



School Improvement Plan  
2023 - 2024

## CHS School Council Members

Jeff Sperling	Principal, CHS
Sharon Bolduc	CHS Faculty
Adam Maislen	CHS Faculty
Anne Malmquist	CHS Faculty
Kelly Guerschuny	Parent/Guardian
Meg Kennedy	Parent/Guardian
Annmarie Silvasy	Parent/Guardian
Sara Marshall	Parent/Guardian
Disha Nayak	Student
Danica Seto	Student
TBD	Student

## 2023-24 Priority #1: Teaching, Learning and Leading for All

**Objective:** 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.

**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, learning and leading, strong systems of support and enrichment, and aligned, culturally and linguistically responsive curricula.

**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 feedback provided by the NEASC Collaborative Conference, our own Self-Reflection, and available data sources CHS will take steps toward two priority areas relating to student performance/achievement: lack of consistent written curriculum and using data and results to foster continued student growth.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Begin the process of developing a consistent Scope and Sequence and Written Curriculum across all departments.	Department Coordinators, faculty/staff	23-24 and 24-25 school years	<ul style="list-style-type: none"><li>- Scope and Sequence and Written Curriculum template/model in place</li><li>- Building-based time created for all departments to write curriculum</li><li>- Math units completed for all courses</li></ul>
Math department will develop and implement course-based common assessments and use the results to further guide instruction, remediation, and course recommendations.	Math department	23-24 school year	<ul style="list-style-type: none"><li>- Benchmark assessments created and administered for Algebra I, Geometry, and Algebra II courses (three times throughout the 23-24 school year)</li><li>- Data analysis of student performance included in 24-25 course recommendation process</li><li>- Unit and lesson design shifts made as a result of benchmark data</li><li>- Intervention schedule developed for students using data analysis of assessment results</li></ul>

			<ul style="list-style-type: none"> <li>- Interventions implemented for students identified in the lowest performing subgroup.</li> </ul>
Advance student achievement and performance on MCAS	CHS faculty/staff	23-24 school year	<ul style="list-style-type: none"> <li>- Average student growth of 2% across all subjects on MCAS</li> <li>- 'Significant progress' achieved on the DESE Accountability rating</li> <li>- Improvement of &gt;2% in the categories of Meeting/Exceeding Expectations for current 10th grade students from their 8th grade MCAS scores in math (36%).</li> </ul>
Develop professional learning community model for teachers of Advanced Placement courses	AP teachers, administration	23-24 school year	<ul style="list-style-type: none"> <li>- AP PLC established with goals, meeting schedule and desired outcomes</li> <li>- Data analysis of in-course performance and practice AP assessments relating to 23-24 course recommendations and summer work completion/performance</li> <li>- AP professional development model (proposed 3-year rotation)</li> <li>- Review AP Contract and summer work requirements/expectations</li> </ul>

## 2023-24 Priority #2: Communications and Community Engagement

**Objective:** To develop effective communication, engagement, and partnerships between home, school, and community

**Focus and Rationale:** Strong and culturally and linguistically responsive family, community and school partnerships foster a sense of belonging that supports the mission of the Canton Public Schools.

**Theory of Action:** If students and families are included in their school's functioning, and have voice and agency in their school community (educational and socially) then it will lead to a more collaborative, fulfilling high school experience for students and parents/guardians.

**Goal:** CHS will continue to offer events and opportunities to engage and interact with the school community in a variety of methods and based on student and family needs/feedback.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Expand opportunities for students and families to interact/engage with the CHS community.	CHS faculty and staff, CHS students and their families	2023-2024 school year	<ul style="list-style-type: none"><li>- Two new events/pathways to showcase students' academic pursuits and achievements for the greater CHS community.</li><li>- Differentiated engagement opportunities (virtual, In-person, Hybrid, and variety of times/locations)</li><li>- Senior Service Day opportunities during fall testing day</li><li>- Expanded options for senior externship or similar programs (senior project, Capstone project in Wellness 12 courses, etc.)</li><li>- Student, parent/guardian, and community stakeholder workshops to assist in building the CPS Vision of the Graduate</li></ul>

**2023-24 Priority #3: Safe, Inclusive and Equitable Environments**

**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.

**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 social-emotional, multicultural, and culturally and linguistically responsive practices that contribute to a healthy climate and culture and support overall student well-being while also disrupting inequitable student and staff experiences.

**Theory of Action:** If we provide all students with an educational and social-emotional experience that values their individuality, inspires educational and personal excellence, and allows students to define their own success we will generate proud, accomplished and fulfilled graduates.

**Goal:** Provide staff professional learning opportunities in the areas of equity, culturally-responsive teaching practices, and the multi-tiered system of support that will enhance their instructional practices as assessed through the CPS model of High Quality Teaching, Learning and Leading and ultimately through the Educator Evaluation process.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
<p>Continue and expand professional learning and practices relating to our current MTSS interventions as well as professional learning/development in the areas of culturally responsive teaching and equity related to the equity audit findings and recommendations.</p>	<p>District leadership, principal, and administrative team</p>	<p>2023-2024 school year</p>	<ul style="list-style-type: none"> <li>- Equity-themed Professional Learning sessions for all CHS staff</li> <li>- Analysis of data from Student Response Team referrals, interventions, and outcomes.</li> <li>- Analysis of student course placement and subsequent performance related to 2023-2024 course recommendations.</li> <li>- Adjusted/edited data sources used in the course recommendation process to provide a most comprehensive data set to best guide the course recommendation process for the 2024-2025 school year.</li> </ul>
<p>Multi-Year Key Action: Research various scheduling models that include Flex periods for all students with the goal of implementing the new schedule for the 25-26.</p>	<p>CHS administration with stakeholder input.</p>	<p>2023-2024 school year</p>	<ul style="list-style-type: none"> <li>- Staff workshops to develop priorities within required scheduling/time on learning parameters</li> <li>- Model schedules provided for staff consideration</li> <li>- Student and parent/guardian workshops to review master schedule process and models</li> <li>- E-hall pass program obtained for implementation in the fall/winter of 2024</li> </ul>

			<p>Fall 2024:</p> <ul style="list-style-type: none"><li>- Staff visit schools currently implementing desired schedule model</li></ul> <p>Winter/Spring 2025:</p> <ul style="list-style-type: none"><li>- Build CHS 2024-2025 Master Schedule in new model</li></ul>
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