

**Canton School Committee
Canton, MA**

June 14, 2018	Canton High School Distance Learning Lab 900 Washington Street Canton, MA 02021	6:30 PM Executive Session 7:00 PM Open Session
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The Canton Public Schools strives to develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

A. Call to Order

B. Public Comments/Questions

C. Superintendent's Report Dr. Fischer-Mueller will report on a variety of events going on throughout the district.

D. New Business

1. Recognitions: The Committee will thank Jennifer Henderson and Dr. William Conard for their contributions and dedication on behalf of the Canton Public Schools.
2. School Improvement Plans:
 - a. Bill Conard: Galvin Middle School
 - b. Donna Kilday: Rodman Early Childhood Center
 - c. Derek Folan: Canton High School
3. Policies: Debra Bromfield will present policies for review.
 - a. All policies in Section K presented for 1st read.
 - b. Library Collections policy IJL for 1st read.
4. District Brochure: Patricia Kinsella will provide an update on the progress toward creating a district brochure for CPS.
5. Canton Community Preservation Committee Fund Extension: Barry Nectow will present a request for a one year extension to the CPA grant funding for the restroom/storage facility at JFK field complex.

E. Old Business

F. Business Manager's Report Barry Nectow will present the Business Manager's Report.

G. Routine Matters

1. Approve Minutes dated May 24, 2018
2. Approve Executive Minutes dated May 24, 2018
3. Approve Bill Schedule dated June 21, 2018

H. Sub-Committee Reports

1. CPC – Nichola Gallagher
2. BRC – Mike Loughran
3. Wellness - Meg Gannon
4. Finance - Reuki Schutt/Meg Gannon
5. Policy - Kristin Mirliani
6. PRHC – Nichola Gallagher

- I. **Future Business** – Next School Committee Meeting will be held Thursday, July 19, 2018 @ 7:00.

J. Other Business

K. Adjournment

CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools



Jennifer A. Henderson
*Assistant Superintendent
for Curriculum and Instruction*

Debra L. Bromfield
Director of Student Services

Patricia Kinsella
*Assistant Superintendent
for Special Projects*

Barry S. Nectow
School Business Administrator

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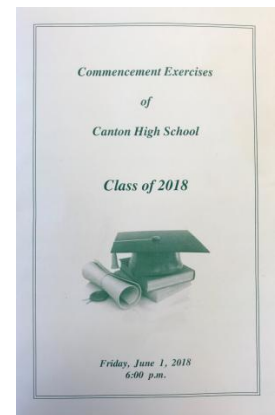
**To develop students who are competent and creative thinkers, curious and confident learners, and
compassionate citizens.**

Superintendent's Report School Committee Meeting of Thursday, June 14, 2018

**Jennifer Fischer-Mueller, Ed.D.
Superintendent of Schools**

Superintendent Activities Highlights

CHS Graduation: Thanks to everyone who made this evening most memorable. Further in my report you will see a list of schools students will be attending along with students' future plans. Congratulations to the class of 2018. Best of luck in all you do!



Step Up Day: On Tuesday, June 12, CHS staff and Link Leaders welcomed the Class of 2022 to the high school. Each year, all 8th grade students walk to Canton High School to have a tour and meet with upperclassman as their first introduction to life at Canton High School.



Safety and Security Committee:

Officer Chuck Rae was pleased with our lockdown drill at the Rodman Building last week. Our after-drill debriefing included details from Lt. Rae. He felt that we knew our options (shelter in place, barricade, or leave the building) and demonstrated this by exercising our choices during the drill. He also liked that he could not see staff or children when he looked in windows. Lights in rooms were off and shades were pulled as they should be. Overall, he commended the staff's response in the drill.

Greater detail was provided to the Evacuation Team, including for example: attention to the double doors at the pre-school; an empty room left unlocked; the need for an external intercom; and great attention paid to the preparation for families of young children and the follow-up.

Math Team Celebration: Thanks to Boston Mutual for hosting the annual Math Team celebration for the 40th year!



