

Canton High School

2020-2021 School Improvement Plan:

End-of-the-Year Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
June 10, 2021

Canton High School

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

Canton High School Demographics

Enrollment by Race/Ethnicity (2020-21)			
Race	% of School	% of District	% of State
African American	12.8	10.8	9.3
Asian	11.7	11.5	7.2
Hispanic	6.0	5.7	22.3
Native American	0.0	0.1	0.2
White	65.0	65.3	56.7
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	4.5	6.4	4.1

Enrollment by Gender (2020-21)			
	School	District	State
Male	438	1,538	467,362
Female	511	1,624	443,625
Non-Binary	2	2	478
Total	951	3,164	911,465

Enrollment by Grade (2020-21)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<u>District</u>	24	219	241	234	221	256	250	242	283	243	213	209	265	258	6	3,164
Canton High	0	0	0	0	0	0	0	0	0	0	213	209	265	258	6	951

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Student Learning Outcomes

Because of the pandemic, MCAS exams were not administered during the 2019-2020 school year, and as a result, this report does not include last year's MCAS data as a metric of student learning outcomes. As in past years, this report shows data pertaining to AP scores, graduation rates and students' post-secondary plans. Post-secondary plans are defined as students entering a 2 or 4-year college or university, joining the military, or continuing to attend a CPS post-secondary program, in accordance with their IEP goals. For the first time ever, over 80% of the AP exams taken by CHS students received a score of 3 or higher.

2014-2020 Graduation Data

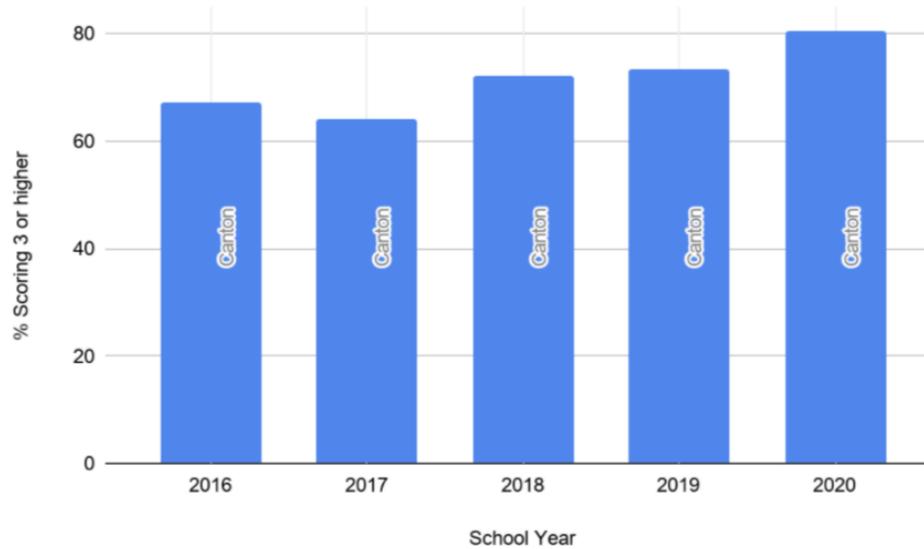
	2014	2015	2016	2017	2018	2019	2020
Graduation Rate (4-year cohort)	97.2%	97%	98.5%	97.8%	99.6%	98.1%	99.1%
Drop Out Rate (All grades)	0.8%	0.2%	0.5%	0.5%	0.2%	0.2%	0.3%
Mass Core Completion	85.5%	89.5%	85.4%	89.4%	87.2%	96.9%	95.3%
Post-Secondary College Plans	87.8%	90.9%	N/A	90.4%	92.2%	92.9%	93%

