School Climate Improvement Plan

School Name: **Cornwall Consolidated School**

School Year: 2025-2026

Date Submitted: December 17, 2025

1. School Climate Vision Statement

Cornwall Consolidated School (CCS) envisions a learning environment where the quality and character of the school life fosters a collaborative community that honors individuality and cultivates perseverance through engaging, supportive, and challenging learning experiences. Our commitment to a safe and respectful environment ensures that all students are inspired toward excellence and a passion for lifelong learning.

2. School Climate Team

- School Climate Specialist: Leanne Maguire, Principal
- School Climate Committee Members:
  - Teacher representatives: Aaron Boucher, Kate Davis, Danielle Krueger
  - Student representatives: Willow Berry, Junie Hermann-Botto, Ben Young, Aria Brown
  - Family representatives: Iris Hermann
  - School Community members: Diane Beebe, Will Russ, Trooper Maranda Coretto, Trooper Robert Pease

3. **School Climate Assessment Data:** A summary of the school climate survey results and other relevant data including areas to celebrate and identified areas for improvement.

Areas to Celebrate:

The data confirms that CCS successfully cultivates a safe and supportive environment, which is a core component of our mission. High rates of perceived safety are reported across all three stakeholder groups, with 68% of staff and 95% of Grades 6-8 students reporting they "always" or "often" feel safe. Furthermore, the strong relational quality is evident: 58% of staff report they "always" trust one another, and 91% of younger students believe their teachers want all students to

succeed. This positive environment is bolstered by effective family partnership, as 59% of parents report that school communication methods are "always" effective, reinforcing our belief that student success is achieved when family, school, and community work together.

Identified Areas for Improvement:

The Need for Consistent Behavior Management and Shared Expectations

Staff feedback consistently highlights a critical need for greater resources and enhanced consistency in managing disruptive behaviors, such as outbursts and non-compliance, particularly in the earlier grades. Staff reported feeling a lack of necessary system-wide support and a shared, consistent language for managing these issues across the building. This data strongly indicates that a priority for the upcoming year must be placed on building staff capacity at the Tier 1 level, focusing on proactive, universal strategies within the classroom.

The lack of consistent application points to a systemic need for strengthening our MTSS (Multi-Tiered System of Supports) systems and accelerating the effectiveness of our data team structure. We must better utilize data to identify behavioral patterns and ensure staff are trained and supported to consistently implement Tier 1 preventative measures. This necessary growth in staff capacity and our MTSS framework is essential to support our educators and, consequently, to support our students in developing greater responsibility and self-regulation.

Academic Rigor, Engagement, and Honoring Individuality

A significant call for greater academic challenge came from two stakeholder groups. Parents expressed a desire for more challenging academic options for advanced students and a general increase in intellectual rigor, specifically mentioning the middle school level, to ensure strong preparation for high school. Simultaneously, Grades 3-5 Students also voiced a need for more engaging and flexible learning activities and a greater allowance for choice in their curriculum. This combined feedback reminds us to honor individuality by differentiating instruction to ensure a supportive, engaging, and challenging learning experience for every student, from those needing foundational support to those requiring advanced academic opportunities.

Strengthening Pro-Social Peer Behavior and Conflict Resolution Capacity

A third area of growth is evident in the quality of student-to-student interactions. Notably, only 53% of Grades 3-5 students reported "often" or "always" sticking up for one another when someone was being mean. This, combined with comments across all student groups referencing concerns about peer conflicts, highlights a clear need for intentional, proactive instruction in social-emotional skills. We must deliberately build students' capacity for conflict resolution and empathy to strengthen the sense of a safe and respectful environment and cultivate the collaborative community we value.

4. **Goals and Objectives:** outline 3-5 school climate improvement goals and actions steps for improving school climate.