Updates

Coordinated Program Review: The district received on June 11, 2018, a draft report of the Coordinator Program Review findings. The Department of Elementary and Secondary Education asks that the district to comment on the factual accuracy of the report within 10 business days. Although the district is still in process of reviewing the draft report, we want to share the following details. In the area of Special Education there were no issues identified for the criteria's reviewed. In the area of Civil Rights there were three very minor issues identified. For English Language Learning, there were four issues identified. The corrective actions necessary to be in 100% compliance are easily addressed with, for example, a change to an absence letter, a partition for a classroom, and more clearly articulated screening procedure for English Language Learners. In August/September, a more formal reporting on all seven (7) of the identified criterion needing correction, as well as the proposed corrective action plan, will be shared with the School Committee and school community.

Indicators of Excellence

NCTA Awards: On Tuesday, June 8th and Award dinner was held at Lombardo's in Randolph in honor of this year's NCTA Award recipients. The Norfolk County Teachers Association honors two people from each district every year to show appreciation for all they do for public education. The Honor Award is given to an educator in the district for their significant contribution to Educational Service, Community Service and Association Service. The Service Award is given to an individual layperson or group who has demonstrated support and interest in education in the community. NCTA also honors one student from each district with the Harland L. Cook Book Award (\$1,500.00). This year's award winners are:

Honor Award:	Margaret Clifford	Galvin Middle School
Service Award:	Anne Murray	Canton High School
Harland L. Cook Book Award:	William Amico	Canton High School Senior

Senior Outcomes: Every year Dr. Chamberland, Director of Guidance, compiles the list of post-secondary plans for graduates of CHS, including colleges, universities, military service and the work force. It is the second year in a row we are above 90% of students pursuing higher education. Student plans breakout and a list of schools where students will be attending are as follows:

80% 4 year colleges

12 % 2 year colleges

2% military

6% gap year, work, or other

University of Massachusetts, Boston	Harvard University
Massachusetts Bay Community College	Tufts University
University of Massachusetts, Amherst	Bryant University
Navy	Dean College
The University of Arizona	Suffolk University
Bridgewater State University	Massachusetts College of Art and Design
Worcester State University	South Florida State College
University of Richmond	University of Maine
Bentley University	Elon University
Champlain College	George Mason University
The George Washington University	Norwich University
Loyola University Maryland	Brandeis University
University of Massachusetts, Lowell	Valparaiso University
Bristol Community College	Curry College
Bunker Hill Community College	University of California, Berkeley
Suffolk University	Endicott College
Soka University of America	University of Hawaii Manoa
Dean College	Worcester Polytechnic Institute
Roger Williams University	Wentworth Institute of Technology
University of Delaware	Emmanuel
University of Southern California	Emerson College
Hobart and William Smith Colleges	Construction Worker
Merrimack College	Regis College
Emerson College	Iona College
Northeastern University	Syracuse University
Southern New Hampshire University	Porter and Chester
University of Massachusetts Dartmouth	Lesley University
Salem State University	Finland

University of South Carolina	Massachusetts Maritime Academy
Temple University	Montserrat College of Art
Laboure College	Husson University
University of Colorado at Boulder	John Carroll University
Wheaton College	Gettysburg College
Georgia Institute of Technology	Johnson & Wales University (Providence)
Boston College	Rochester Institute of Technology
Lafayette College	Georgetown University
University of San Francisco	MCPHS - Massachusetts College of Pharmacy & Health Sciences
Westfield State University	Boston University
Boston University	Massasoit Community College
Curry College	Lynn University
Stonehill College	Georgia Institute of Technology
James Madison University	University of Redlands
Saint Anselm College	University of Maine
Emerson College	Bunker Hill Community College
Providence College	Trade/Tech School
Eastern University	University of Maryland
Curry College	Saint Anselm College
Ithaca College	Brandeis University
Saint Joseph's University	Bunker Hill Community College
Quinnipiac University	Massachusetts College of Art and Design
Fordham University	University of Connecticut
Providence College	Fairfield University
College of the Holy Cross	Pennsylvania State University
Saint Joseph's University	Saint Anselm College
University of New Haven	University of New Hampshire at Durham
Baystate Wild Life	University of Rhode Island
Stevens Institute of Technology	Keene State College
Trade/Tech School	Rensselaer Polytechnic Institute

Mock Trial: The attorney coach of the Newton South High School Mock Trial team invited the Canton High School Mock Trial Team to the Garden City Invitational tournament.

This pre-season Mock Trial tournament at Newton South High School helps to get Teams ready for the State Tournament.

