Ansonia Public Schools

SCHOOL CLIMATE IMPROVEMENT PLAN

Mead Elementary School

2025-2026

Ansonia Public Schools Vision of the Graduate

The Vision of the Graduate is a shared framework for educators, students, and stakeholders to ensure graduates develop the skills, mindsets, and attributes needed for success in an evolving world. These competencies, with the VOG rubrics, are the north star that we use to align instructional practices, assessment strategies, and student learning experiences to support well-rounded growth.

Purpose

- Set clear expectations for student growth across key competencies.
- Serve as a tool for self-reflection, goal-setting, and continuous improvement.
- Support educators in designing meaningful learning experiences.
- Align with district goals for student success.

Guiding Assumptions

- Developmental: Students grow and improve over time.
- Descriptive: Provides flexibility across disciplines and learning environments.
- Multidimensional: Encompasses cognitive, social, and emotional growth.
- Lifelong Learning: Competencies extend beyond graduation into career and personal development.

Competency	Summary
Communicator & Collaborator	A successful communicator and collaborator effectively expresses ideas, actively listens, and works with others to achieve common goals. They demonstrate perseverance, adaptability, and problem-solving in collaborative efforts. Communicates effectively by expressing ideas clearly, listens actively, and engages in meaningful discussions while valuing different perspectives. Collaborates effectively by using feedback to refine ideas, improve teamwork, and achieve shared goals.
Critical Thinker	A critical thinker evaluates information, applies problem-solving strategies, reflects on learning, and makes informed decisions. They persist through challenges, seek diverse perspectives, and apply knowledge innovatively. Critical thinkers take initiative in learning, stay curious, and analyze all available information to make informed decisions. Critical thinkers apply knowledge to solve real-world problems, adapt to challenges, and learn from mistakes.
Responsible Citizen	A responsible citizen recognizes the impact of their actions, considers the well-being of others, and actively contributes to their community (classroom, school, local, national, global). They demonstrate accountability and problem-solving when addressing community challenges. Responsible citizens take responsibility for actions, engage respectfully in the community, and contribute to positive change. Responsible citizens demonstrate empathy and work collaboratively to build relationships and support others.
Emotionally Intelligent	An emotionally intelligent individual embraces the growth mindset by recognizing and regulating their emotions and by understanding how emotions influence behavior. They navigate social situations effectively, regulate emotional responses, and foster positive relationships. Emotionally intelligent individuals recognize, regulate, and reflect on emotions to make thoughtful decisions and respond effectively. Emotionally intelligent individuals demonstrate empathy, build strong relationships, and navigate challenges with resilience.

SCHOOL CLIMATE VISION

Ansonia Public Schools is dedicated to creating a learning environment where every student feels supported, valued, and empowered to succeed academically, socially and emotionally. Our schools are safe and welcoming spaces where positive relationships and a strong sense of community are at the heart of everything we do.

Guided by our Vision of the Graduate, we nurture critical thinkers, responsible citizens, effective communicators and collaborators as well as emotionally intelligent individuals who are prepared for lifelong success. We are committed to fostering a love of learning and helping students grow into skilled individuals who are prepared for life after high school.

Together, we build joyful, engaging, and supportive schools where every member of our district can reach their full potential. Through student-centered learning, high-quality teaching, and a focus on best practices, we inspire academic growth while cultivating the skills, habits and mindsets our students need to make meaningful contributions to their communities and the world.

SCHOOL CLIMATE STANDARDS

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
    - a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
    - a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
    - promote learning and the positive academic, social, emotional, ethical, and civic development of students;
    - enhance engagement in teaching, learning, and school-wide activities;
    - address barriers to teaching and learning; and
    - develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

