

Safe School Climate Plan

Ledyard High School 2025-26

Submitted: December 2025

Rationale: Under Connecticut General Statutes 10-222hh, every public school (including middle schools) must, starting 2025-26 school year, develop a School Climate Improvement Plan (SCIP) each year.

School Climate Specialist: Amanda Fagan, Principal

School Climate Coordinator: James Buonocore, Assistant Principal

School Climate Committee Members:

- Krissa Anderson, School Social Worker
- Jim Buonocore, Assistant Principal and Athletic Director
- Phyllis Cody, School Psychologist
- Britney Duczynski, School Counselor
- Amanda Fagan, Principal
- Jennifer Hepburn, Principal's Secretary, and Parent
- Caitlin Houser, Main Office Receptionist, and Parent
- Lauren Kane, School Counselor
- Summer Szell, English Teacher, and LEA President
- Christy Toppa, School Counselor
- William Turner, Assistant Principal
- Jim Wisniewski, Science Teacher, and Parent

Ledyard Public Schools Mission Statement: Ledyard Public Schools provides every child with the experiences, supports, and opportunities necessary for life and success in our diverse and evolving world.

Ledyard High School Core Values Statement and Vision of the Graduate: Ledyard High School is a learning community dedicated to the cultivation of skills essential for our students' success in a rapidly-evolving society. At Ledyard High School, we believe our graduates should demonstrate the following:

- **Collaboration.** Colonel graduates will demonstrate an ability to work effectively with others, sharing ideas, acknowledging one another's strengths, and collaborating to produce presentations, projects, performances, or events.
- **Communication.** Colonel Graduates will demonstrate an ability to communicate information clearly and effectively through a variety of media, including written, oral, visual, musical, and/or video productions.
- **Problem-Solving.** Colonel Graduates will demonstrate an ability to solve problems of varying complexity across a variety of content areas.

- **Critical Thinking.** Colonel graduates will demonstrate critical thinking skills to find solutions, support arguments, and overcome challenges in a variety of content areas.
- **Perseverance.** Colonel Graduates will demonstrate perseverance in academic and extra-curricular settings by working through and past obstacles in pursuit of goals.
- **Creativity.** Colonel Graduates will demonstrate creativity through their participation in fine arts courses as well as through their inventive approaches to learning activities in a variety of settings.

Ledyard High School – School Climate Improvement Goals:

This plan articulates five school climate improvement goals, all of which align to one of the five Connecticut School Climate Standards, in addition to correlating to at least one of the five beliefs of the Ledyard Public Schools Strategic Plan.

	Ledyard High School School Improvement Goals	Aligned Connecticut School Climate Plan Standards	Correlated Beliefs from the LPS Strategic Plan
1	Build upon existing practices to sustain a positive school climate for all students and staff.	Standard 1: The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.	Belonging Partnership
2	Build and support meaningful school-wide relationships to foster strong attendance and engagement.	Standard 2: The school district community adopts policies that promote: (a) a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and (b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families.	Belonging Partnership Critical Thinking
3	Promote measurable learning with an emphasis on academic, social emotional, and civic achievement.	Standard 3: The school community’s practices are identified, prioritized, and supported to: (a) promote learning and the positive academic, social, emotional, ethical, and civic development of students; and (b) enhance engagement in teaching, learning, and school-wide activities.	Achievement Critical Thinking Learning
4	Empower staff, students, and parents as valued stakeholders by establishing frequent, predictable, proactive communication practices.	Standard 4: The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.	Belonging Partnership

5	Leverage research-based systems to promote social and civic responsibility.	Standard 5: The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.	Achievement Belonging Critical Thinking Learning
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Goal 1. Build upon existing practices to sustain a positive school climate for all students and staff.

Data Points:

Track longitudinal participation percentages for AgriScience, athletics, art, music, and Activity Period.

Target: Equal or exceed the most recent three-year average.

Track daily, all-school attendance data.

Target: Equal or exceed the most recent three-year average.

Track individual student attendance with a focus on the number of full-day absences.

Target: Equal or exceed (which actually means decrease) the most recent three-year average for the percentage of students chronically absent for the year.

Track all-school discipline referral totals.

