

School Climate Improvement Plan (School Year 2025 – 2026)

District: RSD13

School: Brewster School

School Climate Specialist: Debra Murray, Principal

School Climate Coordinator: Sydney Legget, Superintendent

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?	Emergent	Restorative practices have just been implemented this school year	Professional development and time are needed	Increase of restorative recognition and decrease of school level referrals	End of 2025-2026 school year
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?	Emergent	Restorative practices have just been implemented this school year	Professional development and time are needed	Increase of restorative recognition and decrease of school level referrals	End of 2025-2026 school year

Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?	Emergent	Continue direct conversations and implement restorative circles	New policy for school district resolution procedure in place this school year (parent and staff level resolution policies); direct communication	Decrease in indirect communication	End of 2025-2026 school year
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?	Awareness	Creation of a district strategic plan.	To be determined once the district plan is created.	As determined by the district plan.	End of 2025-2026 school year
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Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement	Maintenance		Parent and Staff Handbooks are reviewed each year; staff members review policies every year (online trainings)	Parent and Staff Handbooks	Yearly

Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)	Emergent	Differentiation between different tiers for types of counseling levels (Tier 2 and Tier 3)	Use MTSS meetings to ensure tiered protocol is implemented across student needs	MTSS paperwork. Revise documents for behavior/counseling tiers	End of 2025-2026 school year
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Standard 3: School Practices: Academic learning and social/ emotional, ethical & civic development of students	Emergent	Implement the Second step with fidelity across the whole school community Continue implementation of Piglet and assess viability	Continuity across PreK-1st grade	DESSA (pre and post)	End of 2025-2026 school year
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	Maintenance			school-wide assemblies, enrichment clubs, family night, mystery reader, communication	

Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	Maintenance				
Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	Emergent	To implement restorative practices across the school wide community	Professional development, staff meetings, team meetings, classroom circles	Increased use of effective language and direct communication amongst staff Climate survey: decrease in reports of challenging behaviors, increased level of respect amongst staff, increase of negative experiences being addressed	End of 2025-2026 school year
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Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	Maintenance				

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Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	Maintenance			Things we do: Community outreach events (Veteran's day, food drives, CCMC PJ Day Fundraiser, toy drive, goPink, Autism Awareness, Down Syndrome Awareness, supporting families during holidays)	
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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?	Emergent	Shift to an online discipline referral system Use discipline referral data to drive improvement	Administration modeling circles and effective language. Administration modeling direct communication. Restorative practice is embedded in this school year's	Increase in restorative recognitions for staff, faculty, and students Staff shifting to more intentional, focused circles Staff engaging in direct communication with one another	End of 2025-2026 school year

			Professional Development (ongoing language)		
Family/Community Partnerships Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?	Emergent	Parent was added to the climate committee this year. Add room parents Add voices (parent, community) into decision making	Detailed Friday memos keep families informed. Administrator will ask at PTO for needs/wants from families	MTSS paperwork Parent Teacher conferences	Ongoing throughout the 2025-2026 school year
Impact on Results Is progress monitoring inherent in efforts to improve the school climate and work restoratively?	Awareness	Data is not shared with families or the community.	Share positive changes (decreases) in challenging behaviors and discipline referrals to the committee	Data from challenging behavior reports, discipline data and school climate surveys	Ongoing throughout the 2025-2026 school year