

Canton Public Schools 2025-26 District Goals



#Champions of Excellence
#REACH

Goal #1: Student Learning Goal

Standard I: Instructional Leadership

Indicator I-A: Curriculum: Supports administrators to ensure that instructional staff **adapt** as needed and **implement** standards-based units of well-structured lessons aligned to state standards and local curricula. Monitors and assesses progress, providing feedback as necessary.

During the 2025-26 school year, the Canton Public Schools will see an overall achievement increase of 3% for meeting and exceeding scores on the 2026 ELA and Math MCAS **and** an increase of 3% for meeting and exceeding scores for grade-level cohorts on the 2026 ELA and Math MCAS.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Continue data meetings across schools, departments and grade-level teams to closely monitor student progress on universal screeners and diagnostic assessments, adjusting instruction based on granular data insights	Superintendent, District and Building Leadership, Department Coordinators and Educators	2025-2026	<ul style="list-style-type: none"> ● Elementary Academic Leadership Team Agendas demonstrating data-driven discussions ● GMS and CHS Leadership Team Agendas focused on student progress ● Consistent data-driven small group instruction happening in all classrooms, documented through lesson plans or observation notes ● Detailed student achievement data reports reflecting progress.
Systematically Integrate Universal Design for Learning (UDL) Principles into Curriculum, Instruction, and Assessment	District and Building Leadership, Department Coordinators and Educators	2025-2026	<ul style="list-style-type: none"> ● Design instructional materials, learning activities, and assessments that apply UDL principles to ensure inclusivity and accommodate diverse learners. ● Implement differentiated instruction consistently across all content areas, including Tier 1 practices and targeted, evidence-based interventions in Tiers 2 and 3 within the Multi-Tiered Systems of Support (MTSS) framework.

			<ul style="list-style-type: none"> ● Tailor assessments and curriculum to students' performance levels and other specific needs, ensuring they can interact with the material.
Monitor and review curricular implementation across all grade levels, ensuring high quality alignment, materials, and instruction. Focus areas will be established by student and building needs.	District and Building Leadership, Department Coordinators and Educators	2025-2026	<ul style="list-style-type: none"> ● Professional learning goals of educators ● Supervision and evaluation documents ● ILT, ALT and Department Head Agendas ● Inclusive Practices PD
Provide job embedded professional learning to support differentiated instruction across all content areas	Superintendent, District and Building Leadership, Department Coordinators and Educators	2025-2026	<ul style="list-style-type: none"> ● Professional Learning plans ● Observation and feedback ● Data driven small group instruction consistently happening in all classrooms ● Student achievement data ● Inclusive practices PD

Goal #2: Professional Practice Goal

Standard IV: Professional Culture

Indicator IV-D-2: Continuous Learning of an Administrator: Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practices of the district.

During the 2025-2026 school year, the Canton Public Schools will strive to strategically and equitably integrate Artificial Intelligence (AI) technologies to enhance **accessible, innovative, rigorous and personalized** learning experiences.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Establish an AI Implementation and Oversight Working Group	District and Building Leadership	2025-2026	<ul style="list-style-type: none"> ● Formation of an AI Working Group with clearly defined membership, roles, and responsibilities ● Development of a district-specific AI vision document or roadmap that outlines short, medium, and long-term goals for AI integration, prioritizing accessibility and equity ● Usage and implementation of the recently developed AI guidelines from DESE ● Regularly scheduled meeting agendas and summaries reflecting discussions on AI policy, tool evaluation, professional development needs, and implementation progress ● Recommendations to the Superintendent and district leadership regarding AI procurement, policy, and professional learning strategies are submitted quarterly.
Identify, Procure, and Integrate AI-Enhanced Learning Tools for Staff through a UDL Lens.		2025-2026	<ul style="list-style-type: none"> ● Using AI-enhanced learning tools with a clear objective for their use ● Documented evidence of how AI tools are being used to support UDL implementation in curriculum ● Feedback from staff
Expand professional development to include the responsible use of AI tools to enhance accessibility and personalized		2025-2026	<ul style="list-style-type: none"> ● Monthly Admin meetings dedicated to AI and Data ● AI platform usage analysis, where applicable

learning, including setting implementation standards and addressing potential algorithmic biases.			
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District Improvement Goal #1 Teaching, Learning, Leading for All

Standard I: Instructional Leadership

Indicator I-C: Assessment: Ensures that all principals and administrators facilitate practices that propel instructional personnel to (a) disaggregate and analyze results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for student learning. Provides feedback and monitors administrators' efforts and successes in this area.

