



Urbin T. Kelley Elementary School

2025-2026 School Climate Improvement Plan

Southington Public Schools Shared Vision Statement

Southington Public Schools is committed to fostering a safe, inclusive, and respectful learning environment where all students and staff feel a sense of belonging, are valued, and are empowered to succeed.

School Information

- Kelley Elementary School
- Mrs. Kahl, Principal

School Climate Improvement Team

Marilyn Kahl, Principal

Marly Ahearn - Grade 4 Teacher and SEA Representative

Monica Burksa - School Psychologist

Christiana Salerno - School Social Worker and Parent Representative

School Climate Snapshot

The members of the school climate improvement team met to review the results of the Needs Assessment Survey. Following the review of the staff collected data, it was determined that most members feel committed to a shared vision of a positive school climate. We are also committed to a need for physical, emotional and intellectual safety of all learners at Kelley Elementary School. There continues to be a need in the implementation of addressing social and emotional needs within the allotted school day time. Examples of this are recess interventions and ABC in Action curriculum lessons. Finally, there appear to be deficits in consistent ways to engage in restorative practice and what this means in real time for students. More training time with teachers and other staff members is needed.

Data used to inform the plan includes:

- Results from the School Climate Needs Assessment survey
[ADD LINK](#)
- Results from the School Climate survey
[ADD LINK](#)
- Discipline data (suspensions, referrals)
 - o None to date

Vision Statement for Positive School Climate

Urbain T. Kelley Elementary School is committed to fostering a safe, inclusive, and respectful learning environment where all students and staff feel a sense of belonging, are valued, and are empowered to succeed.

Priority Areas for Improvement

Identify **2-3 focus areas** for the year based on data and input. Example areas:

1. Enhancing SEL instruction: Continuing ABC in Action curriculum
2. Restorative practices:
 - a. Implementing THINK sheets in the classroom
 - b. Use of Resolution Road and Formula Five
 - c. Continued Professional Development for certified staff members
 - i. ACES training
 - d. Address the lack of RP training for paraeducators and other staff
3. Creating a Culture of Kindness: Kindness Clovers and Shamrocky Shout-Outs

Goals & Actions

Priority Area	Goal	Action Steps	Responsible Party	Timeline	Evidence of Progress
Restorative Practices	By the end of the school year, the school will increase the consistent use of restorative practices among staff and students to strengthen relationships, build community, and reduce behavioral incidents.	Implementing THINK sheets in the classroom – Use of Resolution Road and Formula Five – Continued Professional Development for certified staff members – ACES Training – Address the lack of RP training for paraeducators and other staff --Classroom Charters	RP Trained Team School Climate Team	November 2025 to June 2026	Administer a survey to staff in early June 2026

Priority Area	Goal	Action Steps	Responsible Party	Timeline	Evidence of Progress
Creating a Culture of Kindness	Recognize students who demonstrate spontaneous acts of kindness or goodwill within our school community. This initiative encourages empathy, respect, and care among students while creating a positive and supportive school culture.	–Implementing Kindness Clovers in the classrooms –Implementing Shamrocky Shoutouts	PTO members Teachers Staff members Volunteers	December 2025 to June 2026	Number of students recognized monthly for acts of kindness
Enhancing SEL instruction: Continuing ABC in Action curriculum	Identify barriers to lesson implementation and research alternative time/manner of lesson presentation.	– Consult with other school's STEPS Champions for ideas – Survey Classroom Teachers regarding lesson planning/implementation – Review survey results and develop next steps	STEPS Champions, Teachers, and Staff	2025-2026 school year	Survey results

Barriers to Teaching and Learning

Amount of time that can be dedicated during the school day to teach, model, and facilitate Restorative Practices.

Amount of time dedicated to Restorative Practices professional development for teachers, staff, and students.

Difficulty fitting in the ABC in Action Curriculum within the school day.

Restorative Practices

Implementation of the “Think Sheet” to hold students accountable for their actions and reflect on their behaviors to avoid repeated actions.

School Community Environment

The implementation of Kelley Kindness Clovers and Shamrocky Shout-outs to support and recognize students who demonstrate spontaneous acts of kindness or goodwill within our school community.

Staff Learning

- Restorative Practices
- Implementation of Kindness Clovers and Shamrocky Shout-Outs

Student & Family Engagement

PTO Weekly Newsletters will provide updates on Kindness Clovers and Shamrocky Shoutouts

Mrs. Kahl's monthly newsletter will include information on Restorative Practices

STEPS ABC Monthly Newsletters sent home to parents.

Shout-outs on Morning Announcements

Progress Monitoring

- School Climate Team Monthly Meetings
- Principal Advisory Council meeting minutes
- Data check-ins (monthly/quarterly)
 - May be noted above as Evidence of Progress