

School Climate Improvement Plan

School Name: Canton Middle School

School Year: 2025-26

Date Submitted: December 9, 2025

1. School Climate Vision Statement

- a. Canton Middle School fosters a connected and welcoming community where students, staff, and families work together to promote belonging, celebrate strengths, and support each learner's well being. We achieve this through strong relationships, active staff engagement in climate work, and meaningful partnerships with families.

2. School Climate Team

- School Climate Specialist: Jeff Moore
- School Climate Committee Members:
 - Teacher representatives: Amanda Burkhart, Amy Brintle
 - Student representatives: Stella Corwin, Matthew Jiang, Beaux Jemison, Dylan Keyo
 - Family representatives: Noelle Corwin
 - School Community members: Beth Zommer

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.

Family Summary

Areas of Strength: Families feel satisfied with their child's learning experiences (84% favorable) and that the school provides a safe and welcoming environment (89% favorable)

Areas of Opportunity: Families express a desire for more direct and frequent communication (81% favorable) and for communication and community practices that will increase school connectedness (81% favorable)

Staff Summary

Areas of Strength: Staff members feel a commitment to high quality instruction (92% favorable) and engaging with families (94% favorable)

Areas of Opportunity: Staff members express a desire for a more positive school climate (84% favorable)

Student Summary

Areas of Strength: Students feel that teachers provide rigorous instruction and are available to help them (87% favorable), and that the school provides a safe, welcoming environment (87% favorable)

Areas of Opportunity: Students express a desire to feel more connected to their teachers and peers at school (78% favorable)

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

School Climate Improvement Goal	CT School Climate Standard	Supporting Data	Action Steps	Responsible Parties	Timeline
<p>Goal 1: Strengthen Student Connectedness and Sense of Belonging</p> <p><i>SMART Goal:</i> <i>By June 2026, 80% of students will report that they “feel connected to adults and peers at school” (an increase of at least 10% from fall 2024 survey results), through enhanced advisory structures and relational practices.</i></p>	Relationships and Social-Emotional Learning	Student and family surveys highlight lower favorability in feelings of belonging and connectedness.	<p>Redesign advisory sessions to include intentional team-building, opportunities for student voice, work on creating CMS Way visuals and Resiliency skill building.</p> <p>Involve student focus groups in planning school initiatives, namely through participation on the School Climate Committee</p> <p>Highlight student voice and celebration activities (e.g., student-led assemblies, recognition boards, weekly Student Recognition form, town halls, etc).</p>	-Admin -Advisors -Climate team -Student reps	Sept ‘25 - June ‘26
<p>Goal 2: Enhance Staff Engagement in School Climate Work</p> <p><i>SMART Goal:</i> <i>By June 2026, 90% of staff will respond favorably to the School Climate section of the annual Staff Climate Survey.</i></p>	School Community’s Practices and Engagement	Staff survey indicates a need for shared expectations and greater engagement in school climate efforts	<p>Teams consistently use revised Student Day structure</p> <p>Teams utilize school climate data</p> <p>Staff consistently utilize the weekly Student Recognition process and engage in other school wide climate initiatives</p>	-Team leaders -Climate team leader -Admin -Teachers	Sept ‘25 - June ‘26

<p>Goal 3: Increase Family Engagement in Supporting Connectedness and Communication</p> <p><i>SMART Goal:</i> <i>By June 2026, family survey favorability regarding “The school fosters a sense of belonging and community for my child” will increase by 15%, through intentional communication and engagement practices.</i></p>	<p>Family and Community Partnerships</p>	<p>Family survey responses identify a need for more visible, two-way communication and shared ownership in school connectedness.</p>	<p>Share advisory and community-building themes in monthly family newsletters and visual displays around school.</p> <p>Inform families when their students are recognized for school climate focus areas on a weekly basis</p> <p>Solicit ongoing family input via community suggestion box and participation in the School Climate Committee</p> <p>Create a regular “Highlights and Celebrations” newsletter to families, noting positive things that happened over the previous quarter in sports, classes, clubs and more.</p>	<p>-Admin -Advisors -Climate team leader</p>	<p>Sept ‘25 - June ‘26</p>
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5. Prevention and Intervention Strategies:

- a. Outline evidence-based practices to prevent challenging behavior including restorative practices.
 - i. Utilize restorative practices school wide, including strategies such as mediation, to proactively address conflict and promote resiliency.
 - ii. Utilize the CMS Way (Choose Kindness, Make Responsible Choices, Select Respect) as a consistent framework to teach positive behaviors and expectations.
 - iii. Embed advisory activities that promote team-building, resilience skills, and peer support to strengthen connections and reduce behavioral issues.
 - iv. Use positive reinforcement strategies such as weekly Student Recognition and celebration boards to acknowledge and encourage prosocial behavior.
- 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. [W 5003 - Challenging Behavior Forms.docx](#)

6. Family and Community Engagement:

- a. Describe strategies to involve families and community members in school climate improvement efforts.
 - i. Engage with families through participation in the School Climate Committee
 - ii. Include community members in events such as Veteran's Day and school-wide celebrations.
 - iii. Provide volunteer opportunities to mentor students or participate in community-building events.
- b. Develop communication plans for sharing progress and gathering feedback.
 - i. Monthly family newsletters highlighting advisory themes, school-wide celebrations, and student recognition.
 - ii. Visual displays in common areas showcasing student contributions to school climate.

- iii. Digital feedback opportunities such as surveys, suggestion boxes, and email check-ins to gather family and community input.

7. Data Collection and Analysis:

- a. Specify data to be collected (e.g., discipline records, attendance rates, school climate surveys)
 - i. Discipline records: office referrals, restorative conversation logs, and patterns of repeated behaviors.
 - ii. Attendance rates: chronic absenteeism or patterns that may indicate disengagement.
 - iii. School climate surveys: student, staff, and family surveys to assess connectedness, belonging, and perception of safety.
 - iv. Participation records: advisory attendance, student focus group involvement, and event participation.
- b. Outline methods for analyzing and using data to inform ongoing improvement efforts
 - i. Conduct regular reviews of discipline trends, attendance, and survey results to identify areas for intervention.
 - ii. Compare pre/post survey results to assess impact of climate initiatives.
 - iii. Use qualitative feedback from student focus groups to adjust action steps and professional learning offerings.
 - iv. Share results with School Climate Committee and administration to guide iterative improvements.

8. Evaluation and Revision:

- a. Describe process for regularly reviewing and updating the plan.
 - i. The School Climate Committee meets quarterly to review data, assess progress toward goals, and recommend adjustments.
- b. Set a timeline for progress checks and plan revisions.
 - i. Quarter 1: baseline survey review and implementation of advisory redesign and initial climate initiatives.
 - ii. Quarter 2: focus group feedback. Adjust initiatives as needed.
 - 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. Identify school climate improvement professional learning opportunities for staff that will be offered.

- i. Training in restorative practices and conflict resolution.
 - ii. Workshops on highly effective, engaging, and inclusive classroom strategies.
 - iii. Sessions on data-informed decision making to use survey and behavior data effectively.
 - iv. Training on consistent use of the CMS Way and recognition systems.
- b. List resources needed to implement the plan.
 - i. Access to restorative practice facilitators and Resiliency curriculum resources.
 - ii. Digital tools for tracking behavior, participation, and recognition.
 - iii. Funding for visual displays, recognition boards, and school-wide events.
- c. Identify potential sources of support within the school and community
 - i. School counseling and support staff with social emotional expertise.
 - ii. Parent and family volunteers.
 - iii. Community partners such as local nonprofits and business sponsors.
 - iv. Instructional coaches and educational partners, such as EdAdvance, for professional development support.