School Climate Improvement Goal	CT School Climate Standard	Supporting Data	Action Steps	Responsible Parties	Timeline
Goal 1: Establish a Consistent, Restorative Behavior System that Develops Student Responsibility and Perseverance.	Region 1 Standard #1 & #4: Focuses on prevention, identification, and response to challenging behavior, and creating a restorative system that cultivates responsibility.	Staff Q28/Q30 (Need for consistent expectations & resources). Gr. 6-8 Student Q25 (Need for logical/fair rules & managing misconduct).	1. Develop a school-wide Tiered Behavior Response System (C.G.S. Sec. 10-222hh) focused on repair and responsibility, using an evidence-based framework (e.g., MTSS) 2. Implement mandatory staff PD on Restorative Practices and the new Tiered Response system to build shared language and consistent application (Standard #2: restorative infrastructure/capacity). 3. Increase frequency of team meetings to review Challenging Behavior data (legal definition) and ensure uniform application across all grades.	School Climate Specialist, School Climate Committee, All Staff	Sept '25 - June '26
Goal 2: Foster Academic Excellence by Integrating Challenging, Engaging Learning	Region 1 Standard #1 & #2: Promotes a sound school environment for	Parent Q1/Q31 (Desire for more rigor/challenging options). Gr. 3-5 Student	1. Conduct teacher PD on differentiated instruction and Universal Design for Learning (UDL) to meet the needs of all students,	Principal/ Curriculum Leaders, School Climate	Sept '25 - June '26

Experiences that Honor Individuality.	intellectual skills and practices that promote learning and enhance engagement.	Q25 (Request for more engaging learning and choice/flexibility).	from support to challenging options (Tier 2 Evidence-Based). 2. Inspire creativity and honor individuality by incorporating student interest/choice in academic planning. 3. Review report card structure to ensure clearer feedback on academic areas needing improvement for collaborative parent support (Standard #1: re-engaging families).	Committee, All Teachers	
Goal 3: Strengthen the Collaborative Community and Pro-Social Peer Behavior to Ensure a Safe, Welcomed, and Supported Environment.	Region 1 Standard #3 & #4: Creates an environment where everyone is safe, welcomed, supported, and included, and cultivates a sense of belonging.	Gr. 3-5 Student Q22 (Low rates of sticking up for one another/bullying concerns). Gr. 6-8 Student Q16/Q17 (Variability in trusted adult relationships).	1. Implement Community Building Circles (Restorative Practice) in every K-8 classroom to intentionally build the "collaborative community" and teach empathy (Standard #4: norms/activities for belonging). 2. Launch a Trusted Adult focus (Tier 2 Evidence-Based) to strengthen staff-student relationships to support students. 3. Systematically review and teach explicit	Counseling Department, School Climate Specialist, All Staff	Sept '25 - June '26

			expectations for a respectful environment in all non-classroom settings (recess, lunch, hallways) to improve safety (Standard #3).		

5. Prevention and Intervention Strategies:

a. Outline evidence-based practices to prevent challenging behavior including restorative practices.

Cornwall Consolidated School's strategy for maintaining a safe and respectful environment is centered on a comprehensive, evidence-based system that prioritizes prevention, early intervention, and restorative accountability. Our approach fulfills the new CT legislative mandate by replacing exclusionary practices with a system designed to teach students responsibility, develop perseverance, and repair harm within our collaborative community.

Building Foundational Prevention (Tier 1 Capacity)

The primary goal for the 2025-26 school year is to build robust, universal support across the K-8 environment, directly addressing the staff's reported need for greater consistency and a shared language. This work will be driven by strengthening our MTSS (Multi-Tiered System of Supports) structure. All staff, including support personnel, will receive mandatory professional development on common, proactive Tier 1 behavioral strategies. We will implement weekly Restorative Community Circles in every K-8 classroom through Morning Meeting. These circles serve as a powerful Tier 1 preventative measure, actively teaching the social, emotional, and conflict resolution skills necessary to preemptively strengthen peer relationships and create the strong sense of belonging identified in our mission. Our strengthened MTSS data team will regularly assess and refine these universal Tier 1 practices for maximum school-wide impact.

Restorative Practices:

At the heart of our intervention strategy is the adoption of Restorative Practices (RP) as the primary tool for holding students accountable and addressing harm. RP, as legislatively defined, focuses not on punishment, but on building constructive relationships, holding the student accountable, and ensuring the student has a role in repairing relationships and reintegrating into the school community.

