Canton High School
2020-2021 School Improvement Plan
End-of-Year Report

June 10, 2021

2020-2021 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

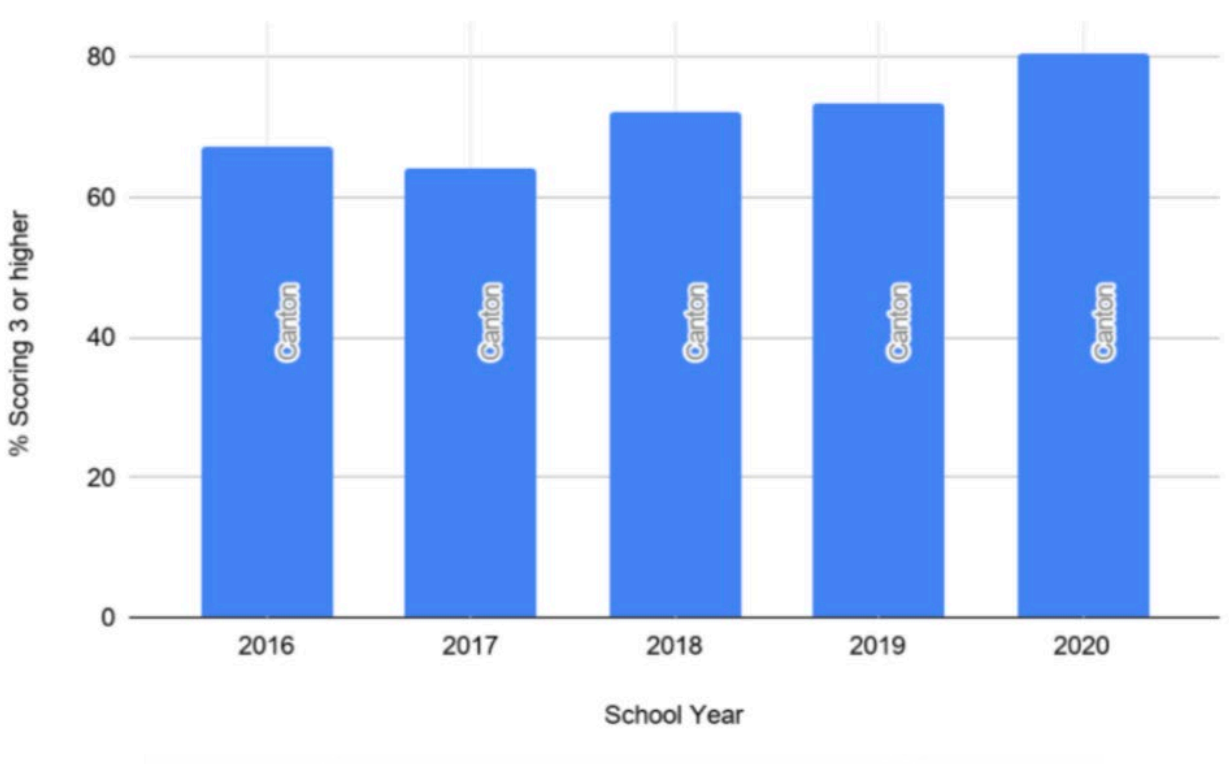
CHS School Demographics

	2019-2020	2020-2021
Enrollment	974	951
Students Identified With disabilities	8.2%	9.9%
English Language Learners	1.1%	1.2%
Economically Disadvantaged	14.8%	17.8%

CHS Student Learning Outcomes

	SY2019	SY2020
Graduation Rate	98.1%	99.1%
Drop Out Rate	0.2%	0.3%
Mass Core Completion	96.9%	95.3%
Post-Secondary College Plans	92.9%	93%
% of AP Exams Scored 3 or Higher	73.5%	80.6%

