

WASHINGTON PRIMARY SCHOOL
Climate Plan 2021-22

National School Climate Standard	Current School Status To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies for Improvement	Measurement and Documentation	Timeline Resource Needs
1. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.	Annually, review and revise school mission and value statements. School mission visible to school community.	<u>Continuation:</u> Using multiple evidenced based methods to promote a positive school climate.	Conduct a grade 3-5 student school survey twice a year with predetermined questions. Add questions on trustworthiness, gratitude, inclusion, learner habits, and self-regulation.	Survey Results/Analysis Graph of results for each question to share with grades 3/4/5.	Complete by January 2022 and May 2022
	School-wide expectations are student driven and visible.		Facilitate staff, and student forums to review surveys and generate improvement strategies.	List of possible actions for change.	February 2022
	Administer and analyze district surveys to staff, parents and students every two years. Internal surveys administered and analyzed twice a year with students.		Collect and analyze discipline and attendance reports.	Attendance reports with required actions. Documentation of type and location of office referred behaviors. Recess and lunch logs.	Monthly
	Climate Committee meets monthly to review discipline, attendance and to promote positive school climate strategies.		Implement "traveling" classroom expectations when transitioning to special areas.	Traveling Charts	As needed
	School policies are publicized in student and staff handbooks. Responsive Classroom strategies and training available to certified staff.		Review monthly school-wide climate expectations/actions with staff to ensure actions are implemented as planned.	Faculty Meetings; Staff Emails	Monthly

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2. The school community sets policies specifically promoting the development and sustainability of social emotional, ethical, civic and intellectual skills, knowledge and dispositions and a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged.	District policies are adopted for character development, discipline, student support, etc.	<u>Continuation:</u> Implement school wide effective core and support practices for social and academic success.	Provide training for K-5 classroom teachers to review the SST meeting structure, roles, revised forms and progress monitoring fidelity sheet. Identify a member of the SST team to serve as a coach for developing student plans as needed to support new staff members.	Agenda of first SST Meeting. Revised SST forms 2021. Samples of student programs with fidelity sheets. Notation on plans as needed for assigned teacher coach.	Weekly
	A comprehensive system to address student academic needs and progress are in place through articulated curriculum and materials and ongoing assessments. Reading and Math intervention and special education services are provided for identified students.				
	Social/emotional needs are articulated and practiced through social and emotional tier one programs (Responsive Classroom/Second Step), and through the SST, interventions, and Climate Committee process.	Implement student centered interventions to support social and academic engagement and success.	Institute team intervention three times weekly in K-5 classrooms to provide additional practice and reteaching for gap skills and enrichment opportunities.	Fidelity sheets.	Weekly
	School-based rules/expectations developed and visible to the school community.		Implement individualized behavior plans as needed to support the development of prosocial skills.	Data Collection and trend line progress.	6 to 8 weeks cycle

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<p>3. The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school wide activities, address barriers to learning and teaching and re-engage those who have become disengaged; and develop and sustain an appropriate operational infrastructure and capacity building mechanism for meeting this standard.</p>	<p>Implement school wide social emotional practices inclusive of Responsive Classroom Approach, K-5 Second Step Program, Steps to Respect, Growth Mindset Lessons, Gratitude Lessons, school-wide Character Development program.</p> <p>Ben's Bell Kindness initiative promoting and recognizing acts of kindness.</p> <p>Provide an anonymous structure for reporting student concerns through "Squawk Boxes" in each classroom.</p> <p>Class weekly goal setting.</p> <p>Monthly Community Meetings and six yearly Town Meetings.</p> <p>Provide anti-bullying programs, i.e. Danbury Women Group; Enrichment programs, etc.</p> <p>Use of Self-directed Learning Cycle to enhance engagement and students as partners in learning.</p> <p>Provide interest/choice based learning opportunities, ie. quiet</p>	<p><u>Continuation:</u></p> <p>Promote opportunities for students to practice and develop habits that support prosocial behaviors and self-directed learner behaviors.</p> <p>Promote self-regulation strategies.</p> <p>Identify and celebrate acts of kindness and gratitude.</p>	<p>Introduce and practice school-wide character development through the theme, TAILS focusing on students as positive members of a school community and leaders of their own learning.</p> <p>T- Trustworthy (Toucan) A- Attitude of Gratitude (Ape) I - Includer (Iguana) L - Leader and Learner (lion) S - Self-regulation (Sea turtle)</p> <p>PreK-5 School-wide literature study with corresponding activities focused on TAILS.</p> <p>Review and practice self-regulation "Don't Flip Your Lid" chart.</p> <p>Use a classroom calming location with calming tools.</p> <p>Use mindfulness activities and motor breaks daily during transitions.</p> <p>Students identify classmates who are demonstrating acts of kindness and use a rotating</p>	<p>Community and Town Meeting agendas. Student feedback from surveys.</p> <p>Schedule of text/activity and completion of bulletin board.</p> <p>Calming Area with tools and directions, Don't Flip Your Lid chart.</p> <p>Mindfulness Lessons; Other resources: GoNoodle; BrainPop</p>	<p>As scheduled</p> <p>List of books and activities.</p> <p>September 2021</p> <p>On-going</p> <p>On-going</p>

