

Region 12 School Climate Improvement Plan Template Sample

School Name: Washington Primary School

School Year: 2025-26

Date Submitted: December 2, 2025

1. School Climate Vision Statement:

At Washington Primary School, our climate vision is to create a joyful, safe, and inclusive learning community where every child feels a deep sense of belonging and purpose. Guided by the tenets of the Responsive Classroom and restorative practices to build the CARES social skills—Cooperation, Assertion, Responsibility, Empathy, and Self-Control—we cultivate a positive school climate that supports both academic and social-emotional growth.

2. School Climate Team:

- School Climate Specialist: Emily Judd
- School Climate Committee Members:
 - Teacher representatives: Sara Feola, Kristin Moser, Kelly White
 - Mental Health: Monica Burnham, School Psychologist
 - Family representatives: Jessica LaBarca
 - School Community members: Sarah Belanger; Susan Ubaldi
 - Student Representative: Student Council Representatives

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.

Process:

The Climate Team used the Connecticut School Climate Standards rubric to assess the quality of the school climate. Additionally the team analyzed the Spring 2025 Staff, Teacher, Student and Family surveys. From these two resources, the team determined patterns and set goals. These goals were then considered by the school faculty where potential actions were generated.

Overall Summary of School Climate Surveys:

Spring 2025 Survey Summary: % of Favorable Responses Parentheses shows % point change from Spring 2024.

Topic	Teacher (18 -20 responses)	Staff (10 responses)	3-5 Student (71 Responses)	Family (22 responses)
Belonging	79% (+12)	88% (-4)		
Well-being	85% (+1)	89% (+2)		
Professional Learning	70% (-8)	63% (+18)		
Resources	66% (+10)	54% (+9)		
School Leadership	85% (+6)	70% (-1)		
School CLimate	86% (+4)	82% (+1)	69% (-2)	81% (-6)
Teacher Efficacy	82% (+4)			
Barriers to Engagement				86% (-1)
Learning Behaviors				65% (+9)
School Safety			76% (+5)	83% (-7)
School Belonging			79% (-2)	
School Engagement			54% (-6)	
School Learning Strategies			76% (-4)	
School Mindset			39% (-28)	
School Rigorous Expectations			81% (0)	

Spring 2025 survey results reveal a generally positive climate across teachers, staff, students, and families, with some notable shifts since Spring 2024. Teachers reported strong feelings of *belonging* (79%, +12) and *well-being* (85%, +1),

though *professional learning* dipped to 70% (-8). Staff showed large gains in *professional learning* (+18) and *resources* (+9), but slightly decreases in *belonging* and *school leadership*. Families remained highly favorable on several measures, including *barriers to engagement* (86% -1) and *school safety* (83% -7), though *school climate* fell slightly to 81% (-6). Students expressed positive views of *school safety* (76%, +5) and *belonging* (79%, -2), while *engagement* (54%, -6) and *learning strategies* (76%, -4) declined. Notably, in school learning strategies, 84% indicated that they can figure out how to learn things "well". Overall, the data suggests stable strengths in well-being and safety across groups, mixed perceptions of resources and professional learning, and areas for growth in resources, workload balance, student motivation and family perceptions of climate. The School climate remains strong and improving. Students and staff feel a strong sense of belonging, teachers feel effective and supported, and families value communication.

4. Goals and Objectives

Based on the school climate data that includes survey results, and committee recommendations, outline 3-5 specific, measurable goals for improving school climate.

Action Plan & Next Steps					
School Climate Improvement Goal	Data to support this goal	Action Step	Assigned To	Deadline	Status
CSCS Standard One: Shared Vision Develop a shared vision and understanding of Restorative Practices.	Responsive Classroom practices are in place (Morning Meeting; Interactive Modeling; Fix It Approach; etc.).	Provide professional development at Staff Meetings: define, foster restorative climate; tiered levels of practices, circles; conflict, and restorative conversations, questions.	Principal/Staff	Sept.- June 2026	☐ Not Started X In Progress ☐ Complete
CSCS Standard Five: Restorative Justice; Activities and Norms Increase knowledge and implementation of restorative practices.	However, the new Climate Policy endorses restorative practices. Although aligned with Responsive Classroom, a common understanding would support shared ownership among staff.	Create resource slides for teachers.. Role play behavior situations and apply proactive strategies. Provide parents with information on Restorative Practices: slide in all Open House; a flyer for PTO; session on Parent Visitation day.	Members of the Climate Committee		☐ Not Started X In Progress ☐ Complete