We utilize RP both proactively (through the Community Building Circles mentioned above) and reactively. When harm occurs, we employ Restorative Questions and Conferencing to facilitate a discussion between the person harmed and the person who caused the harm. This evidence-based approach directly addresses the peer-to-peer conflict identified in our survey data and cultivates the student responsibility and perseverance that is central to the CCS mission, coaching students to be problem-solvers rather than merely subjects of discipline.

b. Describe the challenging behavior response system and attach relevant reporting forms

The Tiered Behavior Response System

When challenging behavior, defined legally as "behavior that negatively impacts school climate or interferes with learning or safety does occur", CCS will utilize a mandated, multi-level response system to provide differentiated support:

- First Offenses are met with prompt Parent/Guardian Notification and initial interventions, focusing on early problem-solving conversations and support. The core goal here is open communication and redirecting the student before a pattern develops.
- Second Offenses necessitate a formal meeting with parents/guardians to discuss the pattern and collaboratively initiate Formal Interventions. These interventions are targeted, such as a referral to school counseling or the formal utilization of Restorative Practices, ensuring that we are partnering with families to provide the necessary support.
- Subsequent Offenses require Intensified, Individualized Interventions, which may include formal Restorative Conferencing, specialized student support services, a formal safety plan (fully compliant with IDEA and Section 504), or a school-based threat assessment. These steps emphasize the school's commitment to safety and providing the necessary intensive support for the student to return to a path of responsibility.

To ensure consistency and staff support, the legislation requires that for *any* incident triggering a Tiered Response, a meeting must occur with the witnessing employee within two school business days to determine any support needs for that staff member.

Region 1 School Climate Policy (Policy 5131.911)

6. Family and Community Engagement:

a. Describe strategies to involve families and community members in school climate improvement efforts.

Our commitment to family partnership and student well-being is centered on integrating all stakeholders into the daily life of the school and promoting a shared responsibility for a positive school climate and student outcomes. The strategies below are designed to align with the Connecticut School Climate Standards, particularly Standard #2, which focuses on practices that enhance engagement, and Standard #4, which cultivates a sense of belonging.

Student Empowerment, Voice, and Leadership

We must create a restorative environment where students are viewed as responsible problem-solvers. Cultivating their voice and leadership is a key element in creating a school-wide sense of community and belonging.

- Student Advisory Council: We will establish a Student Advisory Council to increase leadership school-wide, providing a formal mechanism for 5-8 students to contribute their perspectives on school-wide norms, values, and climate improvement initiatives.
- Peer Mentorship: We will continue to leverage our older students as positive role models, building on the success of having 8th graders mentor during the Regional Upstander Day. Research shows that connecting middle school students to mentors is an evidence-based strategy for improving attendance and reducing discipline referrals.
- Student-Led Conferences: We will continue to prioritize student-involved and student-led conferences across Grades K-8. This critical model shifts the focus to a student-driven discussion, ensuring students take ownership of their academic progress and develop the cognitive skills for self-advocacy and goal-setting.

Strengthening Family and Community Partnerships

Deepening community connection is essential for meeting the School Climate Standards and building a resilient school community. The Principal's role, supported by the District Coordinator, is to ensure these partnerships are fully utilized. To support social-emotional development and engagement outside of the typical school day, we will:

- Partner with CCSFE to bring afterschool enrichment programs in the Fall and Spring.
- Partner with Mohawk to bring Winter Sports Activities, including skiing, snowboarding, and hiking, recognizing that physical and mental health supports student well-being.
- Maintain and strengthen our existing community partnerships that occur through Explorations, Troutbeck Symposium, and Civic Life projects. These initiatives establish a vital network of community mentors, especially for our middle grades (Grades 6-8).

- Actively promote opportunities for parents and families to come into the school to build relationships and foster open communication. Examples include: attendance breakfast, fall festival, New Years Gala Dance, end of year picnic, Veterans Day assembly, middle school play and art show, and concerts.

Communication Plans for Transparency and Feedback

Transparent communication is crucial for building trust in the new systems mandated by state law. Our communication plan focuses on educating families and the community about our systemic approaches and providing continuous opportunities for feedback.

Our primary communication vehicle will be a weekly E-News, shared with all stakeholders. This E-News will highlight achievements from the previous week and share essential information for the upcoming week. This platform will be specifically utilized to provide regular, accessible education on our new systems, including the philosophy and application of Restorative Practices (RP) and the structure of the Tiered Behavior Response System. The E-News will also serve as the primary tool for sharing key findings and calls to action derived from the Youth Voice Count Survey data, ensuring student input drives continuous improvement.

