

# Sharon Center School Climate Improvement Plan - 2025-2026

## Date Submitted: December 17, 2025

**Vision Statement:** Our school is dedicated to creating a culture of learning that is inclusive, responsive, and transformative for every student, without exception. Through the purposeful integration of MTSS (Multi-Tiered Systems of Support) and UDL (Universal Design for Learning), we ensure that all learners - across all backgrounds, identities, and needs - receive the support they need to succeed academically, socially, and emotionally. Our vision is to create deeper learning experiences that empower students to explore, collaborate, and lead with confidence and compassion in a diverse and interconnected world.

**Mission:** We commit to designing and delivering high-quality, inclusive learning experiences for every student, every day. We do this by using data to respond to individual needs, applying UDL principles to remove barriers, and fostering a community where all learners feel seen, valued, and capable. We strive to equip our students with the skills, mindset, and character to thrive as empathetic leaders in our ever-changing world.

We Believe:

1. **All students can learn and achieve at high levels** when provided with the right supports, scaffolds, and opportunities to grow.
2. **Relationships are the foundation** of a safe, respectful, and responsive learning environment. Connection fuels engagement and belonging.
3. **Learning should be accessible to all** — we design lessons and environments proactively to embrace learner variability, honoring student strengths and needs.
4. **Collaboration strengthens us.** We grow when we learn with and from each other — students, staff, families, and the community.
5. **Student voice and choice matter.** Empowering students to take ownership of their learning builds confidence, resilience, and purpose.
6. **Data informs, but does not define.** We use data to reflect, adjust, and personalize instruction — always seeing the whole child.
7. **Equity is our responsibility.** We actively identify and remove barriers to success, ensuring every student has what they need to flourish.
8. **We are all learners.** We commit to continuous growth as educators, embracing reflection, feedback, and innovation to deepen our impact.
9. When we **work together with joy and purpose**, we accomplish great things - and we celebrate along the way.
10. We are fortunate to have **awesome students** who inspire us daily to give our best.

### School Climate Team:

- School Climate Specialist: Carol Tomkalski & Liz Foster
- School Climate Committee Members:
  - Teacher representatives: Blake Hutchins, Sarah Ives, Liz Foster, Kelley Thurmond, Hunter Merrill
  - Student representatives: Genevieve Rios, Charlotte Olsen, Galo Suby, John Camphouse
  - Family representatives: Karen Rios
  - School Community members: Carrie-Ann Olsen

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**School Climate Assessment Data:** A survey was conducted in 2024-2025. This is an important tool to gather valuable insights about the learning environment in our schools. At Sharon Center School we are committed to fostering a positive, inclusive, and supportive atmosphere where every student, staff member, and family can thrive. The purpose of this survey is to better understand the experiences, perspectives, and needs of our school community. The feedback has helped us identify strengths and opportunities, enabling us to identify goals and objectives and make informed decisions that align with our shared mission of continuous improvement.

**Strengths:** According to students in grades 6 through 8, SCS offers a positive school environment with a significant majority of students feeling safe at school, with 55% reporting that they "often" feel safe and 27% "always" feel safe. Opportunities to participate in class are perceived positively, where 42% of students feel they can "often" participate and 24% can "always" participate. Additionally, teacher expectations are well-received, with 52% feeling their teachers "always" expect them to learn. According to students in grades 3 through 5, a majority of respondents indicate they sometimes enjoy coming to school (60%), and there is a strong willingness to participate in class consistently (75%). School assemblies are generally enjoyable for 60% of participants, and most students feel they have at least one friend (90%) and are supported by their teachers. According to families, they indicate a generally positive perception of the school's environment and performance, with most respondents leaning towards feeling "Often" satisfied with various aspects of the school. Notably, 68% of participants find teachers well-qualified and knowledgeable, and 63% often feel satisfied with their child's academic performance.

**Goals and Objectives:** outlined here are 4 school climate improvement goals and actions steps for improving school climate, identified by our School Culture and Climate Committee.

School Climate Improvement Goal	CT School Climate Standard	Supporting Data	Action Steps	Responsible Parties	Timeline
Goal 1: Increase Student's Sense of Belonging	2b, 3b, & 4	Favorability scores <64% of students in grades 6 through 8 feel a consistent sense of belonging to their peers, as the same percentage only feel it "often."  Favorability score of <40% of	-Upstander Day - Grade 6 students -Conduct student focus groups for this topic -Explore peer mentoring possibilities Provide leadership training to our "Wingman" leadership group -Provide staff PD on + rapport building/restorative practices - class contracts/agreements -Increase opportunities to mix up students through activities	-Building Administrator -Counseling /Support Team (PD) -Grade level teachers -ILT -School Culture and Climate Team	Sept '25 - June '26

