SCHOOL CLIMATE IMPROVEMENT PLAN

Example 2

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 <u>template</u> 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 2_____ School: _____

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?	Overall CSCI score is high (82/100) Students report Emotional Safety 88% favorable; staff agree	Expand SEL-informed practices to neurodivergent learners; Increase student leadership in co-creating emotional safety	Create RULER Ambassadors to co-lead Charter refresh; add RULER into IEP/504 plans (meta-moment for sensory overload)	CSCI Emotional safety domain RULER Ambassador activity logs	Aug-Sept: Ambassador training + Charter refresh; Oct: Staff training on RULER for advanced scenarios; May: End of year CSCI
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?	We have clear mission and climate statement; alignment is good but staff want more SEL-community connections	Make SEL more visible as a shared community priority	Create SEL vision poster with 4-5th graders Launch "RULER in our Community" with PTO	Family and community engagement scales of CSCI Visual presence of SEL vision poster in common space	Sept-Oct: Create Vision Poster Nov-May: ongoing RULER-aligned PTO events May: end of year CSCI

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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?	High fidelity use of classroom Charters Staff want more consistency with adult well-being routines	Build adult core routines across grade levels	5-minute Mood Meter check-ins top of agenda at all staff meetings Refresh faculty Charter, focus on behaviors being specific	Staff CSCI scores Meeting minutes reflect Mood Meter checks-ins Reduction in staff-to-staff conflict	Sept: Refresh faculty Charter Sept-June: faculty Mood Meter check-ins May: End of year CSCI
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?	We meet most of our climate goals consistently; Staff want goals that reflect growth rather than remediation	Set aspirational goals focused on skill building rather than deficit reduction	Increase staff proficiency with the Blueprint conference Train RULER Ambassadors in student leadership	Reduction in student conflicts escalated Staff SEL proficiency rubric	Aug: Set Goals Sept-Nov: Staff and student training Nov-Jun: implementation June: Competency evaluation
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement	SEL is well-aligned with academics, but there is limited emphasis on adult SEL in policy language.	Integrate ongoing adult well-being systems into formal policy.	Update staff handbook to include norms for collaborative problem-solving and emotion check-ins at grade level meetings.	Handbook revision CSCI Adults' Sense of Belonging subscale	July-Aug: Policy revisions completed Sept: Begin implementation June: CSCI end-of -year

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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)	Very low incidents of student disengagement; community wants proactive strategy for handling small number of cases.	Strengthen higher-tier SEL supports	Integrate Mood Meter check-ins into return-to-school plans; Integrate Meta-Moment into group work for students with anxiety, peer conflict	Attendance dashboard Group participation records CSCI Student Support domain	Sept: Begin Mood Meter check-ins after absent days Oct: Begin groups Review progress every 6-8 weeks.
Standard 3: School Practices: Academic learning and social/ emotional, ethical & civic development of students	RULER lessons implemented consistently Further integration varies by grade	Embed emotionally intelligent teaching into content instruction	Build practices for test anxiety and frustration tolerance applicable to all subject areas	Walkthrough observations Lesson plan reviews	Sept-Dec: Practices development and unit integration Jan-Jun: Implementation
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	High engagement across classrooms Students want more leadership opportunities	Expand student voice and agency in climate initiatives	Create student-led RULER videos for younger grades on RULER tools; Launch climate club (e.g., kindness club).	Videos produced Club attendance CSCI Engagement subscale	Oct: Club begins Oct-Dec: Videos produced

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Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	Minimal behavioral concerns; few discipline referrals	Build staff capacity for handling complex emotional challenges	Advanced Blueprint training: conflict mediation Family Blueprint training nights	Staff proficiency rubric Family workshop attendance Reduced repeat peer conflict	Sept-Nov: Staff training Jan and April: Family nights
Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	Restorative practices implemented well; would like to make them student-driven	Increase student responsibility in restorative processes	Train upper grades as peer mediators; Monthly circles in classrooms joint led with students and teachers	Mediation logs; Classroom restorative circle summaries; CSCI Social relationships	Nov: peer mediator training Dec-June: joint run restorative circles
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	Positive school culture; families report high trust in staff	Continue strengthening culturally responsive SEL practices	Update school Charter with multilingual emotion vocabulary; Partner with community orgs for events	Family engagement surveys Participation in events CSCI Respect for Diversity domain	Aug: update Charter Sept-Oct: meet with community orgs to plan events Feb &May: Events
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	School uses restorative practices consistently; staff want deeper skills for advanced cases	Increase sophistication and staff confidence in restorative practices	Provide training on trauma-informed restorative circles; Collaborate with district specialists on complex case consultations	Reduction in referrals requiring administration involvement Staff confidence surveys	Aug & Dec: Staff Training workshops Jan-June ongoing consultations
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**

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?**	School reviews climate data twice yearly	More frequent sharing of climate data including time for whole-staff input	Open climate dashboard with CSCI indicators and other well-being data Quarterly data parties with grade teams	Dashboard complete and up to ate Participation in reflection events Year end CSCI growth	Jan & June: CSCI & Dashboard updates with whole-staff share outs Nov, Feb, May: Data parties June: End of year SCI
Family/Community Partnerships **Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?**	Families strongly engaged; requesting more take-home SEL resources	Expand SEL connection between school and home	"RULER at Home" packets every other month SEL Webcast co-created by social worker and student hosts	Packet distribution data Podcast downloads/ engagement CSCI Family version	Sept-June: 5 packets sent home Dec: webcast launch
Impact on Results **Is progress monitoring inherent in efforts to improve the school climate and work restoratively?**	CSCI data strong; want more nuanced understanding of faculty well-being	Gather data on educator well-being (emotion, social, work) and the sources of their stress or wellness	Incorporate the Educator Well-being Tool from YCEI into yearly staff surveys	EWB data to augment information gathered from CSCI	Measurable goals set in August Year end evaluation in June