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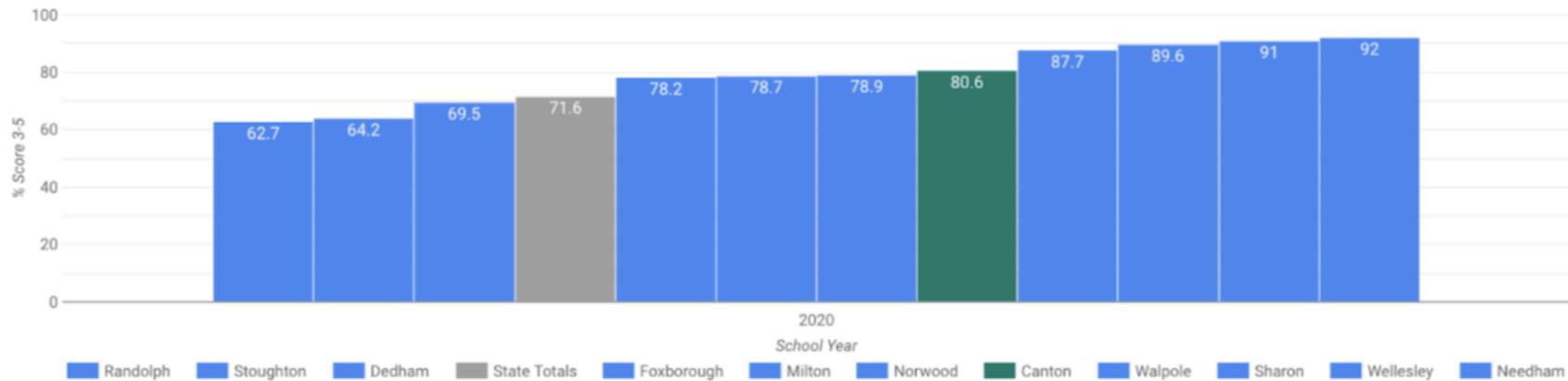
2020 AP Participation & Performance Data

<u>Subject</u>	<u>Tests Taken</u>	<u>% Score 1-2</u>	<u>% Score 3-5</u>
All Subjects	495	19.4	80.6
Arts	5		
2-D Art and Design	2		
Drawing	3		
English Language Arts	153	15.7	84.3
English Lang/Comp	118	17.8	82.2
English Lit/Comp	35	8.6	91.4
Foreign Languages	23	4.3	95.7
French Lang	11	9.1	90.9
Spanish Lang	12	0.0	100.0
History and Social Science	157	20.4	79.6
Economics: Macro	2		
Economics: Micro	34	14.7	85.3
Govt & Pol: U.S.	1		
History: U.S.	78	21.8	78.2
Psychology	42	21.4	78.6
Math and Computer Science	44	36.4	63.6
Calculus AB	14	42.9	57.1
Calculus BC	21	23.8	76.2
Statistics	9		
Science and Technology	113	20.4	79.6
Biology	44	15.9	84.1
Chemistry	43	18.6	81.4
Physics C: E&M	6		
Physics C: Mech	6		
Physics 2	14	42.9	57.1

5-Year AP Analysis: Over the past 5 years, what percent of AP exams taken by CHS students received a score of 3 or higher?



In 2020, how did CHS compare to peer districts and the state average, with respect to the percent of AP exams receiving a score of 3 or higher?