Target: Equal or exceed (which actually means decrease) the most recent three-year average for the number of referrals per student

Target: Equal or exceed (which actually means decrease) the most recent three-year average for the percentage of total referrals accrued in the categories of: Bullying; Threat/Harassment/Intimidation; Physical Altercation; Verbal Altercation

Track the number of unique students nominated weekly for PBIS Student of the Week recognition.

Target: Equal or exceed the most recent three-year average for nominations each week.

Action Items:

Maintain the PBIS Students of the Week recognition program, through which four students – one from each grade – are publicly recognized for fulfilling one of the PBIS tenets. The SOW are also featured on social media and receive a positive email home, including the nomination details from the nominating adult.

Maintain or expand upon “spirit activities” in which all students and staff can participate. These include Spirit Weeks, all-school assemblies, dress up days, food rewards (i.e. the hot chocolate bar; Italian Ice truck; etc.), and more.

Utilize school-sponsored social media to publicize and celebrate the accomplishments of students across a variety of contexts.

Utilize the Monday Memo (to staff) and the Friday Facts (to parents) to publicize and celebrate the accomplishments of students across a variety of contexts. (Add language here about data we’re collecting)

Goal 2: Build and support meaningful school-wide relationships to foster strong attendance and engagement.

Data Points:

Track daily, all-school attendance data.

Target: Equal or exceed the most recent three-year average.

Track individual student attendance with a focus on the number of full-day absences.

Target: Equal or exceed (which actually means decrease) the most recent three-year average for the percentage of students chronically absent for the year.

Track longitudinal participation percentages for AgriScience, athletics, art, and music.

Target: Equal or exceed the most recent three-year average for participation rates.

Track longitudinal participation percentages for monthly Activity Period.

Target: Equal or exceed the most recent three-year average for participation rates.

Track the number of clubs – during Activity Period, before school, or after school – available to students at LHS.

Target: Equal or exceed the most recent three-year average of total club opportunities.

Action Items:

Leverage the four-year advisory model, through which a small group of students remains with the same adult for all four years, to encourage connection with at least one trusted adult.

Design monthly, team building advisory lessons that foster teamwork and camaraderie with peers as well as with the advisory teacher.

Apply with fidelity the protocols of the LHS Attendance Team to ensure clear communication with and to foster problem-solving partnerships with students and families. Protocols include:

- Daily, automated phone call notifications of absences
- Bi-weekly mailings of excessive absence notification letters (sent at 9, 12, and 18 absences)
- Regularly scheduled meetings (in person, or via phone or Google Meet) with parents and students after nine absences to collectively identify barriers and develop solutions

Encourage authentic connections between students and school counselors through regular interactions, including but not limited to:

- Planned, individual, grade level specific meetings
- Push-in instruction from the counselors on various facets of the comprehensive school counseling curriculum
- Ready access for as-needed visits

Goal 3: Promote measurable learning with an emphasis on academic, social emotional, and civic achievement.

Data Points:

Track progress of all freshmen and sophomores in both mathematics and reading on the IXL platform.

Target: Equal or exceed 10 months of growth in 10 months of academic effort.

Track student achievement for sophomores and juniors in both mathematics and reading based upon performance on the PSAT, administered annually in October.

Target: Equal or exceed the three-year average for mathematics, reading, and composite scores.

Target: Equal or exceed the three-year average for the percentage of students at or above benchmark in mathematics, reading, and both mathematics and reading.

Track student achievement for juniors in both mathematics and reading based upon performance on the SAT, administered annually in March.

Target: Equal or exceed the three-year average for mathematics, reading, and composite scores.

Target: Equal or exceed the three-year average for the percentage of students at or above benchmark in mathematics, reading, and both mathematics and reading.

Track student achievement for juniors in science based upon performance on the NGSS exam, administered annually in May.

Target: Equal or exceed the three-year average for science.

Target: Equal or exceed the three-year average for the percentage of students at or above benchmark in science.

Track student achievement for students in Advanced Placement courses, as measured by performance on a variety of AP exams, administered annually in May.

Target: Equal or exceed the three-year average of number of testing students for each course.

Target: Equal or exceed the three-year average exam score for each course.