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



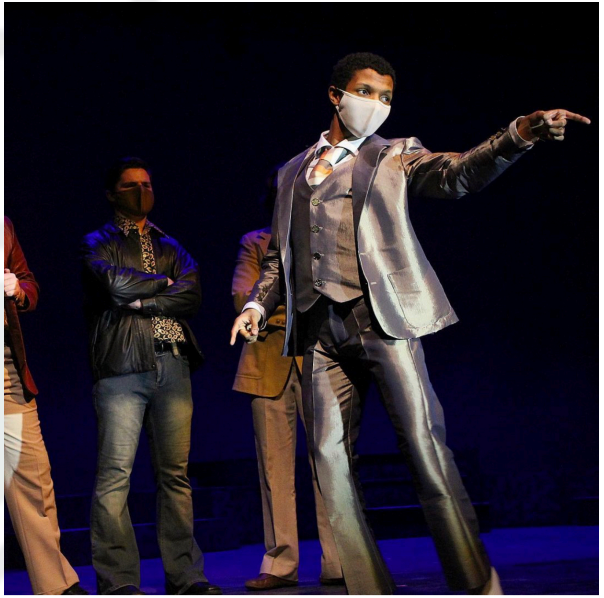
CHS Student Experience

- School wide efforts to promote connection and involve students
- Every MIAA athletic program continued
- Drama Club ran every scheduled production
- Robotics Team entered several competitions
- Nearly every other CHS Club (Mock Trial, Math Team, Human Rights Club, etc.) met regularly and engaged students
- Staff worked to identify disconnected students and provide opportunities for involvement and connection

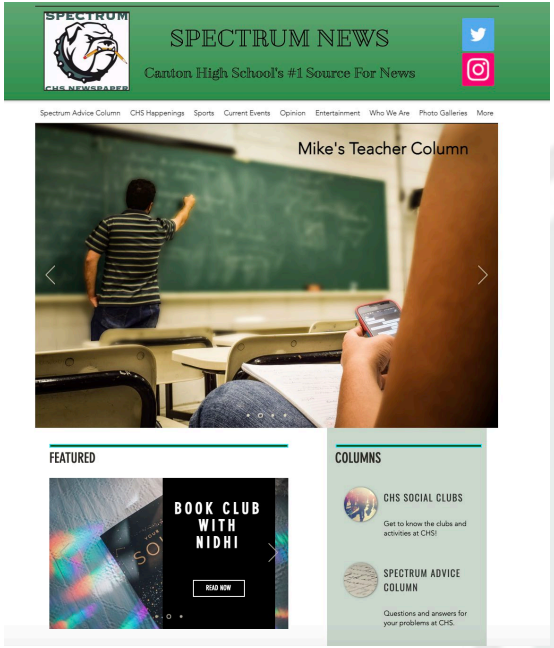
Drama Club

Cabaret

Spring Musical: *Sister Act*



Tech Support



Spectrum: CHS News Source

Mock Trial Recruitment Video

Welcome to *Prism*, Canton High's Literary Magazine!

We are a student run online magazine and publish poetry, short stories, and personal narratives every season. Our hope is to celebrate the talented writers and artists in our school and showcase diverse voices and perspectives. If you are interested in submitting to the magazine, please click on the "Submit to Prism" link on our homepage.

Please reach out to the club advisor, Mrs. Iacobucci, or any of our student editors if you have questions.

Prism: CHS Literary Magazine

CHS Clubs: Forge Ahead!

Athletics

CHS Robotics Clubs: Full STEAM Ahead!

Robodogs

Gearhounds

Unified Robotics

Outdoor Lunch

Questions?

CHS Summary of Progress Toward 2020-2021School Priorities

CHS 2020-2021 School Priority #1: Achieving Educational Excellence and 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.

