

**A. Ward Spaulding**  
**25-26 School Climate Improvement Plan**

In accordance with Board of Education Policy 5131.911 and the Connecticut School Climate Policy (Public Act 23-167), each school must develop an annual School Climate Improvement Plan that fosters a safe, supportive, and inclusive environment.

This School Climate Improvement Plan is informed by multiple data sources, aligned with the Connecticut School Climate Standards, and is intended to advance the goals of the District Advancement Plan.

School Climate Specialists are responsible for preventing, identifying, and responding to cases of challenging behavior in the schools. At A. Ward Spaulding Elementary School, the School Climate Specialist is Ms. Nikki Kupec. The school district has protocols, tiered responses, and supports in place to enhance classroom safety and address challenging behavior. A challenging behavior form is posted on the district website, which is used to assess the facts, severity, and intentionality of reported incidents. Our goal is to support all students in improving social, emotional, and behavioral skills and to increase the use of de-escalation techniques. To do this, we implement SEL instruction for students and provide professional learning opportunities for staff. Students have access to alternative, designated locations in the school building to help support de-escalation and emotional regulation with trained school employees.

Status Level	Definition
<b>Initiated</b>	Early-stage work has begun
<b>In progress</b>	Work is underway
<b>Fully implemented</b>	Complete; ongoing refinement continues

Standard	Current Status: (Artifacts & Data)	Areas Identified for Improvement	Action Step(s)	Indicators for Success (with Timelines)
<b>Standard 1: Shared Vision</b>				
Standard 1: The school district community has a shared vision and plan for promoting, enhancing, and sustaining positive and restorative school	<input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented	<b>Establishing and communicating a unified school climate vision.</b> This includes creating a building-based climate committee, updating climate surveys,	<input type="checkbox"/> Create district-wide Kindness Statement <input type="checkbox"/> Establish School Climate Committee with bi-monthly meetings <input type="checkbox"/> Revise climate survey	Clear, consistent district-wide messaging documented by March 2026  Increase in family and teacher satisfaction with communication by 10% as measured by the



		<p>students' social and emotional learning needs</p> <p><b>Foster partnerships with families</b> to promote engagement</p>	<p>process</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refine and align decision making criteria for SEL</li> <li><input type="checkbox"/> Utilize research-based interventions at all tiers of support</li> <li><input type="checkbox"/> Share SEL strategies with families through monthly SEL newsletters</li> <li><input type="checkbox"/> Invite families to school community events (back to school picnic, Open House, math and reading nights, Veterans Day, Field Day, spring concerts)</li> </ul>	<p>making criteria, and tiered interventions</p> <p>Monthly SEL newsletters shared November 2025 - June 2026</p> <p>Increase in family and teacher satisfaction with SEL by 10% as measured by Spring 2026 survey</p>
--	--	--	---	---

**Standard 3: School Practices that Promote Positive Climate**

<p>Standard 3: Each school community's practices are identified, prioritized and supported to (a) promote academic learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to teaching and learning and reengage those who have become</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiated</li> <li><input checked="" type="checkbox"/> In progress</li> <li><input type="checkbox"/> Fully implemented</li> </ul>	<p><b>Provide ongoing professional development</b> for all certified staff in Responsive Classroom, Fly Five, and restorative practices</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide ongoing professional development in Responsive Classroom (Hopes and Dreams, Calming Corner, Morning Meeting, Closing Circle)</li> <li><input type="checkbox"/> Offer initial Fly Five professional development</li> <li><input type="checkbox"/> Collaboratively develop school-wide expectations, language and classroom look-fors aligned to Fly Five</li> </ul>	<p>Tuesday afternoon professional learning opportunities include Responsive Classroom review as noted on school schedule</p> <p>Consistent teacher language as measured by drop-in data by Spring 2026</p> <p>Creation of look-fors completed by June 2026</p> <p>Decreased number of support calls and behavior incident reports by Spring 2026</p>
--	---	---	--	--

disengaged; and (d) develop and sustain an appropriate restorative infrastructure to build capacity for meeting this standard.				
--	--	--	--	--

**Standard 4: Safe, Welcoming, Inclusive Environment**

<p>Standard 4: Each school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually, and physically.</p>	<input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented	<p><b>Implement culturally responsive practices and materials</b> to reflect and honor the diversity of students and families</p> <p><b>Launch age-appropriate clubs or interest groups</b> (e.g., art, music, nature, storytime, math games) that reflect diverse student interests</p> <p><b>Increase student voice in school decisions</b></p>	<input type="checkbox"/> Integrate multicultural learning in curriculum <input type="checkbox"/> Highlight cultural heritage events and celebrations in staff and student communications and morning announcements <input type="checkbox"/> Continue to build up School Connections clubs <input type="checkbox"/> Create student leadership opportunities	<p>Students, staff, and families feel informed and valued as partners in student success as measured by the Spring 2026 survey</p> <p>Increase in offerings and participation in School Connections clubs during 25-26 SY</p> <p>Pilot group (grade 2) Spring 2026</p>
--	---	---	---	--

**Standard 5: Restorative Practices**

<p>Standard 5: Each school community develops meaningful and engaging practices, activities, and norms that promote ethical, social/emotional, and civic awareness and</p>	<input type="checkbox"/> Initiated <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Fully implemented	<p><b>Strengthen Restorative Practices and Conflict Resolution</b></p>	<input type="checkbox"/> Train/refresh all staff on Responsive Classroom language <input type="checkbox"/> Increase problem solving conference plans so students feel they are solving	<p>Staff consistently use restorative language during conflicts and problem-solving (25-26 SY)</p> <p>Students can articulate feelings and solutions after conflicts (verbally or with drawings)</p>
--	---	--	---	--