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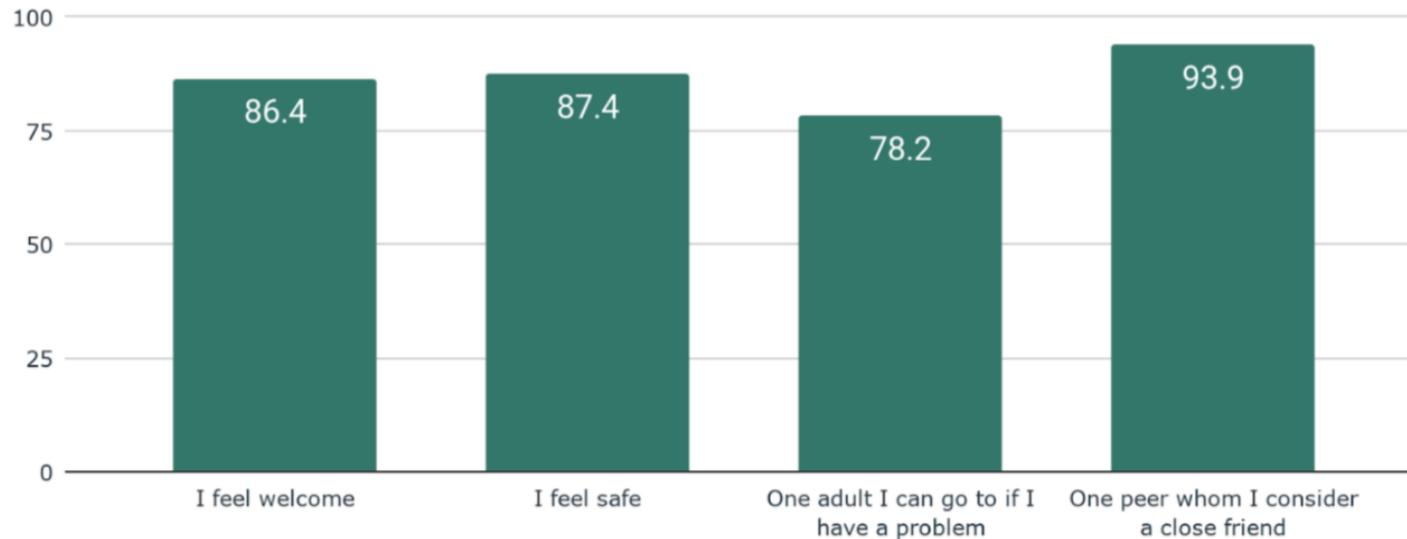
Student School Experience

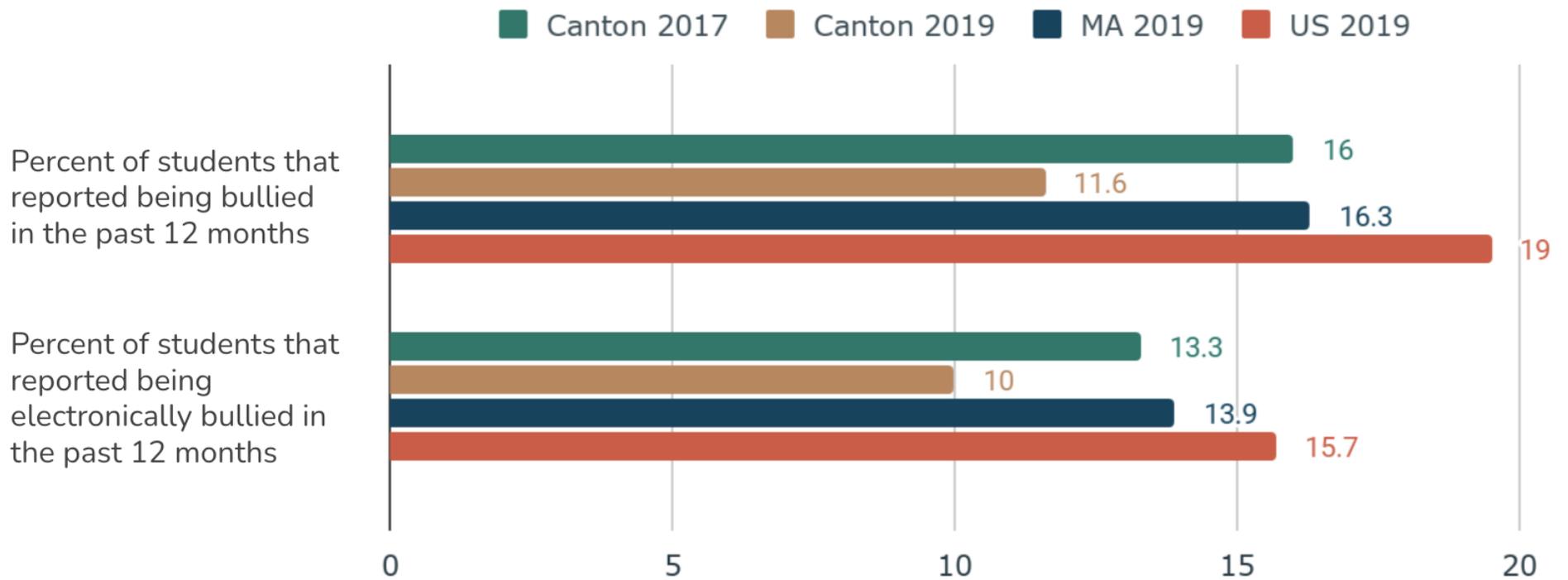
Because of the global pandemic, this year CHS students had a very different school experience. Although the school operated in several different learning models (i.e., remote, hybrid, & All-in) and with health-related limitations and restrictions, staff and students did a remarkable job of maintaining the overwhelming majority of school activities and maximizing opportunities for interpersonal connections. Every MIAA athletic program operated under Covid protocols, the drama club successfully ran all of its traditionally scheduled productions, the robotics team entered several competitions, and almost every other club met regularly and continued to engage students. CHS SIP Goal #2 focused on increasing student engagement and connectedness, and later in this report, details are shared about those efforts. If, despite the school's attempts to foster interpersonal connections, students struggled to cope with the more limited opportunities for socialization, the CHS counseling and clinical staff worked hard to implement interventions to support students and increase their sense of connectedness.

