

Watertown Public Schools
School Climate Improvement Plan - 2025-2026



School: Judson Elementary School

Date Submitted: November 5, 2025

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Connecticut School Climate Standard	Current School Status	Area(s) Needing Improvement	Strategies to Realize Improvement	Measurement Tools	Anticipated Timeline
Standard 1. Shared Vision	Survey results from families, staff, and grade 5 students reflect a strong shared vision for our school community. Most families responded "Strongly Agree," indicating widespread confidence and alignment with our values and goals.	A notable portion of students selected "Unsure/No Opinion," suggesting an opportunity to further engage them in understanding and contributing to our school's vision.	To increase student understanding of our school's vision, we will administer a brief follow-up survey to gather deeper insight into student perspectives. Student voice will be amplified through leadership groups and class meetings to ensure all learners see their role in supporting our school community's goals.	Survey Student Council	Nov-Dec. 2025 2025-2026 School Year
Standard 2. School Policies	Most respondents-students, staff, and families-were in agreement that the school policies promote a positive, safe, and inclusive environment that supports academic and social-emotional growth, aligns with Connecticut's School Climate Standards, and fosters restorative practices to engage all members of the school community.	A fair number of families were unsure about the fairness of rule implementation, and three staff members felt that rules were not implemented fairly, indicating an area for attention in ensuring consistent, transparent application of policies.	A strategy for improvement is to increase parent education on restorative practices through the Jump into Judson newsletter, fostering better understanding and support for fair rule implementation. The leadership team will discuss typical patterns of behaviors, brainstorming strategies that are a mix of consequences	Jump into Judson Spring survey	2025-2026 School Year

			(when appropriate) and the restorative follow up. This will be communicated to staff.		
Standard 3. Safe and Supportive Classrooms	Families and students responded positively with all staff strongly agreeing except for one response. This reflects strong overall support for classroom safety and a nurturing environment.	Many families were unsure about whether teachers use methods to help students feel included.	Effective strategies to improve inclusion include creating consistent routines, providing safe physical and emotional spaces, promoting peer interaction, and offering diverse, culturally relevant materials and activities. This could be shared in the Jump into Judson newsletter. Our Academies are intentionally designed as inclusive spaces where students come together around shared interests, fostering a sense of belonging and community. The Inclusive Together program will be introduced at Judson to increase awareness and understanding of autism, promoting acceptance and appreciation of differences among students. This program supports our commitment to creating a safe, welcoming, and inclusive school climate where all students feel respected and valued.	Jump into Judson Academies Inclusive Together program	2025-2026 School Year
Standard 4. Social and Emotional Learning	Most responses to the Social and Emotional Learning	An area for improvement is school safety, as 15.2% of	To address this, focus should be placed on building a supportive	Morning Meeting	2025-2026 School Year

	standard were positive across all three surveys, reflecting broad recognition of its benefits in fostering students' social skills, emotional regulation, positive behavior, and academic engagement.	students feel unsafe and an equal percentage are unsure about their safety at school. Additionally, three staff members report not feeling safe at school.	school community through evidence-based strategies such as social-emotional learning, restorative practices, and mental health supports. The committee plans to administer a follow-up survey focusing specifically on this issue to identify precise locations and contexts where students feel unsafe.	Survey	Nov.-Dec. 2025
Standard 5. Family and Community Partnerships	The survey results indicate a generally positive response from families, students, and staff regarding Family and School Engagement, reflecting strong community support for collaborative efforts that promote student success and active participation.	Compared to other standards, the family survey showed a higher amount of Unsure/No Opinion responses. Additionally, a few staff members expressed concern that not all school members are consistently given opportunities to restore relationships.	There is a need for focused improvement in engagement and education around restorative practices for students and staff.	Continue teaching, through SEL lessons, the importance of differences, acceptance, and respect for all students. This approach strengthens inclusivity and relationship-building essential for restoring connections and fostering a positive school culture.	2025-2026 School Year

Developed by: School Climate Specialist and School Climate Committee

Reviewed by: School Climate Coordinator

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