Action Plan & Next Steps					
School Climate Improvement Goal	Data to support this goal	Action Step	Assigned To	Deadline	Status
CSCS Standard Three: School Practices Promote civic development of students.	As a school community we have practices that promote the positive social and emotional development of students.	Implement Kid Governor unit in fifth grade. Implement school wide support for platform action plan.	Fifth Grade Teacher	November 2025	☐ Not Started ☐ In Progress
	We would like to increase opportunities for civic development in students.	Collaborate with community members in civic minded projects - one per grade level.: (i.e. Interview/visit community members - selectman; Trout in the Classroom; Passion Projects; Bird Blind; Gunn Museum Project; Pet Adoption Artwork, etc.)	Principal Classroom Teachers Student Council	October-June 2025	X Complete ☐ Not Started X In Progress ☐ Complete
CSCS Standard Three: School Practices - Enhance engagement in teaching/learning Review and update the SRBI academic and behavioral practices	Universal practices have changed over the last several years. Therefore, articulating tier 1, 2, 3 instructional and behavioral practices are warranted to serve as a guide and support consistency in implementation.	Revise triangle with tier 1,2, and 3 practices. Develop a flow chart of intervention process to SST Process Other: PreK - Refining Birth-3 transition process and SST process.	Staff - Complete at PLCs Principal; Director of Curriculum Instruction; Interventionists and School Psychologist REACH TEAM	February 2025	X Not Started ☐ In Progress ☐ Complete ☐ Not Started X In Progress ☐ Complete

Action Plan & Next Steps					
School Climate Improvement Goal	Data to support this goal	Action Step	Assigned To	Deadline	Status
CSCS Standard Four: Safe and Welcoming Environment Increase opportunities for parents and community members to engage in school related experiences.	School events welcoming families to attend and participate. However, fewer opportunities are available for parents/guardians to assist in the classroom.	Create opportunities for parents and/or community members to support projects/learning. K: Literacy Support 3 x weekly; Guest Readers; Makerspace; Bring a Friend to Music; Class projects; Learning celebration; Passion Project Expo	Principal Staff	October-June 2025	☐ Not Started ☒ In Progress ☐ Complete
Barriers to Engagement: Provide MLL family nights to support and develop school connection and student learning.	Spring 2025 Family Survey	Provide translated Open House slides and materials to MLL families. Develop and offer an information night for MLL families. Translations available for families: parent meetings.	Staff Reading Interventionist and Spanish Teacher Spanish Teacher	September 2025 November 17, 2025 Ongoing translation	☐ Not Started ☒ In Progress ☐ Complete

Action Plan & Next Steps					
School Climate Improvement Goal	Data to support this goal	Action Step	Assigned To	Deadline	Status
Belonging Establish a framework to support new staff with systems specific to Washington Primary School.	Spring 2025 Teacher Survey	Conduct monthly new teacher meetings.	Principal New teachers	October-June 2025	☐ Not Started ☒ In Progress ☐ Complete
		Assign mentors to new teachers.	Principal	September 2025	☐ Not Started ☐ In Progress ☒ Complete
Well Being Develop protocols to support the coverage of classrooms in the teachers absence.	Spring 2025 Staff Survey	Teachers create a guest folder/bin for emergency plans. Teachers establish a buddy to assist the guest teacher with plans, technology and questions. Rotate coverage to minimize overall impact on support staff.	Staff	Sept.-June 2026	☐ Not Started ☒ In Progress ☐ Complete
School Leadership Develop school-wide agreements.	Spring 205 Staff Survey	Create shared working agreements. Review at meetings.	Principal and Staff		☐ Not Started ☒ In Progress

Action Plan & Next Steps					
Provide a pathway to share concerns.		Create a "Squawk Box" or google form for teacher reporting.	Principal and Climate Committee		☐ Complete

Protocols and supports for enhancing classroom safety and addressing challenging behavior. "Challenging Behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee. (Policy 5131.911)

Contact information for administrator(s) who should be notified about incidents of challenging behavior	<ul style="list-style-type: none"> Emily Judd, Principal 860-868-7331 or judde@region-12.org
Process administrator will use to assess facts, severity, and intentionality of incidents of challenging behavior	<ul style="list-style-type: none"> Review report Interview individuals: those who were harmed and have caused harm; witnesses Review camera footage if available
Location(s) within the school building for students who are temporarily removed from their classroom	<ul style="list-style-type: none"> Alternative learning space
Supports that students may receive if they are temporarily removed from their classroom	<ul style="list-style-type: none"> Deescalation Strategies and Tools Social emotional support as needed Continuation of academics
Ways the school will address challenging behavior, enhance resiliency, increase use of de-escalation strategies, and improve social and emotional skills	<ul style="list-style-type: none"> School-wide social emotional curriculum School-wide community meetings Restorative Practices and Responsive Classroom Approach
Safeguards put in place to ensure that student supports comply with IEP and 504 accommodations	<ul style="list-style-type: none"> IEP and 504 accommodations are reviewed yearly by case managers with applicable staff. When changes are made the applicable staff are notified.

Tiered responses to challenging behavior:

A tiered response 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; or
- 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)

Tier	Response
1. Single incident	Principal notifies all parents of students who were involved in incident and/or at risk of injury during incident in compliance with FERPA
2. Subsequent incident	Principal invites parents or guardians of involved students to meeting to discuss supports provided by school
3. Multiple subsequent incidents or single incident that causes severe harm	Principal notifies parents of supports and services available outside of school (ie. 211, Behavioral Health Partnership, local professionals etc.)

Superintendent will provide a FERPA compliant annual report to the Board of Education which will include district level information about:

- Number of incidents of challenging behavior
- Grade level of each student involved
- Supports provided in response to incidents