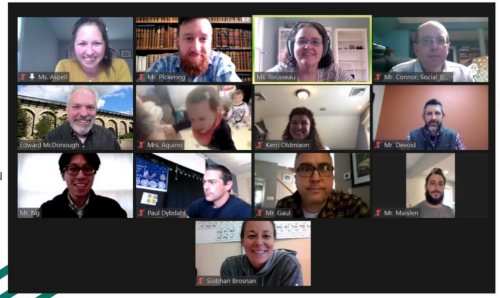
1. Develop a professional culture of *Teaming** in which CHS educators act as scientists of learning
2. Focus building-based PD to promote collaboration and build staff capacity to engage students and utilize technology in remote and hybrid environments
3. Monitor data for achievement gaps and develop targeted interventions to support underperforming students
4. Establish committee to examine graduation requirements

Key Action #1: Develop a professional culture of *Teaming** in which CHS educators act as scientists of learning

- During the opening 10 days of PD, several trainings were led by CHS educator teams (Building Relationships Online, Adaptive Assessments, Race & Equity Workshop, etc.)
- Several Wednesday afternoon PD session utilized a “Learning Laboratory” model of structured educator collaborations and allowed staff to learn and share strategies
- Some department heads utilized the Teaming model in their own department meetings

Assessment

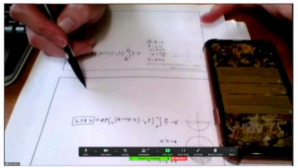
Don Devoid
Pat Connor
Adam Maislen
Jon Pickering
Kerri Oldmixon
Suzanne Rousseau
Siobhan Brosnan



Sarah Aquino
Paul Dybdahl
Ed McDonough
Kevin Ng
Stephen Gaul
Katie Aspell

Things We Tried

- Projects
- Individual breakout rooms
- Gamification
- Breaking projects into small pieces
- Student-created questions
- Strict anti-cheating methods
- Self-assessments
- Lower the point value of tests



“Scientists of Learning”:
Experimenting with
Assessment &
Sharing Results

Take Aways:
The things we want to continue post-pandemic

- Focusing the purpose of assessment on capturing the thinking process of students.
- Giving specific feedback for revisions.
- Leading instruction with a rubric at the start of a unit, lesson, project.
- Looking at work in real time (Google Docs, etc.).
- Lower pressure of tests.
- Rolling deadlines.
- Emphasize formative assessments.
  - Offering students a chance to share ideas with things like Jamboard.
  - Polls and other quick check-ins.
  - Provide opportunities for anonymous responses (padlet, chat, etc.)

Key Action #2: Focus building-based PD to promote collaboration and build staff capacity to engage students and utilize technology in remote and hybrid environments

- Numerous trainings developed staff capacity to utilize technology:
  - 10 PD Days: Newsela, Nearpod, Zoom, Edulastic, etc.
  - Midway through the school year, there was a school wide training on Pear Deck
- “Learning Laboratory” groups
- Many CHS educators established a goal pertaining to technology and/or collaboration, and staff evaluations were tied to progress towards these goals.