2023-28 Priority #1: Teaching, Learning and Leading for All

Strategic Objective 2023 - 2028: To create rigorous, relevant, and culturally and linguistically responsive learning experiences so the PreK-12 journey supports student development and prepares every student for their future.

During the 2024-2027 academic years, the Canton Public Schools will increase achievement of students in subgroups identified in our Student Opportunity Act (SOA) Plan -- students with disabilities, African American/Black, Hispanic/Latino -- in alignment with the DESE provided targets, with an anticipated increase of 2% in 2025-26 so that we reach a 5% increase in the meeting and exceeding performance categories by 2027 for the subgroups.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Fully implement Multi-Tiered Systems of Support (MTSS) across all schools, ensuring rigorous Tier 1 differentiated instruction and consistent, evidence-based interventions in Tiers 2 and 3, based on comprehensive student data.	Superintendent, District and Building Leadership	2025-2026	<ul style="list-style-type: none">● MTSS Committee Agendas reflecting active progress and decision-making● Documentation of data-driven small group instruction consistently happening in all classrooms● Clearly identified and implemented tiered interventions across schools● Student achievement data reflecting progress within tiers for identified subgroups.
Ensure consistent curriculum implementation through continued, job-embedded professional learning support	Superintendent, District and Building Leadership	2025-2026	<ul style="list-style-type: none">● K-5 and GMS Instructional Support Cycles demonstrating consistent curriculum implementation

<p>to all educators, aligning with equity "look fors" and culturally responsive practices for all subgroups</p>			<ul style="list-style-type: none"> ● PreK-5 and GMS/CHS Job embedded professional learning plans by department focused on curriculum fidelity and cultural responsiveness ● Observation and feedback cycles highlighting consistent curriculum delivery ● Evidence of educators integrating equity "look fors" into lesson planning and delivery.
<p>Continue building the structures for MTSS at GMS and CHS by establishing clear intervention schedules, dedicated times, and resource allocation to support student needs within the secondary context.</p>	<p>Superintendent, District and Building Leadership, Student Support Teams, Dept Heads</p>	<p>2025-2026</p>	<ul style="list-style-type: none"> ● Documented SOA Plan Implementation progress ● Identified and refined tiered interventions specific to GMS and CHS ● Audit of Master Schedules to confirm time for intervention ● Schedules, times, and structures for intervention clearly identified and implemented at GMS and CHS ● Student achievement data demonstrating impact of secondary interventions

District Improvement Goal #2: Management and Operations

Standard II: Management and Operations

Indicator II-A-1: Plans, Procedures, Routines: Ensures that effective plans, procedures, and routines are in place across the district (Grades 5-8) that promote orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.

2023-28 Priority #2: Management and Operations

Strategic Objective 2023 - 2028: To develop state-of-the-art operational systems that assure access to high-quality resources, including facilities, aligned to our educational vision, equitably distributed, and utilized efficiently.

During the 2025-2026 school year, the District will establish a preliminary written transition plan for the 5-8 grade configuration at the new Galvin Middle School, focusing on developing optimal learning, personnel needs, refining schedules, and ensuring efficient transportation and logistical arrangements.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Establish a CPS District 5-8 working group and establish a 5-8 cohort study group of area schools that have successfully transitioned, to gather comprehensive insights on programming, staffing, and operational models	Superintendent and 5-8 Working Group	2025-2026	<ul style="list-style-type: none">● Identified list of schools with successful 5-8 grade configurations● Documented list of CPS working group team members participating in site visits and collaborative meetings● Agendas and notes from regular cohort study group meetings.
Conduct additional site visits to the identified 5-8 schools with an expanded CPS team of educators and administration, performing in-depth analysis of successful teaming structures, daily schedules, transportation logistics	Superintendent and 5-8 Working Group	2025-2026	<ul style="list-style-type: none">● Comprehensive visit notes, including identified best practices and key takeaways for each operational area (staffing, systems, transportation, programming)● Detailed report of recommendations and best practices specifically for a 5-8 middle school transition, including

