



The Peck Place School Climate Plan

2025-2026

PREFACE: State Requirements for the School Climate Improvement Plan

Beginning with the 2025–2026 school year, [Connecticut Public Act No. 23-167, Section 47](#) requires each local and regional board of education to adopt and implement a school climate plan grounded in nationally recognized school climate standards and best practices. The Peck Place School’s plan reflects stakeholder input and continuous improvement aligned with the National School Climate Standards.

OVERVIEW OF THE PECK PLACE SCHOOL’S CLIMATE SURVEY RESULTS

Analysis of The Peck Place School School Climate Surveys across students, staff, and families reveals a school climate with several strong foundational elements, alongside targeted areas for growth. Survey results consistently highlight positive relationships, strong academic expectations, and a shared sense of safety as key strengths. Students report feeling connected to their peers and supported by adults, staff describe a collaborative and supportive professional environment, and families express high levels of trust in teaching practices, leadership, and student safety. Together, these findings indicate a school culture grounded in respect, trust, and a shared commitment to student success.

At the same time, survey data identify important opportunities for improvement related to student behavior, consistency and fairness of discipline practices, and recognition of positive student behavior. While relationships are generally positive, inconsistent peer interactions—particularly in less structured settings—can interfere with learning and impact perceptions of fairness. Additionally, mixed responses from students, staff, and families regarding the consistency of rule enforcement and acknowledgment of positive behavior suggest a need for clearer expectations, more equitable practices, and more visible reinforcement of desired behaviors. Addressing these areas will help strengthen consistency, equity, and overall school climate while building on the school’s existing strengths.

3 AREAS OF STRENGTH BROKEN DOWN BY [NATIONAL SCHOOL CLIMATE STANDARDS](#)

1. Positive Relationships & Connectedness

(NSCS Standard 4: Relationships – Respect for Diversity, Social Support)

Evidence across surveys:

- Students report strong classroom belonging (60.4% “Always” feel part of their classroom community) and high rates of having a friend at school (97.9%).
- Staff overwhelmingly feel supported by colleagues and connected to one another (nearly 90% Agree/Strongly Agree).
- Families report that teachers treat children with respect (96.2% Agree/Strongly Agree) and that staff communicate well with parents.

Why this is a strength: Strong peer and adult relationships are consistently affirmed across all stakeholder groups, indicating a school culture rooted in respect, trust, and connection.

2. Academic Expectations & Adult Support for Learning

(NSCS Standard 3: Teaching & Learning – High Expectations, Supportive Instruction)

Evidence across surveys:

- Staff strongly agree that teachers hold high standards and work hard to ensure students succeed (over 90% Agree/Strongly Agree).
- Students report high confidence in reading, writing, and math, and feel comfortable asking teachers for help.
- Families strongly affirm that teachers promote academic success and maintain high expectations.

Why this is a strength: There is clear alignment among staff, students, and families that learning is prioritized and supported by adults throughout the school.

3. Overall Sense of Safety

(NSCS Standard 2: Safety – Physical & Emotional Safety)

Evidence across surveys:

- Students report feeling safe in classrooms, hallways, and common areas most or all of the time.
- Staff report feeling safe at school and confident that unsafe behaviors are addressed.
- Families strongly agree that their children feel safe at school and traveling to and from school.

Why this is a strength: A shared perception of safety across all groups supports a stable learning environment and trust in school systems. **2. Academic Expectations & Adult Support for Learning**

3 AREAS OF GROWTH BROKEN DOWN BY [NATIONAL SCHOOL CLIMATE STANDARDS](#)

1. Student Behavior & Peer Respect

(NSCS Standards 2 and 4: Safety & Relationships – Student Conduct, Mutual Respect)

Evidence across surveys:

- Staff express concerns about student behavior interfering with teaching and learning (high “Sometimes” responses).
- Students indicate that peers are not always kind or respectful, particularly in less structured spaces (cafeteria, playground, bus).
- Families show more neutral or mixed responses regarding consistent enforcement of school rules.

Why this needs improvement: While relationships are generally positive, inconsistent student behavior and peer interactions are impacting learning and perceptions of fairness.

2. Consistency & Fairness of Discipline Practices

(NSCS Standard 2: Safety – Fair & Consistent Rules)

Evidence across surveys:

- Staff show mixed responses on whether all students are treated fairly by adults.
- Families indicate notable “Neither Agree nor Disagree” and some disagreement regarding fairness and consistency of rules.
- Students report variability in how rules are enforced and how peers behave across settings.

Why this needs improvement: Perceptions of inconsistency can undermine trust and equity, particularly when students and families are unsure how rules are applied.

3. Recognition of Positive Student Behavior

(NSCS Standard 3: Teaching & Learning – Positive Reinforcement)

Evidence across surveys:

- Staff responses indicate that recognition for positive behavior occurs, but not consistently.
- Students report that respectful, responsible, and safe behaviors are only “sometimes” noticed.
- Families show mixed perceptions, with some disagreement about frequent recognition.

Why this needs improvement: Increasing consistent, visible acknowledgment of positive behaviors could improve student

conduct and reinforce schoolwide expectations.

SCHOOL GOALS

Goal Statements and Action Plans

Goal Statement 1: The Peck Place School will strengthen respectful student behavior and positive peer interactions across all settings by reinforcing clear expectations, increasing adult supervision and support, and embedding social-emotional learning practices to promote kindness, responsibility, and mutual respect.

Strategies:

- Explicitly teach and reinforce school wide behavior expectations in classrooms and common areas (cafeteria, playground, bus).
- Increase consistency in adult supervision and responses to student behavior in less structured settings.
- Provide professional learning opportunities on the integration of social-emotional learning lessons focused on empathy, conflict resolution, and respectful communication.
- Provide students with opportunities to practice and reflect on positive peer interactions.

Measure(s):

- Improved student survey responses related to peer kindness and respect.
- Reduction in behavior referrals from common areas.
- Staff feedback indicates fewer disruptions to teaching and learning.
- Observation data showing increased positive peer interactions.

Goal Statement 2: The Peck Place School will improve the consistency and fairness of discipline practices by clarifying behavioral expectations, aligning staff responses, and ensuring transparent communication with students and families to promote trust and equity.

Strategies:

- Review and clarify school wide behavior expectations and disciplinary procedures.
- Provide professional learning for staff on consistent rule enforcement and restorative practices.
- Communicate behavioral expectations and disciplinary processes clearly to students and families.
- Monitor discipline data regularly to ensure equitable and consistent application of rules.

Measure(s):

- Increased family survey agreement regarding fairness and consistency of school rules.
- More consistent staff responses reported in staff survey data.

- Discipline data reflecting reduced disparities and increased consistency.
- Student feedback indicated clearer understanding of rules and expectations.

Goal Statement 3: The Peck Place School will increase the consistent and visible recognition of positive student behavior by implementing schoolwide reinforcement practices that celebrate respectful, responsible, and safe behaviors and align with social-emotional learning goals.

Strategies:

- Implement a consistent schoolwide system for recognizing positive student behavior.
- Provide professional learning for staff on effective positive reinforcement strategies.
- Ensure recognition practices are equitable, inclusive, and visible across all school settings.
- Share positive behavior expectations and celebrations with families.

Measure(s):

- Improved student survey responses indicating positive behavior is recognized consistently.
- Increased staff use of positive reinforcement strategies.
- Family survey data reflecting greater awareness of positive behavior recognition.
- Documentation of recognition practices (logs, acknowledgments, celebrations).