DISTRICT GOAL: Work collaboratively to create a plan that will allow us to develop and implement a consistent, districtwide framework that defines behavior expectations, categorizes tiered behaviors (Tier 1, Tier 2, Tier 3), and outlines aligned responses across all schools.	
Action Steps	1. Complete district climate self assessment to gather all necessary documents, information, etc. as it pertains to the following: ● Student discipline ● Attendance ● Safety and crisis response ● Multi-Tiered System of Supports (MTSS) ● SEL skill development (RULER, Restorative Practices, Educate2B, Second Step) 2. Draft a unified behavior expectations matrix for PK–12 3. Develop a Tiered Behavior Response Protocol that includes: ● Clearly defined examples of Tier 1, Tier 2, and Tier 3 behaviors ● Required and optional responses at each tier ● Conditions for restorative vs. disciplinary actions ● Required documentation and parent/guardian communication steps ● Publish the completed District Behavior Framework & Tiered Response Guide for all staff

Mead School Goal: Teachers will build connections through developing relationships that respect students interest to increase motivation and engagement in the classroom	
Action Steps	● Provide ongoing professional learning for staff focused on integrating social-emotional learning (SEL) through restorative practices (RP), RULER, Educate 2B and executive functioning (EF) into daily instruction and routines to promote belonging, focus, and engagement ● Establish a school-wide culture in which adults consistently model relationship-centered practices ● Implement intentional, consistent practices that foster strong relationships and a sense of belonging

District Climate Coordinator: Sara Crooks, Director of Social and Emotional Learning
School Climate Specialist: Mallory Emmons, Assistant Principal
Climate Committee Members: Mallory Emmons, Lia Ferri, Jodi Fowlin, Kelsey Schultze, Brandon Straborny, Farrah Siciliano, student representatives, parent representative

Mead School Motto KOALA

K- Kindness
O- Outstanding
A- Attitude
L- Leadership
A- Accountability

Tiered Response

The school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions. Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional).

The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number - Tiered Response Incident	**Tiered Intervention Required**
First Offense	Admin or designee must notify the parents/guardians of each student involved in a manner that complies with FERPA
Second Offense	Admin or designee must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student - including, but not limited to, restorative practices
Multiple Subsequent Offenses(or single incident that causes severe harm)	Admin or designee must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis

How Tier 1 Strategies Support a Positive School Climate:

- Promote safety and predictability
- Build strong relationships between students and staff
- Increase student voice, belonging, and engagement
- Reduce need for reactive discipline
- Support the district's Vision of the Graduate competencies: collaborator, communicator, critical thinker, responsible citizen, emotionally intelligent individual

Tier 1 Strategies	**Structured Learning Environment** ● Co-create classroom expectations with students and review/revise regularly ● Co-create classroom charters ● Teach, model, and practice routines and behavioral expectations (reinforce expectations regularly, not just at the beginning of the year) ● Use visual supports (charts, posters, visual schedules) **Proactive/Restorative Classroom Practices** ● Follow the 80% Proactive and 20% Restorative Rule ● Remember to be in the WITH BOX (Social Discipline Window) ● Embed SEL monthly "focus skills" and/or executive functioning skills into learning environment and utilize strategies that are shared ● Mood Meter Check-Ins (at least 3 times a day) ● Proactive and/or Restorative Meta- Moments ● Use affective statements/I-Messages and restorative questions/reflections ● Facilitate community circles often (relationship building, academics, celebrations, conflict resolution) ● Provide calm-down spaces or mindful moments as proactive supports ● Focus on repairing harm rather than assigning blame **Explicit SEL Instruction** ● Through RULER, Educate 2B (mindfulness/yoga curriculum), SEL Monthly Theme ● Teach, model and practice: ○ RULER Tools- Charter, Mood Meter, Meta Moment, BluePrint ○ Restorative Practices- circles, affective statements, restorative questions ○ Zensational Kids/Educate 2B curriculum- brief mindfulness, breathing, and/or grounding strategies so that students are ready to learn throughout the day **Consistent, Positive Reinforcement** ● Acknowledge positive behaviors frequently (specific, behavior-based praise) ● Remember to "Feed the Flowers, Not the Weeds" (focus on the positive behaviors you want to see) ● Use classroom and school wide acknowledgment systems ● Maintain a 3:1 ratio of positive to corrective interactions