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Standard 3 Continued.	time, indoor recess, topics for research exploration, etc.	Promote students as leaders of their own learning.	<p>kindness coin and stuffed iguana to recognize their efforts daily.</p> <p>Students create gratitude collages and graphs and use a gratitude journal to record what they are grateful for.</p> <p>School community is encouraged to write notes of kindness and gratitude to one another.</p> <p>Administer learner inventories to identify interest and preferred learning modalities.</p> <p>Use self-directed learning cycle/questions to set classroom goals and to support learning projects.</p> <p>Define and describe through modeling what a "leader of your own learning" looks and sounds like.</p> <p>Increase opportunities for students to work in teams and to use the leader chart to practice the skills listed, to reflect on their progress, and to set personal goals.</p>	<p>Student samples.</p> <p>Samples</p> <p>Sample questionnaires</p> <p>Samples of goals</p> <p>Response Charts</p> <p>Student reflections and responses on selected survey questions.</p>	<p>November 2021</p> <p>On-going</p> <p>September 2021</p> <p>On-going</p> <p>January 2022</p> <p>January - June 2022</p>

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4. The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, and physically.	Active building Safety and Climate Committees serve in a proactive and problem solving capacity.	<u>Continuation:</u> Support new student transitions.	Meet with new students to support transition. Form a student welcoming committee to meet new students and tour the building, as permitted.	New students meet with the counselor or principal to share pros/cons of their transition to a new school.	January 2022
	Building safety protocols are communicated and practiced.				
	Routines and common expectations for the classrooms and common areas are established.	Establish common parent communication systems to highlight student learning and school experiences.	Use Bloomz to share learning in the classroom with parents.	Bloomz posts.	On-going
	Responsive Classroom tenets are implemented (Morning Meeting, Closing Circle, Interactive Modeling, etc.)		Provide opportunities for students to write a summary to post on Bloomz for parents (Bloomz Captain).		
	Ben's Bell Kindness Initiative is used to promote kindness and inclusion. Kindness Bench; Kindness flowers; kindness and gratitude notes..	Increase parent connection to school.	Organize increased opportunities (covid safe) for parents to participate in school activities, i.e. virtual Mystery Readers; Guest Presenter; clubs; performances; volunteers. PTO family events, etc.	List of opportunities.	On-going
	Support Groups are available to students: Friendship and Blended Families Group.		Survey parents for interest and skill set.	Survey results.	January 2022
	Enrichment and Interest based opportunities like Makerspace and clubs (Newspaper, Environmental and Garden Club)		Implement at least one parent-led activity/club within health guidance.	Parent-led activity/club.	April 2022
	Regular Parent Communications:				

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Standard 4 Continued.	<p>weekly email, phone, postcards, BLOOMZ App, school website, newsletters, conferences, videos, etc.</p> <p>Active PTO with family activities open to all members of the school community.</p>				
5. The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and commitment to social justice.	<p>Several school-wide service learning activities are held: Food bank, clothing drive, shoe drive, marker collection, Pennies for Patients, Fires in California, etc.</p> <p>Students regularly express gratitude to those who visit the school such as the Washington Fire Department.</p> <p>Penpal opportunities with local Senior Citizens.</p> <p>Partnerships with Washington Garden Club, Village Improvement Group, Housatonic Valley Association.</p>	<p><u>Continuation:</u></p> <p>Promote opportunities for students to engage in civic activities.</p> <p>Promote opportunities for students to lead civic related activities.</p> <p>Increase community partnerships.</p>	<p>Implement a monthly civic activity in connection with school-wide Spirit Days.</p> <p>Student Council will lead buddy classes to generate a cause of interest for fundraising or donation, create posters, and hold a spirit day.</p> <p>Penpal opportunities with senior citizens.</p> <p>Survey 3-5 students on civic related club ideas. Implement at least two civic related clubs.</p> <p>Partner with SVS, Judea Garden and/or a local farm to implement a school garden.</p> <p>Explore pen-pal opportunities with students in diverse communities.</p>	<p>List of causes and result of efforts per buddy class.</p> <p>Sample letters</p> <p>Results of 3-5 survey Clubs (Newspaper, Kindness, Character, etc.)</p> <p>List of partnerships.</p>	<p>November 2021-June 2022</p> <p>January 2022</p> <p>September 2021</p> <p>January-June 2022</p>