

SCHOOL CLIMATE IMPROVEMENT PLAN

Example 1

The following School Climate Improvement Plan Template has been developed by The Social and Emotional Learning and School Climate Advisory Collaborative.

The Yale Center for Emotional Intelligence has prepared this example plan based on the School Climate Improvement Plan Template created by the Social and Emotional Learning and School Climate Advisory Collaborative. The school data included in this example is synthetic, based on likely school experiences. The plan's use of the RULER Approach principles and tools as intervention strategies are merely suggestions. We hope that the ideas included might be of use to Connecticut schools as each puts together their own school climate improvement plan.

This is a suggested School Climate Improvement Plan template that could serve as a framework and format for each school building. This improvement plan is to be developed by the School Climate Specialist and provided to the School Climate Committee for feedback and suggestions, and then forwarded to the School Climate Coordinator for review and approval.

School Climate Improvement Plan Template

(School Year 2026 – 2027)

District: Example A School: Example A

School Climate Specialist: _____ School Climate Coordinator: _____

Do note, this is a suggested CT School Climate Plan Template follows/mirrors the CT School Climate Rubric which should be used prior to completing this template.

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?	38% of student report "sometimes" of "often" feeling emotionally unsafe. Staff climate: 41% report inconsistent expectations.	Inconsistent adult modeling of emotional regulation practices. Students unsure how to seek help when conflict occurs.	Create a faculty and staff Charter using RULER Approach. Conduct additional sessions with staff on modeling taking Meta-Moments.	10% increase on the EDSCLS emotional safety score for students and staff. 10% decrease in behavioral referrals.	Sept-Oct: Staff Charter building Nov-Dec: Meta-Moment refreshers Jan & June: mid- and end-of-year climate checks
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?	School mission mentions "respect" but not clear SEL definition. 24% of teachers report clear school climate expectations	Lack of a unified language for managing emotions, interacting respectfully, and resolving conflict.	Rework the school-wide vision statement incorporating SEL language. Post Mood Meters and Meta-Moment posters in common areas.	EDSCLS scores on Relationships and School Engagement improve 10%. RULER Self-Assessment documents consistent implementation.	Sept: Visioning exercise with students, staff, and families Oct: School-wide roll out March: Review and update

<p>Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?</p>	<p>Staff and students report inconsistent follow-through on norms.</p> <p>EDSCLS student "Respect for Diversity" = 39th percentile</p>	<p>Need shared norms for daily SEL routines and protocols for how adult respond to students' emotions and conflict.</p>	<p>Implement RULER Charter for adults and students to clearly state norms</p> <p>Bi-monthly practice sessions using Blueprint scenarios for staff</p>	<p>Observation of adherence to the Charter behaviors</p> <p>Reduction in classroom-level conflict referrals</p>	<p>Sept-Dec: Staff Charter building</p> <p>Nov-June: Bimonthly staff Blueprint practice.</p>
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<p>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?</p>	<p>Existing SIP goals focus primarily on academic growth; SEL is not explicit.</p> <p>No measurable goals tied to school climate data.</p>	<p>Integration of SEL and climate goals into formal school improvement planning</p>	<p>Include climate goals focused on improving emotional safety and increasing staff self-efficacy with managing student conflict.</p> <p>Align RULER milestones to SIP metrics.</p>	<p>EDSCLS emotional safety scores increase bu 10%.</p> <p>Report from the Climate Committee</p>	<p>Aug- Sept: Goal setting</p> <p>Quarterly monitoring</p> <p>Annual evaluation in June</p>
<p>Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement</p>	<p>SEL is mentioned in our handbook but is not operationalized.</p> <p>Teachers are unsure how to fit SEL into academics.</p>	<p>Policy-to-practice alignment.</p>	<p>Update school handbook to specifically name RULER as core SEL curriculum.</p> <p>Embed Mood Meter check-ins into morning routines</p>	<p>Handbook revision</p> <p>Classroom practice of Mood Meter check-ins audited</p> <p>EDSCLS "Instructional Environment" domain improves 10%.</p>	<p>July-Aug: Policy update to handbook</p> <p>Sept: Launch classroom Mood Meter routines</p>