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		<p>students in grades 3-5 feel that students are nice to each other, even if they have differences.</p> <p>Favorability score of &lt;48% of students in grades reported that students in my school are nice to each other.</p>	<p>1 to 2 x's monthly(Advisory/Morning Meeting)</p> <p>-Increase Phoenix Friday's and offer clubs that teachers choose to run - offer 4x's throughout the year - things like basketball, chess, arts and crafts, playground games, etc.</p> <p>-Teacher check-ins weekly - during morning meeting</p>		
Goal 2: Increase Student Engagement	1, 3d, & 5	<p>Favorability score of &lt;60% of students in grades 3-5 feels that teachers fully understand their learning needs, indicating room for more personalized teaching approaches.</p> <p>Favorability score of &lt;40% of students in grades 6-8 feel they get effective feedback which can be crucial for academic improvements.</p>	<p>-Live our vision</p> <p>-Identify most prevalent student behaviors</p> <p>-Ensure expected behaviors are being explicitly taught</p> <p>-Co-created classroom agreements are created and posted</p> <p>-create and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.</p> <p>-Create a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and dedication to cultural responsiveness, diversity, equity, and inclusion.</p>	<p>-Building Administrator</p> <p>-Counseling /Support Team</p> <p>-Classroom teachers</p> <p>-ILT</p> <p>-School Culture and Climate Team</p>	Sept '25 - June '26
Goal 3: Enhance parent-school partnerships	2b	<p>Favorability scores &gt;60% on parent surveys that communication methods by the school are</p>	<p>-Explore social media outlet potential for ongoing communications</p> <p>-Conduct parent focus groups, re: partnering in child's education</p> <p>-Offer paper versions of school</p>	<p>-Building Administrator</p> <p>-Grade Level teachers</p> <p>-Counseling/ Support Team</p>	Sept '25 - June '26

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		<p>effective</p> <p>Favorability score of &lt;47% of parents feel that they have opportunities to participate in school decision-making processes relevant to my child.</p>	<p>communication to send home with students</p> <p>formation/revamping of PTA (or similar group)</p> <ul style="list-style-type: none"> <li>-Re-design and update school website regularly</li> <li>-Continue to engage with the PTO to strengthen home/school communication/collaboration</li> </ul>		
<p>Goal 4: Increase positive school engagement by ensuring Tier 1 restorative practices and community building activities</p>	<p>2d &amp; 5</p>	<p>As we are in the early stages of implementing and training on restorative practices, this information should be viewed as preliminary and reflective of a learning phase.</p>	<ul style="list-style-type: none"> <li>-Provide ongoing PD to staff                             <ul style="list-style-type: none"> <li>● Regional PL Aug/Feb</li> <li>● Restorative Practices staff training Sept 2025</li> <li>● Restorative Practices staff training Oct 2025</li> </ul> </li> <li>-Maintain and expand T1 Strategies                             <ul style="list-style-type: none"> <li>● Morning meetings</li> <li>● Advisory</li> <li>● EK-8 Teams</li> <li>● Phoenix Friday's</li> <li>● Co-created classroom agreements</li> <li>● Assemblies</li> <li>● Wingman Student Leadership Program</li> <li>● Career Day</li> </ul> </li> <li>- Continued staff PL on restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>-Building Administrator</li> <li>-ILT</li> <li>-MTSS team</li> <li>-Counseling/Support Team</li> </ul>	<p>Sept. '25- June '26</p>

## Prevention and Intervention Strategies:

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

- Continue use of Region 1/ShCS Behavior Referral Process for minor and major behaviors
- Implement T1 Strategies to proactively reduce behaviors
- Implementation of the Character Strong curriculum at the Tier 1 & Tier 2 levels
- Establish, publish, and reinforce clear school wide expectations (Phoenix LEADs)

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- Re-set room available
- b. Follow new guidance for challenging behavior response system
  - i.  CBF Template-2526dec and Checklist

## **Family and Community Engagement:**

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

- c. Share climate survey takeaways with Board of Education and all staff (Spring 2025)
- d. Parent Conferences (Fall & Spring)
- e. Open House/Back to School Picnic
- f. Parent/Community forum(s)
- g. Distribution of Family Handbook
- h. Sharing of Climate Improvement Plan
- i. Parent education (regional) on Climate Legislation and Challenging Behavior Forms

## **Data Collection and Analysis:**

- j. Referral forms, challenging behavior forms
- k. School climate surveys
- l. Quarterly meetings of the School Climate Committee to analyze progress toward goal achievement
- m. Behavior/Communication Log entries stored in Powerschool
- n. Ongoing analysis of student behavior plans in collaboration with Pupil Services team & General education team

## **Evaluation and Revision:**

- o. School Climate Committee to meet September and December 2025; March and June 2026.
- p. Plan will be reviewed June 2026
- q. Plan will be updated in August 2026

## **11. Professional Learning and Support:**

- a. Provide ongoing PL to staff
  - Regional PL August/February
  - Restorative Practices staff training September 2025

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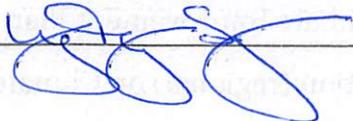
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- Restorative Practices staff training October 2025
- School Climate Presentation December
- Administrator training and/or School Climate Committee Rep training August, November

- b. List resources needed to implement the plan.
- i. Flow chart for staff to guide process of reporting behaviors
  - ii. Adobe Acrobat Professional to create a digital version of the Challenging Behavior Form
  - iii. PL time to provide staff with education on new and established protocols
  - iv. Plan for educating parents on both restorative practices and new and established protocols for reporting behavioral concerns.

## Approval

School Climate Specialist Signature: Carol T Date: 12/17/25

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