			proposed teaming models and scheduling frameworks
Develop and design professional development plans for all staff impacted by the 5-8 transition, covering new teaming approaches, instructional strategies for the grade span, and logistical changes.	Superintendent	2025-2026	<ul style="list-style-type: none"> ● Professional Development agendas specifically tailored for 5-8 transition ● Staff attendance rates and feedback from professional development sessions ● Pre- and post-training assessments showing increased staff understanding of 5-8 model components.
Collaborate with transportation services to design efficient bus and van operations that accommodate the new 5-8 configuration, ensuring timely and safe student transportation	Superintendent	2025-2026	<ul style="list-style-type: none"> ● Initial transportation schedules and route plans for the 5-8 configuration.

District Improvement Goal #3: Communication and Community Engagement

Standard III: Communication

Indicator III-B-1: Student Support: Provides resources, professional development, and related supports to enable the identification of each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district.

2023 - 2028 Priority #3: Communications and Community Engagement

2023 - 2028 Strategic Objective: To develop effective communication, engagement, and partnerships between home, school, and community

District Goal: During the 2025-2026 school year, the Canton Public Schools will expand and enhance opportunities for two-way communication and engagement with families in order to increase the overall student attendance rate across the District by 1% to reach an overall attendance rate of 95.5%.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Develop and implement targeted intervention strategies for identified student subgroups and individual students with chronic absenteeism, which may include parent outreach programs, personalized check-ins, and counseling referrals	District and Building Leadership	2025-2026	<ul style="list-style-type: none">• Documentation of parent/guardian contacts and engagement efforts related to attendance• Records of counseling referrals and follow-up for attendance-related issues• Implementation of tiered support plans for students at risk of chronic absenteeism
Regularly monitor and report on attendance rates across the district, including week-over-week trends and subgroup comparisons, using PowerSchool or a similar data system.	Superintendent, District and Building Leadership	2025-2026	<ul style="list-style-type: none">• Monthly and quarterly attendance reports disseminated to relevant staff and leadership• Visible dashboards in PowerSchool tracking attendance progress

			<ul style="list-style-type: none">● Improvement in the overall district attendance percentage● Reductions in the percentage of chronically absent students
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District Improvement Goal #4: Safe, Inclusive and Equitable Environments

Standard IV: Professional Culture

Indicator IV-D-I: Continuous Learning of Staff: Sets expectations for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning. Encourages and models curiosity and a growth mind-set, and ensures that all administrators use data, research, and best practices to adapt practice and plan appropriate interventions to achieve improved results.

2023 - 2028 Priority #4: Safe, Inclusive and Equitable Environments

Strategic Objective: To create and sustain a culturally and linguistically responsive school climate and culture that supports an equitable educational environment for every student and staff member.

During the 2025-2026 school year, the Canton Public Schools will engage in targeted professional development initiatives for all staff aimed at inclusive and equitable instructional practices, with a particular focus on Universal Design for Learning (UDL) and Co-Teaching.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Foster Professional Capacity for UDL-Informed Practices		2025-2026	<ul style="list-style-type: none">● Provide targeted, job-embedded professional learning to instructional leaders (administrators, department heads) on how to effectively support and foster UDL practices in their buildings● Provide targeted, job-embedded professional learning to secondary staff (GMS and CHS) on how to effectively integrate UDL principles into their teaching practices.

			<ul style="list-style-type: none"> ● Collaborate with teachers to evaluate and refine practices.
Utilize HQTLL “look fors” during Department-Based Learning Walks PreK-12		2025-2026	<ul style="list-style-type: none"> ● Utilize the HQTLL “Look Fors” rubric to analyze instructional practices at the department level through targeted learning walks ● Analysis of Learning Walk Data
Offer professional learning to foster greater capacity for stronger co-teaching models and improved inclusive practices.		2025-2026	<ul style="list-style-type: none"> ● Provide targeted, job-embedded professional learning to Special Educators and Related Service providers on Co-Teaching and Inclusive Practices ● Continue to reinforce targeted small-group skills-based instruction at the Elementary level ● Collaborate with teachers to evaluate and refine practices.
Implement feedback systems to assess impact on one’s instructional practice, implementation, student development, and student learning.		2025-26	<ul style="list-style-type: none"> ● PD attendance and engagement ● Feedback results and staff reflection ● Student performance data