

# Canton High School School Improvement Plan, 2020-21

CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee  
December 3, 2020

## **School Council Members**

### **CHS Staff**

Paul Fitzgerald, School Adjustment Counselor  
Adam Hughes, Wellness Teacher  
Anne Malmquist, English Teacher  
Christine Trendell, School Nurse (and parent)  
Dave Turcotte, School Principal

### **CHS Parents**

Alan Abend  
Julie Beckham  
Jennifer Brathwaite  
Gloriann Moroney  
Ken Wertz

### **CHS Students**

Nidhi Chanchlani  
Shayan Jeanty  
Emmett Jereb

### **School Improvement Priorities for 2020-2021**

Because this school year is taking place during a global pandemic, much of this plan focuses on addressing short-term challenges presented by the health crisis and the subsequent changes to the CHS teaching and learning environment. Many action steps are designed to help staff and students adapt to remote and hybrid teaching models, and they also are intended to increase staff and students' sense of connectedness. In addition, the plan also includes longer term goals with an emphasis on achieving excellence and equity, by examining the CHS graduation requirements and redoubling efforts to address school issues pertaining to diversity, equity and inclusion.

## CHS 2020-21 School Priority #1: Achieving Educational Excellence & Equity

Provide students with effective, engaging instruction in remote and/or hybrid learning environments by building the capacity of CHS staff and broadening the scope of their instructional and technological practices.

**Rationale:** Teachers and students are currently working in a new learning environment which has changed typical teaching and learning practices. Successful adaptation to this environment will have a powerful influence on student learning.

### Strategic Areas of Focus:

1.1 Educational equity

1.2 Educational excellence and continuous improvement

1.3 Excellent educators for every student every day

2.3 Professional culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Develop a professional culture of <i>Teaming*</i> in which CHS educators act as scientists of learning, develop hypotheses, experiment with instructional strategies, and collaborate with peers to share results	Principal Assistant Principals Department Heads Every CHS educator	2020-2023	PD and faculty meeting time  Wednesday afternoons (SY 2020-2021)	PD & Faculty/Dept. Meeting agendas  Staff feedback & interviews  Structures of collaboration, such as faculty and/or dept. meetings dedicated to sharing practices  Conversations during faculty & department meetings
Focus building-based PD to promote collaboration and build staff capacity to engage students and utilize technology in remote and hybrid environments	Principal Assistant Principals Department Heads Every CHS educator	2020-2021	PD and faculty meeting time	PD & Faculty/Dept. Meeting agendas  Data from anonymous staff & student surveys  Classroom observations  Educators' student-learning & professional practice goals
Monitor data for achievement gaps and develop targeted interventions to support underperforming students	Principal Assistant Principals Department Heads Every CHS educator	2020-2023	Time & staff support for data analysis  Flexibility to implement interventions and/or modify practices	Creation and implementation of interventions to support students  Data from report cards and standardized tests (i.e., MCAS)
Establish committee to examine graduation requirements	Principal	2020-2021	Time & community volunteers	Committee mtg. agenda & minutes

\*Edmondson, A. (2012). *Teaming: How organizations learn, innovate and compete in the knowledge economy*. Jossey-Bass.

## CHS 2020-23 School Priority #2: Cultivating School Climate & Culture

Create an inclusive school environment in which both students and staff feel connected, engaged, valued and supported.

**Rationale:** Social distancing and the remote and hybrid learning models have decreased the amount of time CHS students spend studying and socializing in person, and many students report feeling disconnected to staff and/or students. In addition, throughout 2020, events nationwide have put a spotlight on systemic racism. In keeping with practices of other organizations, CHS would benefit from a multi-year process of self-reflection and action, by examining and addressing achievement gaps, ensuring implementation of a culturally responsive curriculum, and continuing the ongoing work of nurturing a culture of affirmation and inclusivity.

### Strategic Areas of Focus

2.1 Social emotional learning

3.2 Student agency, voice and ownership of learning

1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Create a CHS Diversity, Equity & Inclusion (DEI) committee to examine CHS practices and school culture and to develop a multi-year action plan	Principal Assistant Principals Department Heads Every CHS educator	2020-2023	Support from district leadership to engage community in challenging conversations	DEI committee meeting agenda and minutes  Creation of a DEI action plan for 2021-2022 and/or future years
Solicit feedback from CHS students & student leadership groups in order to obtain and execute ideas to improve connectedness	Principal Assistant Principals Department Heads Every CHS educator	2020-2021	Time with students	Data from student focus groups and/or anonymous student surveys  Interviews with student leadership groups  Events/interventions to increase connectedness
Develop new events and/or safe alternatives to CHS school traditions that build a sense of community and connect students to peers and staff	Principal Assistant Principals Class & Student Council Advisors	2020-2021	Flexible & creative thinking	Schoolwide activities  Student survey data