

Canton High School – School Climate Improvement Plan (2025–2026)

School Name: Canton High School School

School Year: 2025 - 2026

Date Submitted: December 9, 2025

1. School Climate Vision Statement: Canton High School is committed to fostering a respectful and connected learning environment where all students feel safe, valued, and supported. We promote positive peer interactions and responsible digital citizenship to strengthen student respect both in person and online. By expanding opportunities for meaningful connection, we work to ensure all students are present and prepared to thrive.

2. School Climate Team

- a. **School Climate Specialist:** Ruth Kidwell, Assistant Principal
- b. **Principal:** Andrew DiPippo
- c. **School Climate Committee Members:**
 - i. Teacher representatives: Jillian Lacher, Special Education; Cecile Mancini, Math; James Annunziato, Social Studies
 - ii. Student representatives: Macy McCullough, Rumanah Shaikh
 - iii. Family representative: Margaret Bristol, Parent & PE/Health
 - iv. School Community members: Jennifer Theodoratos, School Counseling

3. School Climate Assessment Data

- a. **Student Summary**
 - i. **Areas of Strength:** Students feel that teachers communicate well and help them to reach their goals (89% favorable), and that they feel physically safe in school (80% favorable)
 - ii. **Areas of Opportunity:** Students indicate low favorability in the areas of social-emotional security (53% favorable)
- b. **Staff Summary**

- i. Areas of Strength: Staff members believe students receive a high quality education (98% favorable) and that staff are able to communicate effectively and engage with families (99% favorable)
- ii. Areas of Opportunity: Staff members look to improve a shared understanding of the school behavior and intervention practices (76% favorable)

c. **Family Summary**

- i. Areas of Strength: Families indicate a strong school climate that is respectful of their children (92% favorable) and that the school leadership is visible and accessible (84% favorable)
- ii. Areas of Opportunity: Families express a desire for more direct and frequent communication (76% favorable)

d. **Discipline Referrals 25-26** - Approximately 22% of all disciplinary referrals surround incidents of negative peer interactions either in person or online.

e. **Chronic Absenteeism 24 - 25** - 11%

4. **Goals and Objectives:** outline 3-5 school climate improvement goals and actions steps for improving school climate.

Action Plan

School Climate Improvement Goal	CT School Climate Standard	Supporting Data	Action Steps	Responsible Parties	Timeline	Progress Monitoring
Goal 1: Strengthen student respect and positive peer interactions both in person and online	1, 2, 4, and 5	<p>Student survey: lower favorability on items related to kindness and respect.</p> <p>Increase of discipline referrals for online/peer-to-peer challenging behaviors</p>	<ul style="list-style-type: none"> Conduct student-led focus groups to identify opportunities to support developing respect. Identify opportunities for restorative practices through formal training Create CHAT (advisory) activity to promote conflict-resolution strategies Review and revise existing digital citizenship curricula over all subjects Explore opportunities to host assemblies/forums on respect and kindness (both on and offline) 	-School Climate Committee, Student Leadership, School Counseling, Administration	Fall '25 - Spring '26	<ul style="list-style-type: none"> -End-of-year climate survey -Minimum of three climate based CHATs -Reduction in disciplinary referrals related to peer disrespect and digital misuse. -Qualitative feedback from student focus groups and staff reflections.
Goal 2: Improve students' sense of belonging by decreasing acts of	2, 4, and 5	Student survey: lower favorability on items related to social-emotional	<ul style="list-style-type: none"> Organize a variety of activities that encourage students to interact and get to know students outside of their social circles 	-School Climate Committee, Student	Fall '25 - Spring '26	<ul style="list-style-type: none"> -End-of-year climate survey -Increase in club/activity

<p>exclusion and increasing opportunities for connection.</p>		<p>security and belonging, specifically the question: There are groups of students in my school who exclude others and make them feel bad for not being a part of the group.</p>	<ul style="list-style-type: none"> Promote club participation through planned fairs, “new members” day, and other purposeful advertisements Explore idea of creating mentors for all grade 9 students Increase teacher strategies to create environments that promote inclusive collaboration among all students 	<p>Leadership, School Counseling, Administration</p>		<p>participation -Qualitative feedback from student focus groups and staff reflections.</p>
<p>Goal 3: Lower the percentage of students who are chronically absent</p>	<p>2 and 3</p>	<p>11% chronic absenteeism 24-25</p>	<ul style="list-style-type: none"> Continue to send communication home to families of students at or approaching specific benchmarks during the year (ie 5 absences in a semester) Continue attendance contact policy for students approaching, at, or above the allowable number of absences for a semester or year Revise tier tracking system for chronically absent students based on level of concern Implement home visit protocols for school refusal students Create attendance-based goals and strategies for at-risk students on Student Intervention Team Establish a restorative re-entry plan for students who have been absent for an 	<p>Administration, School Counseling, Student Intervention Team, Open Choice Liaison</p>	<p>Fall '25 - June '26</p>	<p>3% decrease in chronic absenteeism from 24-25 school year</p>

		extended time, including possible peer mentor support •Explore protocols of positive reinforcement for students with high attendance and low/minimal tardies.			
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5. Prevention and Intervention Strategies

- a. Outline evidence-based practices to prevent challenging behavior including restorative practices.
 - i. Behavior Matrix included in the Student Handbook
 - ii. Strengthening structures for student voice (ie focus groups, student council, leadership meetings)
 - iii. Encouraging club and activity participation through club fairs, CHAT events, and student reach-out
 - iv. Expanding school-wide culture events (ie pep rallies, assemblies, and CHAT partnerships)
- b. Describe the challenging behavior response system and attach relevant reporting forms
 - i. Staff utilize tiered responses to challenging behaviors, including
 1. Teacher-level intervention: verbal redirection, reflection prompts, or restorative conversation.
 2. Administrative support: referral to school counselor or administrator if behavior escalates or persists.
 3. Restorative follow-up: structured restorative conversation or circle involving affected peers to repair harm.
 4.  5003 - Challenging Behavior Forms.docx

6. Family and Community Engagement:

- a. Share successful and celebratory activities and school events through newsletter, social media, and promotional blasts. Examples include:
 - i. Canton Mastery Project Expo Night
 - ii. World Language Cultural Night
 - iii. Athletic tournaments, musical performances, and talent shows
- b. Proactive meetings with administrators and counseling staff to re-engage students with tardy or absenteeism concerns

7. Data Collection and Analysis:

- a. Discipline records, attendance rates, school climate surveys

- b. Patterns of discipline referrals and challenging behaviors to be reviewed at climate committee meetings
- c. Attendance rates reviewed with attendance committee (school counselors, administration, school nurse)

8. Evaluation and Revision:

- a. Review plan and action steps at monthly climate meetings.
- b. Set a timeline for progress checks and plan revisions.
 - i. Quarter 1: baseline survey review and brainstorming of initial climate initiatives.
 - ii. Quarter 2: implement focus groups to gather more data and review action steps of climate plan
 - iii. Quarter 3: review of participation and recognition programs, update action steps.
 - iv. Quarter 4: final evaluation using year-end surveys, discipline, attendance, and participation data; revise plan for the following year.

9. Professional Development and Support:

- a. Restorative Practices professional development for School Climate committee member in December 2025
- b. Prevention training PD for school climate specialist in December 2025
- c. Challenging Behavior staff professional development September 2025
- d. Use of professional development time in January 2026 to review climate goals and action steps