The following graphs display school climate data from the most recently administered YRBS, which was conducted in 2019. The target number for the statements shown in the first graph is 100%. While CHS did not reach that goal -- which few, if any, schools do -- the overwhelming majority of CHS students reported feeling safe and welcome at CHS. Figures pertaining to bullying and cyberbullying showed a downward trend and were well below state and national averages.

YRBS School Climate Survey Questions

School Climate (Percent Agree or Strongly Agree)





Canton High School

Summary of Progress Toward 2020-2021 School Priorities

Achieving Educational Excellence & Equity

The first SIP goal was to build staff capacity to provide students with effective, engaging instruction in remote and hybrid learning environments. To meet this goal, CHS administrators created structures for educator collaboration and cultivated a professional culture in which educators were encouraged to view themselves as “Scientists of Learning.” With an investigative mindset and a spirit of experimentation, educators were encouraged to view lesson planning as developing hypotheses for effective instructional practices, to test their hypotheses by executing their lesson plans, and to continuously reflect on their results. To whatever extent lessons were successful, educators were encouraged to share their learning with colleagues, continue to utilize effective practice, and make adjustments to practices that were less successful.

Overall, this aspect of the CHS SIP was a success. This strategy began during the 10 days of Professional Development, which preceded the arrival of students. Demonstrating a spirit of collaboration and collective learning, many CHS educators led workshops for the faculty on topics such as Building Relationships Online, Adaptive Assessments, and Race & Equity. In addition, CHS staff developed their technology skills when outside experts provided training on platforms including Zoom, Newsela, Nearpod, and Edulastic.

This collaborative work continued throughout the school year during Faculty Meetings as well as during Professional Development time which occurred on Wednesday afternoons. For several months, staff participated in “Learning Laboratories” during Wednesday afternoons. (The title of these workshops was designed to reinforce the idea that educators were acting as “Scientists of Learning.”) Staff chose among four possible topics: Student Engagement; Hybrid Teaching Strategies -- Making The Technology Work; Feedback, Assessment & Grading; and Communicating With & Supporting Struggling Students & Families. Over the course of several months, educators worked together during five afternoon sessions. After those meetings, each group shared their learning, strategies and resources with colleagues at two faculty meetings.

