Canton High School School Improvement Plan, 2019-20

Canton Public Schools

Submitted to the Canton School Committee
June 13, 2019

School Improvement Priorities for 2019-20

Upon review of student and staff feedback, along with review of progress toward our 2018-19 goals, CHS has chosen to focus on three priorities: cultivating school culture and climate through student voice and educational equity, transforming teaching and learning through the design of innovative and authentic student experiences, and achieving academic excellence on Advanced Placement exams. Each priority area has new and modified action steps from last year. While we accomplished a great deal during school year 18-19, we are looking forward to building on those focus areas and deepening our impact on the school and the students.

CHS 2019-20 School Priority #1: Cultivating School Climate and Culture

Cultivation of a school culture that features a safe, welcoming, inclusive learning environment that ensures rigorous and equitable opportunities for high achievement for all students

Rationale: *A positive school culture and climate are inextricably linked to student achievement; staff and students members of a true learning community thrive in a school.*

Strategic Areas of Focus:

1.1 Educational Equity
1.2 Educational Excellence and Continuous
    Improvement

1.3 Excellent educators for every student every day
2.1 Social Emotional Learning

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Increase student voice around issues of diversity, equity, and school culture	• Principal and administration • CSED advisors/staff	Sept. 2019- June 2020	• Models of successful student diversity groups • Staff advisors • CSED resources and contacts	• Student Advisory Council established and monthly meetings held with principal to discuss all matters regarding school culture. • Regular meetings with CSED to review culture and identify barriers of equity • School culture survey conducted with students about their experience at CHS; results analyzed and insights used to inform decision making. • Feedback from Text Review Team, which will includes 7 students, is used to adjust curriculum and instruction in ELA classes.
Promote equitable and respectful school culture by providing PD to increase staff awareness of implicit bias and range of student experiences in CPS; support staff implementation of their learning in this area	• Principal and Administration • Building-based core equity team	Sept. 2017- June 2020	• PD allocations for staff • Models of student voice days	• Building-based core equity team established; has coordinated PD for all staff and reviewed student data • Students have provided PD for staff and other students on issues of equity. • PD provided to staff in using contemporary literature and how to address issues of bias and other sensitive topics that arise during class discussions of texts
Analyze student achievement and participation data to identify possible evidence of inequity among student subgroups	• CHS Admin. • Dept. Coord.	Sept. 2017 - June 2020	• Data for the metrics of analysis	• Specific measures to be used year-over-year identified • Data compiled, analyzed, and patterns of inequity identified by the building-based core equity team • Action steps to address patterns identified • Action steps implemented

CHS 2019-20 School Priority #2: Transforming Teaching and Learning
Design transformative, authentic student learning experiences through teacher collaboration and the cultivation of a strong professional culture

Rationale: *Our world is experiencing rapid and dramatic change. The traditional teaching and learning paradigm needs to change to serve all students well and prepare them for their futures in our ever-changing world.*

Strategic Areas of Focus

2.3 Professional Culture   3.3 Educators' creativity and innovation
3.1 Designing student learning and growth   4.4 Mission-Driven Organization and Operations

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Increase student participation in authentic learning experiences by training additional staff in project-based learning (PBL)	• Staff • Administration • Buck Institute facilitators	July 2017 June 2020	• Buck Institute workshops • PD offering	• Summer sessions with Buck Inst. held • PBL projects developed & implemented • Student engagement, learning, and ownership of PBL projects assessed • PBL projects and student assessment of their growth as learners shared with colleagues
Strengthen professional culture through a focus on student-centered planning when designing learning experiences.	• Principal • Department coordinators • Staff	Sept.201- June 2020	• Time • Professional literature	• Faculty meetings and PD opportunities structured to focus on designing learning experiences • PD provided to develop skills and strategies for designing learning experiences • Support provided by admin. for continued learning of collaborative teams • Effective instructional practices modeled and shared among teams
Deepen professional discourse around instruction by providing opportunities for peer observation and Instructional Rounds	• Administration • Dept. Coord. • Staff • Asst. Supt.	Sept. 2017 June 2020	• Designated time for observations • Sample structure & tools for peer observations	• Information about peer observation models shared with Dept. Coordinators • Admin and Department Leaders build a schedule for Instructional Rounds • Volunteers for peer observations cohort identified • PD provided to peer observation participants • Peer observations conducted • Impact of peer observation program on participant instructional practices assessed

Establish a profile of the CHS graduate, including the transferable skills they will have developed, that will drive future improvements to programming, instruction, and assessments	- School Admin. - Dept. Coordinators - Teachers - Students - Parents/Guardian	Sept. 2019-June 2020	- Time - Sample profiles, including one developed by GMS	- Group established to work on development of profile and set of transferable skills - Agendas and minutes of meetings indicate consistent movement forward on project - Input from community members sought on transferable skills needed in various employment sectors - Draft profile of a graduate shared with larger school community for feedback - Feedback incorporated and final working version completed before end of 2019-20 school year
Increase innovative use of technology in CHS classes to improve student learning experience	- School Admin. - Technology Department	Sept. 2017-June 2020	- Time - Funding	- Ongoing, differentiated PD in how to use technology to promote innovation in the classroom 100% staff trained in G Suite, including Google Classroom - Development of CHS Tech PD day (modeled after MassCue) - Educators using technology for innovative instructional purposes share their practice with CHS colleagues - All staff have solid understanding of theory behind the SAMR model, along with familiarity with multiple real-life examples at each level S-A-M-R - Develop a digital platform to showcase student learning enhanced by technology and exemplary of instructional design

CHS 2019-20 School Priority #3: Achieving Educational Excellence & Ensuring Equity

Increase achievement on Advanced Placement (AP) exams so that 80% of exam scores are 3 or above, while also ensuring the AP participation reflects the demographics of students Canton High School

Rationale: Educational excellence is our expectation that every student will demonstrate high levels of growth.

Strategic Areas of Focus
   1.2 Educational Excellence
   3.1 Designing Student Learning and Growth
   3.2 Student Ownership of Learning and Demonstration of Learning & Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Strengthen instructional practices in AP classes by providing AP-specific professional development to teachers	● Administration ● AP teachers	Sept. 2017 - June 2020	● PD funding ● Time	● Agendas and minutes from AP teacher PLC confirm sharing of resources, experiences, and best practices, along with review of student feedback ● High-quality PD opportunities identified; expectations for participation in PD established through collaborative PLC process ● AP teachers have participated in AP-specific PD ● Connections established with successful AP teachers in neighboring districts
Identify specific areas for growth in AP program by analyzing student achievement and participation data, along with student survey responses	● Administration ● AP teachers	Sept. 2017 - June 2020	● AP Data ● Instructional Reports ● Time	● AP teachers analyze student instructional report and share analysis with CHS Admin Team and the AP PLC ● AP data analyzed according to specific measures identified by CHS ● AP data and analysis shared with School Committee and with AP PLC ● Identification of instructional improvements based on AP data and student feedback ● Ongoing analysis conducted of student performance in AP classes to allow for instructional modifications