



# School Improvement Goals 2022 - 2023

## **CHS School Council Members**

|                  |                 |
|------------------|-----------------|
| Sharon Bolduc    | CHS Faculty     |
| Adam Maislen     | CHS Faculty     |
| Anne Malmquist   | CHS Faculty     |
| Kelly Guerschuny | Parent/Guardian |
| Meg Kennedy      | Parent/Guardian |
| Sara Marshall    | Parent/Guardian |
| Disah Nayak      | Student         |
| Danica Seto      | Student         |
| Enoch Tai        | Student         |

**2022-23 Priority #1: Achieving Educational Excellence and Equity For Every Student**

**Objective:** To attain educational excellence and equity across all schools, in every classroom, every day, in support of consistently high growth and outcomes for every student.

**Focus and Rationale:** Our commitment to educational excellence equity requires that we identify unconscious and implicit biases and the impact they have on our students, families, and staff.

**Theory of Action:** If Canton High School retains a commitment to providing pathways and opportunities to high quality teaching and learning experiences for all students, then students will experience a rich and supportive learning environment that encourages all students to pursue a diverse and comprehensive program of study.

**Goal:** Through the NEASC Self-Reflection process, Collaborative Conference, and incorporating findings from the Equity Audit, CHS will identify 2-3 priority areas relating to student performance/achievement in addition to increasing enrollment in Advanced Placement courses for specific populations.

| Key Action                                  | Person(s) Responsible          | Timeline                 | Anticipated Indicators of Progress/M Measurement  |
|---|--------------------------------|--------------------------|---|
| Complete the NEASC Self-Reflection Process. | CHS staff/faculty<br>CPS staff | 2022-2023<br>School Year | <p>Through a comprehensive self-reflection process, CHS staff will assess our current level of performance on the 5 standards. The Self-Reflection report will be used to guide our preparation for the Collaborative Conference (Fall 2023) and identify priority areas for improvement.</p> <p>By November 2022:</p> <ul style="list-style-type: none"><li>- Student Survey</li><li>- Staff Survey</li><li>- Parent/Guardian Survey</li></ul> <p>By January 2023:</p> <ul style="list-style-type: none"><li>- Steering Committee established</li><li>- Steering Committee training conducted by our NEASC liaison</li></ul> <p>By March 2023:</p> <ul style="list-style-type: none"><li>- Staff standard groups will complete the information-gathering component of the Self-Reflection including evidence, data sources, and tentative priority areas across the 5 standards.</li></ul> |

|  |  |                              |   |
|--|--|------------------------------|---|
|  |  |                              | <p>By June 2023:</p> <ul style="list-style-type: none"> <li>- Steering Committee will collate the 5 standard reports into one Self-Reflection report</li> </ul>   |
| <p>Assess Course Selections/Enrollment data with an eye on student representation in Honors and Advanced Placement Courses</p> | <p>CHS Administration<br/>CHS Director of Counseling<br/>CHS Department Chairs</p> | <p>Fall/Winter 2022/2023</p> | <p>Create a consistent format for Department-based course recommendation process</p> <p>By November 2022:</p> <ul style="list-style-type: none"> <li>- Utilize High School Leadership meetings to calibrate course recommendation process across academic departments</li> </ul> <p>By January 2023:</p> <ul style="list-style-type: none"> <li>- Departments will assess benchmarking results/key data sources to calibrate the course recommendation process in a quantitative manner. <ul style="list-style-type: none"> <li>- Math: IXL</li> <li>- English: CommonLit and departmental assessments</li> <li>- World Languages: Proficiency scale data</li> <li>- Social Studies: departmental assessments (literacy-focused)</li> <li>- Science: departmental assessments and identified foundation skills for subsequent courses</li> </ul> </li> </ul> <p>By March 2023:</p> <ul style="list-style-type: none"> <li>- Gather data on the percent of students in selected populations recommended for Honors and Advanced Placement courses to establish a baseline for targeted improvement.</li> <li>- Increase enrollment of students from selected populations in Advanced Placement courses from the current percentage (35%) by 3-5% for 2023-2024 school year.</li> </ul> |

**2022-23 Priority #2: Cultivating Climate, Culture, and Community Engagement**

**Objective:** To create and sustain a school climate and culture that supports a rich educational environment for all students and staff.

**Focus and Rationale:** As student learning is inextricably linked to a school’s social environment, adults have a collective responsibility to build a positive climate and culture in all of our schools. We must pay careful attention to, model, and provide explicit instruction in the social-emotional skills that contribute to a healthy climate and culture and support overall student well-being.

**Theory of action:** If students are included in their school’s functioning, and have voice and agency in their school community, educational and socially, then they will have a more fulfilling high school experience.