Throughout the school year, CHS staff made efforts to monitor and support struggling students. November 4 was a Professional Development workday for staff, and the day was spent examining midterm grade data from term 1. This data was disaggregated by race, SES data (i.e., students receiving free/reduced lunch), and disability status. To support struggling students, CHS staff developed several interventions. In addition to typical interventions (e.g., reteaching, reaching out to families, offering students extra help, etc.), CHS staff developed a program to provide support to students during hybrid learning. If a student was failing multiple classes, that student was invited to study at CHS four days per week and, instead of learning from home in the afternoon, those students could stay at CHS and log into classes from the library, under the supervision of library and other support staff. When CHS resumed All-in learning, tutoring support was offered to all students before and after school in the library.

The final action item in this SIP goal was to establish a committee to examine the CHS graduation requirements. The committee met several times and gathered information about graduation requirements from peer districts. The committee discovered that there are no wild discrepancies among peer districts. Relatively small variations in graduation requirements are seen in some disciplines, such math, world language, art, and wellness/PE. Because CHS will soon be engaged in a rigorous series of self-reflection activities for its upcoming NEASC accreditation, that accreditation process is a natural time to determine whether changes should be made to the CHS graduation requirements.

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	Evidence 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)	<p>During the opening 10 days of PD, several trainings were led by CHS educator teams (Building Relationships Online, Adaptive Assessments, Race & Equity Workshop, etc.)</p> <p>Several Wednesday afternoon PD session utilized a "Learning Laboratory" model of structured educator collaborations and allowed staff to learn and share strategies about the following topics: Student Engagement; Hybrid Teaching Strategies - Making the Technology Work; Feedback, Assessment & Grading; and Communicating With & Supporting Struggling Students & Families</p> <p>Some department heads utilized the Teaming model in their own department meetings</p>
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	<p>Several "Learning Laboratory" groups (e.g., Student Engagement, Hybrid Technology, Communicating with Struggling Families, Rethinking Assessment)</p> <p>Midway through the school year, there was a school wide training on <i>Pear Deck</i></p> <p>Educators' student-learning & professional practice goals. Many CHS staff established a goal pertaining</p>

				to technology and/or collaboration. Department Heads monitored and coached staff, and evaluations were tied to progress towards these 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	After term 1 midterm progress reports were posted, CHS staff utilized the Nov. 4 PD day to examine data and develop interventions. During hybrid learning, CHS created a program for struggling students (i.e., failing multiple classes), enabling them to log into afternoon classes from the library. Upon returning to All-in learning, extra help was offered by CHS educators in the library before and after school for any student interested in receiving the support.
Establish committee to examine graduation requirements	Principal	2020-2021	Time & community volunteers	Committee met twice and gathered data on graduation requirements in peer districts

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

Cultivating School Climate & Culture

The second SIP goal focused on creating an inclusive school community where students felt connected, engaged, valued and supported. To meet this goal, CHS staff collaborated with students, sought their feedback, and tried to maximize their involvement in multiple ways. Before school even started, CHS students helped plan for their own return. They served as panelists during a faculty meeting, shared their experiences with remote learning during the spring of 2020, offered suggestions for the upcoming school year, and fielded questions from staff. All year long, CHS staff have been encouraged to solicit feedback from students, and CHS administrators modeled this process themselves by seeking student feedback (e.g., schedule survey) as well as staff feedback about faculty meetings and other school wide initiatives.