Review of the School Climate Improvement Plan will occur bi-annually during public sessions of the Board of Education meeting. These scheduled reviews will ensure transparency and accountability to the district governance structure.

Finally, we will maintain a continuous feedback loop by surveying families throughout the year to gather specific input on the effectiveness of our communication efforts - including the E-News, special events, and the conference format, and to gather input through the next climate survey data collection. This targeted data will inform our ongoing adjustments to meet family needs and build partnership.

7. Data Collection and Analysis:

a. Specify data to be collected (e.g., discipline records, attendance rates, school climate surveys)

School Climate Survey Data: The foundational data point remains the comprehensive School Climate Survey, administered to staff, students (Grades 3-8), and families. This data provides the primary measure of perceived safety, support, and engagement across the school community.

Challenging Behavior Data (Compliance Data): To monitor Goal 1 and ensure compliance with C.G.S. Sec. 10-222hh, we will collect precise data on all Tiered Response incidents. This includes tracking the type of behavior, location, restorative action taken, and the demographic data of the student(s) involved to proactively monitor for and address any potential disproportionality in discipline.

Academic Rigor and Engagement Data: To measure progress on Goal 2, we will monitor traditional metrics such as Report Card Grades and Chronic Absenteeism. We will collect anecdotal feedback from student-led conferences to assess how well students feel academically challenged and engaged.

Engagement and Partnership Data: Data related to community involvement will be tracked, including participation rates at family events, the number of community mentors volunteering, and the results of annual family surveys focusing specifically on the clarity and effectiveness of communication and engagement in school-wide events.

b. Outline methods for analyzing and using data to inform ongoing improvement efforts

Disaggregation for Equity: Behavior and attendance data will be systematically broken down by grade level, time of day, race, gender, and high needs status to pinpoint systemic barriers and ensure the Tiered Response System is applied consistently and equitably across all demographic groups.

Goal Monitoring and Intervention Adjustment: Quantitative data (e.g., reduction in Tier 2/3 behavioral incidents) will be cross-referenced with qualitative data (e.g., student and staff survey comments) to determine if interventions are working. If behavior is improving but student satisfaction scores are stagnant, the team will pivot the intervention focus, perhaps shifting professional development funds from universal behavior management to advanced Restorative Conferencing training.

Informing Professional Development (PD): Analysis of the data will directly inform our PD plan. For instance, if data shows Tier 1 behavioral challenges spiking in one grade level, the Data Team will immediately recommend targeted training for those teachers on proactive classroom management strategies. Similarly, feedback from student-led conferences (Goal 2) will inform curriculum leaders on where greater rigor and choice are needed.

Board of Education Review: For accountability and transparency, the School Climate Specialist will formally present an analysis of the collected data and progress on the plan's three goals to the Board of Education bi-annually. This ensures that climate improvement remains a district-wide priority.

8. **Evaluation and Revision:**

a. Describe process for regularly reviewing and updating the plan.

The responsibility for overseeing the evaluation process rests with the School Climate Specialist (the Principal/Designee) in partnership with the School Climate Committee. The continuous review process involves:

- Monthly Data Team Analysis: The MTSS/Crisis Response and Management Teams will conduct monthly reviews of the leading indicators, such as discipline data disaggregated for equity, usage of Restorative Practices, and student engagement. This allows for adjustments to Tier 1 and Tier 2 interventions. If data reveals that a specific grade level

is struggling with the consistent application of restorative language, the team will recommend a targeted, professional development session.

- School Climate Committee Deep Dive: The School Climate Committee will meet three times a year to conduct a holistic review of the plan's progress against the three established Goals and Objectives. This group, representing staff, families, and students will use the disaggregated data and qualitative feedback from surveys to determine if the strategies are having the desired impact on the quality of school life.
- Annual Comprehensive Revision: A full, comprehensive revision of the plan will occur annually following the Board of Education's final review. This process uses the results of the School Climate Survey (which captures perceptions of safety, support, and engagement) as the primary driver. The survey results, combined with a review of all year-end outcome data, will determine if the three foundational goals need to be modified, eliminated, or retained for the next two-year cycle. This ensures the plan remains relevant and evidence-based.

b. Set a timeline for progress checks and plan revisions.