The Garden City Invitational is very competitive, and is designed to re-acclimate the returning kids to Mock Trial and to give potential new players an opportunity to see what Mock Trial is about and to possibly participate. The tournament has been extremely successful.

The tournament this year will be held on October 20/21, 2018.

The participants invited back include:

Holy Name Central Catholic HS

Arlington HS

Brookline HS

Newton North HS

Malden Catholic

The Winsor School

Newton South HS

CHS Externships: Ninety two seniors participated in this year's externship program. This is the largest number since the start of the program ten years ago. Thank you to Ed Amico for all his work with coordinating and overseeing this program. Also, a big thank you for all the business/mentors that worked with our students, they are the backbone of this program. The time and energy that they give to the students is very much appreciated.

Senior externship is an opportunity for students to learn real life skills as they end their high school career and start the next phase of their life. The externship program culminates with a ceremony where the participants present impressive displays of their work and share insightful and powerful speeches about their experiences.

Project SAVE: Project SAVE (Substance Abuse Victim Empowerment) team from Canton High School won second place for "community problem solving competition" in the Senior division at the recently concluded FPS International competition. International competition was held from 6th to 10th June at University of Wisconsin.

Students who attended the conference include:

Avitha Addanki – grade 10

Sydney Weng – grade 10

Dusu Sidibay – grade 10

Ciara O'Connor – grade 10

Sinead Qui – grade 10

Sylvia Chin – grade 10

Sarah Hernandez – grade 10

Jenny Mazzola – grade 10

Harshitha Valluri – grade 9

Curriculum Unit Development based on the New Science and Technology Standards: The final two sessions to review the new science "living docs" curriculum took place on May 30th and June 13th for grades K, 1, 2 and 3. These grade level teachers met with Katie Clarke, Teachers 21 Educational Consultant to review standards, essential questions, and new units and to make plans for the final work to be done with Katie over the summer. In fall, 2018, the science curriculum PreK-8 will be entirely consistent with the new standards.

Important Dates and Events

June 18 Last Day for Pre K and Kindergarten Students

June 19 Luce Kindergarten Screening for 2018-2019

June 20 Hansen Kindergarten Screening for 2018-2019

June 21 JFK Kindergarten Screening for 2018-2019

June 22 End of 3rd Trimester for Grades K-5

June 22 Last Day Grades 1-11 Early Release/End of 4th Marking Period GMS & CHS

Galvin Middle School

2017-18 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee

June 14, 2018

2017-18 GMS School Council

Name	Position	Term
Bill Conard	Principal	Permanent
Terry Bartlett	Teacher	Sept. 2018
Cathy DeMassi	Teacher	Sept. 2018
Matt Masciarelli	Teacher	Sept. 2017
Carol Connolly	Parent	Sept. 2018
Lynn Flaherty	Parent	Sept. 2017
Gloriann Long	Parent	Sept. 2018
Loriann Romano	Parent	Sept. 2017
Madhuri Valluri	Parent	Sept. 2018