Student involvement and feedback took many forms, and often led to the implementation of student-generated ideas. Throughout the school year, CHS leadership met with several clubs and student leadership groups, including the Canton Character Crew, Student Council, CSED, the Human Rights Club, and others. If students shared an idea for how to increase connectedness, CHS staff brought that idea to fruition whenever it was feasible. For example, for the three school days preceding Thanksgiving, students recreated Spirit Week so that group activities could be conducted in a socially distant manner, and they reinvented the Pep Rally and made it virtual. Later in the school year, members of the CHS Student Council made a presentation at a Faculty Meeting and requested that, over the course of a school week, every teacher take a few minutes at the start of class to initiate community-building activities. Students suggested that each subject area be assigned a specific activity to avoid repetition, and the overwhelming majority of staff participated. Several teachers established a Professional Practice Goal -- which meant their progress became linked to their own evaluation -- to solicit and utilize student feedback. In short, CHS educators recognized the value of the student voice and often adjusted their practice in response.

To the greatest extent feasible, many CHS student organizations and traditions were modified so that they could continue, while adhering to evolving safety protocols. As mentioned earlier, every MIAA athletic program operated under Covid protocols, the drama club successfully ran all of its traditionally scheduled productions, the robotics team entered several competitions, and almost every other club met regularly and continued to engage students. The long standing traditions of Scholastic Awards Night and Scholarship Night were both conducted in person. While those events were moved from the auditorium to the gymnasium, and operated with social distancing requirements and a limited number of guests, students and families still had the opportunity to share those important moments together. At the Senior Gala, members of the Class of 2021 had the opportunity to have a culminating social experience at Granite Links (the traditional venue). And the CHS Commencement Ceremony is scheduled to take place, with some modifications, as an in-person event on Memorial Field.

CHS established a Diversity, Equity and Inclusion (DEI) Committee. Ten staff members (administrators, teachers, counselors, and specialists) and four students participated in the group. At one meeting, the group engaged in a visioning activity, in which members described what CHS would like and feel like in 10 years, if the school were to become a model of an inclusive school environment. We also discussed challenges to reaching that vision. The SIP goal called for the DEI committee to create an action plan for further DEI work. Because a new principal will lead CHS next year, the committee felt as though it would be presumptuous to give a new principal an action plan. Instead the committee drafted a letter to share with the new leader, which summarizes the work of the group. The DEI group also has plans to partner with students in the Human Rights Club to support the creation of a

student-generated mosaic. Each tile on the artwork would be intended to display the identity of a CHS student, and the entire piece would symbolize the diversity of the CHS community.

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	Evidence 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 members met several times, established a vision of what constitutes an exemplary inclusive school, and identified the most significant challenges CHS faces in its efforts to foster inclusion. Committee members drafted a letter to the incoming principal, summarizing our work and offering suggestions for next steps. In collaboration with students in the Human Rights Club, plans are underway to display a student-created mosaic, which would represent the diverse identities of CHS students.
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	During the 10 Professional Development prior to the start of school, CHS students gave a panel presentation to faculty to talk about their experiences with remote learning in the prior school year. Students provided staff with feedback about lessons and engagement strategies that tended to be more or less effective. CHS administrators met with the Student

				<p>Council to solicit ideas to promote student engagement. Whenever possible, those ideas were brought to fruition.</p> <p>Throughout the school year, individual educators surveyed students to solicit their feedback about lessons and activities. Some educators established a Professional Practice goal which was focused on gathering student feedback.</p>
<p>Develop new events and/or safe alternatives to CHS school traditions that build a sense of community and connect students to peers and staff</p>	<p>Principal Assistant Principals Class & Student Council Advisors</p>	<p>2020-2021</p>	<p>Flexible & creative thinking</p>	<p>New events: senior luncheon; online trivia competition; school-wide, classroom-based community building activities</p> <p>Reinvented events: CHS Talent Show, Spirit Week, Virtual Pep Rally, Senior Gala, Virtual Art Show, Virtual Back to School Night, Virtual Parent-Teacher Conferences, Guidance Post-Secondary Planning Webinars</p> <p>Continued traditions & activities: MIAA athletics, Drama Productions, CHS clubs, Senior Externships, Commencement exercises</p>