Timeline	Action/Review Event	Purpose	Stakeholders Involved
Weekly	MTSS Data Team meeting	Immediate, small-scale adjustments to Tier 1/Tier 2 supports and staff PD needs.	Specialist/Principal, Data Team, Counseling
Bi-weekly	Crisis Response and Management Team	Immediate, small-scale adjustments to Tier 1/Tier 2 supports and staff PD needs.	Specialist/Principal, CRMT Team, Counseling
Tri-annually	School Climate Committee Review	Review progress toward all three goals and recommend adjustments to action steps for the next quarter.	Committee Members (Staff, Families, Students)
Bi-annually	Board of Education Meeting Review	Presentation of data analysis, progress toward	Principal/Specialist, Coordinator, Board of

		goals, and compliance status for public transparency and governance.	Education
Annually	Communication Review	Review survey feedback on communication (E-News, events, conferences) and address family concerns in real-time.	Specialist/Principal
Annually	School Climate Survey Administration & Analysis	Collect comprehensive perception data from all stakeholders to drive the goals and objectives of the next plan cycle.	Specialist, Coordinator, All Stakeholders
Annually	Plan Revision and Submission	Finalize data analysis and revise the plan for submission to the School Climate Coordinator for the upcoming school year.	Specialist, Committee, Coordinator

9. Professional Development and Support:

a. Identify school climate improvement professional learning opportunities for staff that will be offered.

Restorative Practices (RP) will be the foundational training offered to all K-8 staff. Training will not only cover the theory of Restorative Practices (RP), but will focus on practical application. This will include training on Restorative Community Circles (Goal 3) to build relationships and proactively teach social-emotional skills (Tier 1) and using Restorative Questions and Conferencing to address challenging behavior and guide students through the process of repairing harm (Goal 1). This is essential for ensuring all employees share a common, consistent language when utilizing the Tiered Behavior Response System.

Professional Learning focused on scaffolding the necessary organizational and communication skills so that students across K-8 can confidently and meaningfully lead their academic conferences with families, as well as implementing

differentiated instruction and incorporating student choice/flexibility into unit design to address the parent and student requests for increased academic rigor and UDL.

Targeted training for the MTSS Data Team and the School Climate Specialist will focus on disaggregating behavioral and academic data for equity, ensuring the team is skilled in using the Youth Voice Count Survey and discipline data to inform immediate adjustments to Tier 1 and Tier 2 supports.

b. List resources needed to implement the plan.

Personnel Time: Dedicated release time for the School Climate Specialist and the MTSS Data Team to meet frequently for data analysis and plan refinement (Goal 1). This is crucial for maintaining the required data-driven compliance.

Financial Support: Financial resources allocated for securing external Restorative Practices trainers and ongoing consultation to move staff beyond foundational knowledge to mastery. Funds to acquire new curriculum materials or technology tools necessary to support the increase in differentiated instruction and student choice (Goal 2).

Counseling Support: Ensuring that the Counseling Department is sufficiently staffed and resourced to handle the increased Tier 2/3 interventions, including formal Restorative Conferencing and student skill-building groups.

c. Identify potential sources of support within the school and community

The School Climate Committee will serve as the primary advisory body, offering diverse perspectives on the plan's implementation and acting as an internal feedback mechanism.

The Counseling Department will serve as the expert resource for all staff, providing consultation on individual student support plans, leading high-stakes Restorative Conferencing, and facilitating staff training on trauma-informed approaches.

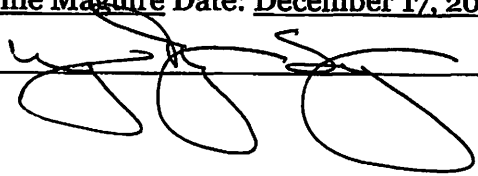
The School Climate Coordinator (District-level) is a non-negotiable source of support, providing technical assistance, sharing district-wide data, and ensuring resources are appropriately allocated.

The Board's commitment to receiving bi-annual reports ensures ongoing political support and accountability for the plan's success.

We will leverage our surrounding community by actively building a network of community mentors to support our middle school students, fulfilling Goal 3 by expanding the web of trusted adults available to our students. We will increase opportunities for volunteering and host events to build community and leverage family skills in enriching the curriculum and school environment.

10. Approval

School Climate Specialist Signature: Leanne Maguire Date: December 17, 2025

School Climate Coordinator Signature:  Date: 12/18/25