

Cherry Brook Primary School: School Climate Improvement plan

School Name: Cherry Brook Primary School

School Year: 2025 - 2026

Date Submitted: Fall 2025

1. **School Climate Vision Statement:** *Cherry Brook Primary School strives to cultivate a school climate that is safe, inclusive, and rooted in the joy, dignity, and well-being of every child. By nurturing the whole child and fostering respectful, supportive relationships among students, staff, and families, we create the conditions for every learner to grow, thrive, and become an engaged, compassionate member of our community.*
2. **School Climate Team:**
 - **School Climate Specialist:** Abe Ammary, Principal of Cherry Brook Primary School
 - **School Climate Committee Members:**
 - **Teacher Representatives:** Kate Dauphinais, Mary Kennelly, Volha Burkova, Andrew Barnes
 - **Student Representatives:** TBD (Third Grade Student Council Reps)
 - **Family Representatives:** Laura Moore
 - **School Community Members:** Sarah Kosch, Mary Yard
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 That Are Going Well:

- **Strong Leadership & Relationships:** Family, staff, and student surveys reflect very high favorability in leadership, teacher communication, and school connectedness, indicating strong trust, visibility, and relationships across the school community.
- **Positive School Climate & Learning Experiences:** Families and staff report high satisfaction with learning activities, school climate, and communication, showing that instructional practices and community-building efforts are well received.
- **Growing Sense of Belonging:** Student data show notable gains in respect for diversity, rules and norms, and social-emotional security, suggesting that SEL and culture-and-climate initiatives are having a positive impact.

Areas of Opportunity:

- **Physical Safety & Emotional Security:** While improving, student perceptions of physical safety and social-emotional security remain areas for continued focus to ensure all students consistently feel safe and supported.
- **Consistency of Communication & Engagement:** Staff feedback indicates opportunities to further strengthen family engagement, feedback loops, and clarity around rules and norms.
- **Sustaining Momentum Across Groups:** Continued alignment across family, staff, and student experiences will help ensure that positive practices are felt consistently by all stakeholders.

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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: Improve Student Engagement	2b & 3b	Favorability scores <50% on student surveys questions, re: "I enjoy coming to school" & "I am eager to participate"	-Conduct student focus groups for this topic -Explore peer mentoring possibilities -Provide staff PD on + rapport building -Increase project-based learning & technology integration	-building leaders -Counseling dept (PD) -Personnel from content areas	Sept '25 - June '26
Goal 2: Increase Student Attendance Rate	4	Longitudinal schoolwide data depicts a pattern of increased tardiness and absenteeism over the past 3 school years	-Identify most prevalent barriers to attending -Offer parent training sessions to support their home efforts -Explore research based programs for promoting school attendance -Bolster 'positive' messaging from school	-building leaders -Counseling dept (PD) -Course instructors	Sept '25 - June '26
Goal 3: Introduce restorative practices	2d & 5	The school is not currently restorative in nature, as evidenced by an absence of practices and approach.	-Form a leadership group of involving all relevant stakeholders -Provide ongoing PD to staff -Employ expert coaching model -Normalize community building circles (both staff & students)	-building leaders -RP expert	Sept '25 - June '26
Goal 4: Enhance parent-school partnerships	2b	Favorability scores<50% on student surveys questions, re: "Satisfied with frequency of communication & "The school responds promptly"	-Explore social media outlet potential for ongoing communications -Conduct parent focus groups, re: partnering in child's education -Offer expert workshop series -Encourage formation/revamping of PTA (or similar group)	-building leaders -team leaders -counseling personnel	Sept '25 - June '26

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5. Prevention and Intervention Strategies:

- a. Outline evidence-based practices to prevent challenging behavior including restorative practices.
 - i. At Cherry Brook Primary School, we use a range of evidence-based practices to promote positive behavior and prevent challenges before they arise. Our positive recognition initiative, **Bear Necessities**, reinforces and celebrates prosocial behaviors schoolwide. Through our **MTSS process**, staff routinely review data, collaborate on supports, and implement targeted strategies to meet students' academic, social, emotional, and behavioral needs. In the classroom, teachers embed **restorative practices**—including morning meetings, closing circles, classroom contracts, and the use of **“Pawsitive” cards**—to nurture relationships, build community, and recognize positive behaviors. Together, these proactive approaches foster a supportive, predictable, and caring school environment where students can learn, grow, and thrive.
- b. Describe the challenging behavior response system and attach relevant reporting forms:
 - i. At Cherry Brook Primary School, our approach to responding to challenging behavior is grounded in prevention, skill-building, and collaborative support. The goal is always to help students learn positive behaviors while ensuring a safe and supportive environment for all.
 - ii. **Classroom Intervention, Coaching, and Reinforcement:** Teachers begin by addressing concerns within the classroom using proactive and restorative strategies. These may include:
 - Reteaching expectations
 - Providing visual supports or prompts
 - Modeling appropriate behaviors
 - Implementing restorative conversations
 - Using reinforcement systems (e.g., Bear Necessities, Pawsitive Cards)
 - iii. Staff may also request **classroom intervention coaching**, where support personnel model strategies, observe student behavior, and collaborate with teachers to reinforce positive expectations.
 - iv. **Assistance Team Response & Tiered Intervention.** If classroom-level strategies are not sufficient, the concern is elevated to the **Assistance Team** (e.g., school psychologist, social worker, behavior specialist, administrator). This team:
 - Reviews data and teacher observations
 - Helps identify root causes or skill deficits
 - Recommends tiered interventions or supports
 - Collaborates with staff on a plan for ongoing data collection and progress monitoring

This process aligns with our MTSS framework and ensures consistency, documentation, and shared problem-solving.

- **Incident Referral & Documentation.** When a behavior requires additional support or rises to a level that disrupts safety or learning, staff complete an **Incident Referral Form** and submit it to administration. This documentation helps us:

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- Track behavior patterns
- Determine appropriate responses
- Communicate with families when needed
- Ensure a consistent, transparent process
- [CBPS IRF_Updated 1.4.17.pdf](#)
- [W 5003 - Challenging Behavior Forms.docx](#)

6. Family and Community Engagement:

- a. Describe strategies to involve families and community members in school climate improvement efforts.
 - i. **Regular Communication:** newsletters, emails, or highlighting positive behaviors, classroom initiatives, and school events.
 - ii. **Family Participation in Events:** Families attend school assemblies, classroom celebrations, or special projects (e.g., literacy nights, art shows, music performances). School events: open house/curriculum night, conferences.
 - iii. **Volunteer Opportunities:** Lunch/Recess bunch, classroom projects/events, school-wide initiatives service/PTO events.
 - iv. **Feedback and Input:** District surveys and parent feedback forms.
 - v. **Community Partnerships:** Collaboration with local organizations, businesses, and civic groups to support school initiatives (e.g., food/toy drives, mentoring programs, etc...)
 - vi. **Celebrating Shared Success:** Highlight parent and community contributions in school communications or during events.
- b. Develop communication plans for sharing progress and gathering feedback.
 - i. School and classroom newsletters, emails, or highlighting positive behaviors, classroom initiatives, and school events.

7. Data Collection and Analysis:

- a. Specify data to be collected (e.g., discipline records, attendance rates, school climate surveys)
 - i. Data to be collected: Pawsitive cards, IRF forms, attendance data, academic data.
- b. Outline methods for analyzing and using data to inform ongoing improvement efforts
 - i. Systematic review of various data and planned follow-up with staff through building/district level meetings to support continuous improvement.

8. Evaluation and Revision:

- a. Describe process for regularly reviewing and updating the plan.
 - i. Summer analysis and planning, beginning of year presentation of information and improvement plan to climate committee and staff, quarterly check-ins to review progress, evaluation of next steps and implementation.
- b. Set a timeline for progress checks and plan revisions.
 - i. Summer > Fall > Mid-Year > End of Year

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9. Professional Development and Support:

- a. Identify school climate improvement professional learning opportunities for staff that will be offered.
 - i. Building and district level trainings on school climate and culture
- b. List resources needed to implement the plan.
 - i. School data, time
- c. Identify potential sources of support within the school and community
 - i. School Leadership Team, School Climate Team, Staff, Student Council, PTO, Community Partners (PD, Charities, etc...)