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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)	Chronic absenteeism is at 18%. Our EDSCLS scores on "school participation" are below the national average.	Tiered supports for resolving student disengagement and disconnection.	Integrate RULER Tools (Mood Meter, Meta-Moment, Blueprint) into small group work for students with repeated behavior incidents and/or chronic absenteeism	Attendance dashboard Counseling logs Behavioral referral trends	Aug: Identify tiered supports Sept-June: identify students for higher level of attendance support and implement
Standard 3: School Practices: Academic learning and social/emotional, ethical & civic development of students	SEL is currently taught inconsistently and depends on teacher initiative.	Increase consistency of RULER lesson delivery to students.	Weekly lesson delivery in homeroom. Classroom coaching as needed by SEL Lead.	Teacher self-report logs and classroom observations Student SEL competency ratings.	Aug-Sept: Map homeroom periods that will be RULER lessons Oct-June: Implement
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	31% of student report "not feeling connected to school". Participation in school activities uneven across grades.	Need to increase sense of belonging, particularly in older students.	Include team Charters in student clubs and sports. Add Mood Meter check-ins during assemblies and other school-wide meetings.	EDSCLS engagement scale. Club and sports participation data. Attendance at school-wide events.	Sept: Launch use of Charter and Mood Meter in clubs/sports and events Jan: Mid-year review

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Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	High number of behavioral referrals are during transition times.	Student emotion regulation ability during high-stress and unstructured times.	Add visual cues (Charter, Meta-Moment posters) in hallways and other high traffic areas.	Behavior referrals by time of day. Hallway observation logs.	Aug-Sept: hang posters Sept-June: monitor data for patterns and adjust as needed.
Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	Restorative conversations and Blueprints are used inconsistently.	School-wide alignment on restorative practices.	Use Blueprint for conflict resolution Train teachers in Blueprint conference (restorative circles)	10% decrease in repeat conflict incidents Blueprint usage logs	Sept-Nov: Teachers trained Implementation ongoing
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	EDSCLS Physical Safety = 54th % Emo Safety = 46th%	Families report inconsistent communication. Need welcoming routines.	Morning greeting using Charter norms. Monthly family newsletter including RULER info.	Family climate survey EDSCLS Safety Scores Observations of morning routines	Aug: Launch new practices Monthly newsletters
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	No consistent system for restorative accountability; varies widely by classroom and department.	Need a clear structure and process for restorative follow-through applied school-wide.	Use RULER Blueprint for repair conversations. Identify and train peer mediators.	Number of restorative conversations completed Reduction in suspension rate	Nov-Dec: Training of peer mentors and staff in Blueprint Jan: Launch peer mediation
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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 is currently only reviewed once per year; review limited to leadership team.	Need to establish ongoing, systematic progress monitoring that can occur quarterly. Need to establish more transparent data-sharing practices with staff.	Monthly or quarterly climate committee check-ins. Quarterly data dashboard shared with staff.	Full EDSCLS done twice per year, fall and spring Quarterly pulse checks on Charter feelings and behaviors.	Oct & May - EDSCLS Sept-June: 3-4 staff meetings where quarterly dashboard is shared.
Family/Community Partnerships Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?	Family engagement events are poorly attended. Families are requesting more SEL resources.	Establish school-home partnership and two-way communication about SEL.	Host Family RULER workshops online and in-person. Translation of student Charters into home languages.	Attendance at family workshops increases. Family climate survey results indicate greater connection.	Workshops for families held in October, January and April
Impact on Results Is progress monitoring inherent in efforts to improve the school climate and work restoratively?	No explicit outcome targets currently tied to SEL or climate	Define measurable outcomes to monitor progress.	Set 2 measurable climate goals: Increased attendance by 10%; Decreased referrals by 10%	Attendance records Discipline referral records	Measurable goals set in August Year end evaluation in June