Staff Shares Engagement Strategies

SY 2020 - 2021 | TERM 4

STUDENT ENGAGEMENT

Suggestions & Solutions from Group 3

- Amplify the chat during lessons
- Set norms/routines (could be something like “turn on cameras during instructions” or “turn on camera during check-in”)
- Start each class with norms and procedures for each class so students know what to expect
- Ask for student feedback constantly and consistently (surveys, check-ins, ideas)
- Consistent opportunities for student feedback and USING that feedback to adjust instruction. Try stuff. What's the worst that can happen!
- Ask students who they feel comfortable working with in breakout rooms, keep consistent groups in breakout rooms
- Put students in break out rooms with people they know (< 4 ppl) so they are more likely to actually talk to each other. Smaller groups are generally more successful
- Provide choice, but narrow down those choices for students who become overwhelmed with too many options
- Have something students need to complete during class, either notes, peardeck, kahoot, etc.
- Use Pear Deck to see engagement from all students at once
- Make time in the building different/more fun/more engaging so students are more motivated to actually come in
- Have your camera off when entering breakout rooms if you are simply observing. Make this known ahead of time so students know what to expect
- Give opportunities for students to appropriately socialize. They have lost lunches, walking in the hall, casual time with classmates.
- Have conversations-diverging from instruction to build relationships (i.e. Did you see the ship stuck in the Suez Canal!?!?)
- SHIFT OUR THINKING around what matters and what we want to focus on. How can we focus on SEL, mastery of power standards and joy, and let other things go. Move from a culture of "catching students out" to "raising students up".
- When working with students in individual break out rooms, have them share their screens (instead of you), so they have ownership over the work.
- Use student screen sharing (with clear expectations and parameters) for formative assessment. This can be announced or unannounced.
- Examine our classroom practices and assignments for relevance. Why should they want to do this thing?
- Do a "check in" and "check out" each day and make it fun/engaging (simple questions about themselves/how they are doing/exciting things that are upcoming)
- Is it possible to have students in the classroom zoom with a student at home (especially when the remote numbers are lower after break) so they can stay engaged in the material/classroom work?
- Get them up and moving! Less computer time and more activities

Throughout this collaboration experience we acknowledged the value of talking to colleagues about what's working for them in regards to student engagement.
We recognize that not every tip or trick is going to work for every teacher, but we hope that you'll find something that can be adapted to your classroom to improve engagement.

Key Action #3: Monitor data for achievement gaps and develop targeted interventions to support underperforming students

- 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.

Key Action #4: Establish committee to examine graduation requirements

	English	Math	Science	Social Studies	World Language	Wellness/PE	Arts	Other
Canton High School	4 years	3 years	3 years (1 lab)	3 years	2 years same language	4 years	1 year	½ year Technology
Sharon High School	4 years	4 years	3 years	3 years (1 U.S.)	2 years same language	2 semesters	2 semesters	No requirement
Foxboro High School	4 years	4 years	3 years (1 life, 1 physical)	3 years (1 U.S.)	2 years same language	1.5 years PE & .5 year Health	No requirement	No requirement
Oliver Ames High School	4 years	4 years	3 years	3 years	No requirement	See other	1 year of business **or** technology **and** 1 year of music, art, family/consumer science **or** industrial technology	
Milton High School	4 years	4 years	3 years	3 years (2 U.S.)	No requirement	4 years	1 year	1 semester technology & 1 semester speech
Westwood High School	4 years	3 years	3 years	2 years (1 U.S.)	2 years same language	1 year	1 year	1 term public speaking
Walpole High School	4 years	3 years	3 years (1 life, 1 physical)	3 years (1 world & 2 U.S.)	1 year	1 semester health & 4 PE	No requirement	No requirement
Dedham High School	4 years	4 years	3 years	3 years	2 years same language	2 semesters Wellness & 4 semestersPE	2 semesters of chorus,band, art, drama **or** computers	
Stoughton High School	4 years	4 years	3 years	3.5 years	2 years same language	4 years	1 course	1 technology course & 1 financial literacy course
Natick High School	4 years	4 years	3 years	3 years (1 U.S., ½ Civics, 1 Global Awareness)	2 years	2 years PE & ½ year health	1 year	No requirement
Weston High School	4 years	4 years	3 years (Biology **and** Chemistry **or** Physics	3 years (2 World & 1 U.S.)	2 years same language	2 years PE & ½ year health	1 year	1 credit speech

CHS 2020-2021 School Priority #2: Cultivating School Climate Culture

Create an inclusive school environment in which both students and staff feel connected, engaged, valued and supported

1. Create a CHS Diversity, Equity & Inclusion (DEI) committee to examine CHS practices and school culture and to develop a multi-year action plan
2. Solicit feedback from CHS students & student leadership groups in order to obtain and execute ideas to improve connectedness
3. Develop new events and/or safe alternatives to CHS school traditions that build a sense of community and connect students to peers and staff

Key Action #1: Create a CHS Diversity, Equity & Inclusion (DEI) committee to examine CHS practices and school culture and to develop a multi-year action plan

- 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

Key Action #2: Solicit feedback from CHS students & student leadership groups in order to obtain and execute ideas to improve connectedness

- During the 10 Professional Development days 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 feedback about lessons and engagement strategies.

