue to support all stakeholders and community members in ensuring a safe and welcoming school community -Have not met with students specifically about school climate 	<ul style="list-style-type: none"> -Implement a consistent schoolwide restorative practices -Provide student-voice and leadership opportunities to strengthen school climate -Engage families as partners in maintaining a safe and welcoming school culture 	<ul style="list-style-type: none"> -Restorative practices framework -Reduction in behavior referrals -School-wide expectations matrix -Student feedback surveys -Family survey feedback -Climate data reviews 	<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>
Standard 5:	Awareness	-SEL work has been	-Explicitly teach SEL	-Monitor office and	January 2026-June

Restorative Justice: 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
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	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
Family/Community Partnerships:	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	<ul style="list-style-type: none"> families to provide input on school climate and restorative practices -Collaborate with community partners to support restorative and social-emotional learning -Community Chats 	<ul style="list-style-type: none"> -School Climate Committee meeting notes -School Climate Committee meeting notes 	October 2026-June 2026
Impact on Results: Is progress monitoring inherent in efforts to improve the school climate and work restoratively?	Awareness		<ul style="list-style-type: none"> -Limited progress monitoring 	<ul style="list-style-type: none"> -Establish progress monitoring -Administer School Climate Survey -Analyze data 	January 2026-June 2026