Target: Equal or exceed the three-year average for the percentage of testing students earning a score of three (3) or higher for each course.

Track student social emotional learning ratings as measured by the thrice annually administered DESSA student self-report and teacher mini tool.

Target: Annually, decrease the total number of students scoring in the “Need” level of rating on the HSE-SSR between the fall and spring administrations.

Action: Design and deliver a minimum of three SEL competency-based advisory lessons, guided by the areas of highest need, as indicated on HSE-SSR results.

Action Items:

Maintain the robust Civics in Action project for all sophomores, through which they network with school officials, local and state elected officials, and community organizations to advance projects centered on civic improvement.

Maintain the Capstone Project graduation requirement, developed during junior year and completed and submitted first semester of senior year. Ensure adherence to the requirements for action/service, research, writing, and speaking – all of which, combined, enable students to demonstrate mastery of the six tenets of the Vision of the Graduate.

Maintain the Vision of the Graduate digital portfolio, housed in Google Sites, for students in all grades. Ensure students upload the artifacts, teacher rubrics, and self-assessments for all designated and free choice assignments, which are determined by grade level.

Goal 4: Empower staff, students, and parents as valued stakeholders by establishing predictable, proactive communication practices.

Action Items:

Share information items, relevant data points (re: attendance, discipline, PBIS, participation, etc.), celebrations, and more on a weekly basis.

- Monday Memo to all staff: PBIS, attendance, discipline, birthdays, upcoming events – a hard copy of this document is placed in staff mailboxes for Monday morning; digital copy in the Faculty Meeting Google Classroom
- Friday Facts to all parents: PBIS, attendance, upcoming events/important dates – this is emailed to parents every Friday as a PDF attachment and is also linked each Friday in the “News” section of the website
- The Student Section for all students: (modification of the Friday Facts) – this is emailed to students every Friday as a PDF attachment

Elicit feedback from staff, students, and parents via annual climate surveys, administered in late spring. Parents may request to opt their students out of the survey, *and* advanced notice of the questions posed will be provided to parents.

Establish a direct opportunity for student voice and leadership through monthly meetings of the Principal’s Council, comprised of the four class officers from each grade, as well as the two student Board of Education representatives.

Celebrate student success and publicize student activities via bulletin boards, morning announcements, the “News” and “Live Feed” sections of the website, and social media posts on X and Instagram.

Goal 5: Leverage research-based systems to promote social and civic responsibility.

Action Items:

Maintain imbedded elements of PBIS, in keeping with district protocols. At the high school level, these include:

- Posting of the behavior matrix expectations in the restrooms, classrooms, and common areas (i.e. cafeteria, gymnasium, library, auditorium, stairwells)
- Nomination, selection, and celebration of a PBIS Student of the Week for each of the four tenets, each week
- Prominent bulletin board display of the four tenets and of the Students of the Week
- Specifically articulated connections between day-to-day actions at LHS and the four PBIS tenets (i.e. via spoken morning announcements, the Student Section newsletter, etc.)
- Monthly administration of an attendance raffle to reward positive behavior patterns

Center the six social emotional competencies measured by the DESSA in communication, advisory lessons, and professional learning, as follows:

- Design and deliver social emotional learning competency-based advisory lessons, guided by the areas of highest need, as indicated on HSE-SSR results.
- Highlight a monthly SEL competency in the Monday Memo, Friday Facts, and Student Section, in alignment with advisory lessons. For example, note for staff, students, and parents which questions on the DESSA align to a specific competency, and in doing so, clarify the meaning of that particular competency.
- Integrate direct instruction about SEL competencies into monthly faculty meetings or periodic professional learning sessions to model for teachers how those skills might be strengthened within the context of their respective classes.

Build upon the collective capacity of LHS faculty and administration to consistently integrate restorative practices in responding to behavior that deviates from well-stated expectations. This may include, but is not limited to:

- Development and use of clearly articulated progressive discipline strategies, such as the 10-step plan for responding to misuse of cell phones
- Preparation for and orchestration of peer mediation, leveraging support staff to conduct pre-mediation training, mediation facilitation, and post-mediation reflection
- Utilization of restorative conversations between students and teachers, facilitated by an administration, prior to return to class after egregious or disruptive behavior