- CHS administrators met with individual students and numerous student groups (Student Council, CCC, Human Rights Club, etc.) to solicit ideas to promote engagement. Whenever possible, ideas were brought to fruition.

- 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.

Key Action #3: Develop new events and/or safe alternatives to CHS school traditions that build a sense of community and connect students to peers and staff

- New events: senior luncheon; online trivia competition; school-wide, classroom-based community building activities

- 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

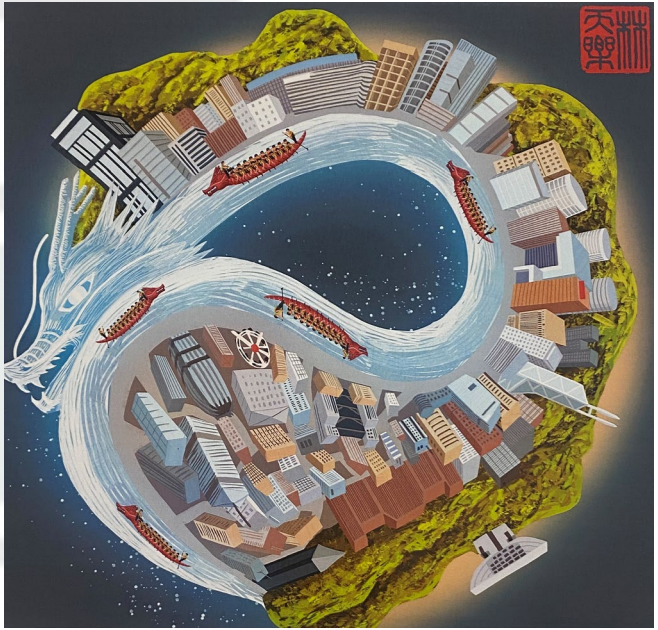
- Continued traditions & activities: MIAA athletics, Drama Productions, CHS clubs, Senior Externships, Commencement exercises

Post-Secondary Planning Night

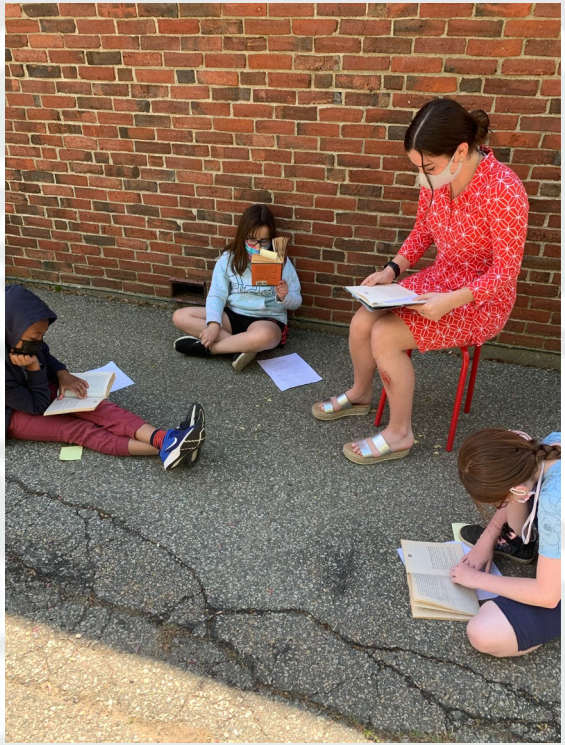
Senior Luncheon

“Reinvented” Events

Virtual Pep Rally



Some Traditions Continue:
Patriots Place Art Exhibition!



Senior Externships

Powderpuff &
Senior Gala

Graduation!