**Goal:** CHS will continue to expand opportunities for students to express themselves, advocate for change/improvement, and engage deeply in school improvement initiatives and culture-building.

| <b>Key Action</b>   | <b>Person(s) Responsible</b> | <b>Timeline</b>       | <b>Anticipated Indicators of Progress/Measurement</b>  |
|---|------------------------------|-----------------------|--|
| Develop additional opportunities for student voice/agency at CHS. | Principal                    | 2022-2023 School Year | By October 2022: <ul style="list-style-type: none"><li>- Develop a Principal’s Advisory Council with membership from all four grades.</li></ul> By November 2022: <ul style="list-style-type: none"><li>- Install Student Advisory Council members and Chair.</li><li>- Implement this position as an elected member of each grade’s Student Council for subsequent election years.</li></ul> Ongoing: <ul style="list-style-type: none"><li>- Facilitate Leadership Summit sessions with minimum frequency of 1 meeting per term.</li></ul> |

|  |  |                              |   |
|--|--|------------------------------|---|
|  |  |                              | <ul style="list-style-type: none"> <li>- Through new and expanded student participation opportunities, CHS will increase the number of students represented across committees/groups by &gt;10%.</li> </ul>   |
| <p>Further implement practices aligned with Restorative Justice principles across CHS.</p> | <p>CHS Administrators</p> <p>CHS Faculty/Staff</p> | <p>2022-2023 School Year</p> | <p>By November 2022:</p> <ul style="list-style-type: none"> <li>- Facilitate staff orientation to Restorative Practices model.</li> <li>- Finalize initial staff group for Tier 1 training.</li> </ul> <p>By February 2022:</p> <ul style="list-style-type: none"> <li>- Develop and facilitate a parent/guardian workshop on Restorative Practices in conjunction with GMS administrators/staff.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>- Reduce the number of external suspension days by &gt;5% from the 2021-2022 school year.</li> <li>- Develop nicotine education/cessation programs for students wishing to access supports and as a component of the accountability measures when students are in violation of our Code of Conduct in regards to vape/nicotine products.</li> </ul> |

**2022-23 Priority #3: Achieving Educational Excellence Through Effective Teaching, Learning, and Leading**

**Objective:** To create rigorous, relevant, and contemporary learning experiences so that the PreK-12 journey supports student development and prepares students for their futures.

**Focus and Rationale:** Public education exists not only within the context of our local Canton community but also within the larger context of our global society. As the world experiences rapid and dramatic changes in technology, the economy, and society, the traditional paradigm of teaching and learning is also changing. More than ever, we must teach our students to collaborate skillfully, to maintain a growth mindset, and to seek and make use of new knowledge. Educational excellence is our expectation that every student will demonstrate high levels of growth and achievement. We foster educational excellence through high-quality teaching, strong systems of support and enrichment, and aligned, compelling curricula.

**Theory of Action:** If CHS successfully implements appropriate analysis of student data, constructs a shared vision for high quality instruction, and implements appropriate structures and best practices, then we can further focus on teaching and learning practices that will lead to increased student achievement.

**Goal:** By June 2023, the Canton Public Schools will build systems, structures and capacity to use data to drive high-quality instructional design, meet the differentiated needs of students, and increase student achievement.

| Key Action  | Person(s) Responsible  | Timeline              | Anticipated Indicators of Progress/Measurement  |
|---|--|-----------------------|---|
| Data coaching for secondary department chairs to increase data literacy (how to interpret, analyze and utilize selected data sources) with the goal of enhancing instructional practices to increase student achievement. | CHS Administrators<br><br>CHS/CPS Department Chairs<br><br>Josh Fogel, District Data Analytics Manager | 2022-2023 School Year | By December 2022:<br>- Department Chairs will receive at least one data coaching session with Josh Fogel.<br><br>- Department Chairs will receive access to and training on at least 2 data sources relevant to their department. |
| Design a structure that affords all staff more opportunities for effective data analysis.   | CHS Administrators<br><br>CHS/CPS Department Chairs<br><br>CPS District Leadership                     | 2022-2023 School Year | By February 2023:<br>- CHS Leadership/Department Chairs will facilitate a training/orientation for staff on key subject-relevant data points (as identified through coaching sessions with Josh Fogel).                           |

|  |  |                              |  |
|--|--|------------------------------|--|
|  |  |                              | <p>By May 2023:</p> <ul style="list-style-type: none"> <li>- Conduct a staff survey regarding their training, level of proficiency, and needs for ongoing professional development/support specific to data analysis.</li> </ul>   |
| <p>Gather and analyze data related to math achievement with targeted improvement indicators.</p> | <p>CHS Administrators</p> <p>Math Department Chairs (CHS and GMS)</p> <p>Josh Fogel, District Data Analytics Manager</p> | <p>2022-2023 School Year</p> | <p>By February 2023:</p> <ul style="list-style-type: none"> <li>- Data analysis of term 1 and 2 grades for students that switched into the integrated pathways.</li> <li>- Identify 2-3 particular areas of weakness (reference specific standards/areas of study) to be incorporated into pre-course programming (summer prior to beginning course).</li> <li>- Develop support opportunities within the school day in addition to after school programming.</li> </ul> <p>MCAS 2023:</p> <ul style="list-style-type: none"> <li>- Increase the number of students scoring in the Meeting or Exceeding Expectations by 3-5% on the 2023 MCAS (target of &gt;60%)</li> </ul> |