Summary 2017-18

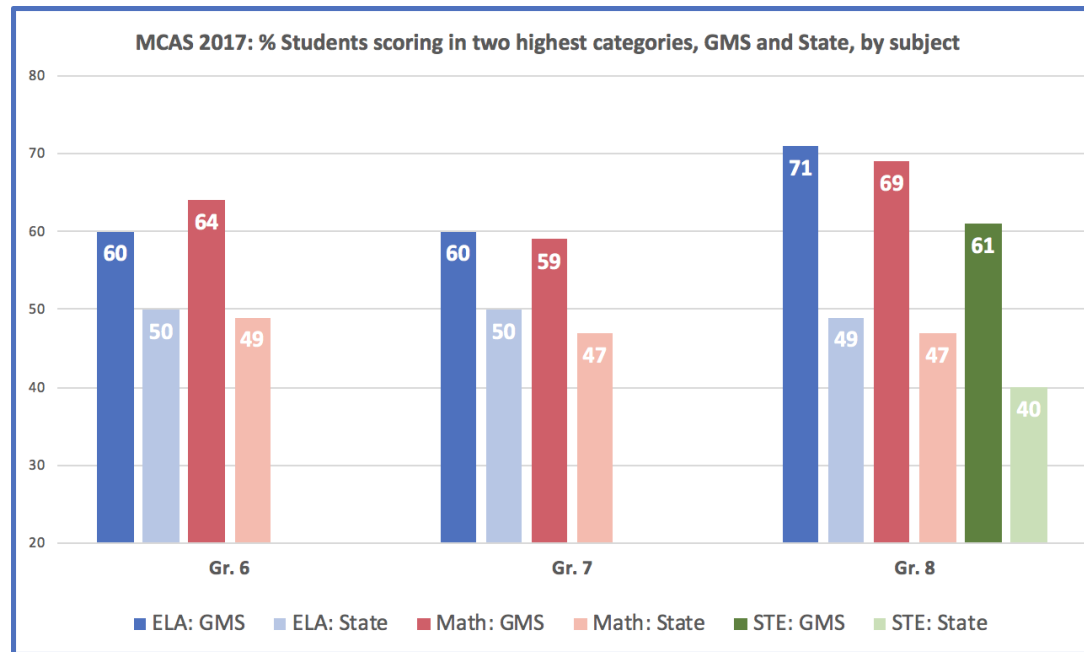
Demographic Information

- 739 students and 110 staff
- Student mobility: 28 students moved out of GMS and 26 students moved in
- 1.5% of students are English Language Learners
- 13.3% of students receive specialized instruction for identified disabilities
- 20.3% of students qualify for free or reduced lunch
- 95.8% average student attendance

Student Learning Outcomes

2017 MCAS SUMMARY

Overall, we saw significant achievement and growth in 2017 in all three subject areas as well as across all grade levels. There are no 2017 CPI data for the school or subgroups in Math or ELA, as 2017 was the first year of the new Next Generation MCAS assessment in these subjects.



World Language National Exams

Over 100 World Language students in grades 7 and 8 participated in the Spanish and French National Exams, which are taken by students across the United States. GMS is proud of all our students who participated in these voluntary examinations, including the 51 students below who earned distinctions.

2018 National Language Exams: # GMS Students Awarded Distinctions		
	Spanish	French
Honorable Mention	13	20
Bronze	2	2
Silver	8	4
Gold	2	N/A

Student School Experience

School Community Survey Results

173 families responded to our School-Community Survey last spring. Distribution was equal across all three grades 68, 57 and 63 families, respectively. The complete survey responses will be shared in early fall with the faculty and School Council. In analyzing the survey responses, many areas received positive recognition while other areas showed a need for improvement.

Strengths

Over 85% of families responded positively to the following statements:

- GMS is a welcoming community.
- The communication from GMS administration is sufficient to keep me informed.
- School programs and practices demonstrate an appreciation for diversity, race, religion, gender and abilities.
- I feel my child is safe and comfortable in the classroom and in the school.
- My child has opportunities for positive recognition.
- School curriculum is distinguished by learning activities that appeal to young adolescents.
- I understand the grading system and feel that grading is fair and accurate.
- I am satisfied with the extra-curricular opportunities available at GMS.

Areas for improvement

Fewer than 85% of families responded positively to the following statements:

- Communication from my child's teachers is sufficient to keep me informed when the situation calls for it.
- I feel my child is safe and comfortable on the bus.
- I feel that teachers coordinate together to balance the student workload.
- My child's time spent on homework is in line with the guidelines as specified in the Family Handbook.
- I feel that my input and involvement is sought with regard to school policy and practices.

During school year 2018-19, we will work to improve in these areas through our School Improvement Plan. The School Council will also use these results to determine areas of focus.

2018 Pilot Team Student Survey

Team Silver, Galvin's 7th grade pilot team, was implemented in 2017-18 to increase student engagement, growth, and achievement. This pilot team would then support similar work and development with all other teams by emphasizing an approach that maximizes interdisciplinary and relevant learning opportunities in support of student academic, social, and emotional needs. The rationale for the pilot team is that students benefit from a sense of belonging when they are members of an inclusive community. Students also need a variety of relevant, integrated, and rich learning experiences to connect with their peers, staff, school and community. Finally, students benefit when educators develop an array of strategies in order to address the individual needs of students reflecting a continuum of development.

Strengths

Over 80% of students responded positively to the following survey statements:

- When I feel like giving up, my teachers will support me to keep trying.
- My teachers are excited to teach our classes.
- Before you start a challenging project, I think about the best way to approach the project.
- When you get stuck learning something new, how likely are you to try a different strategy.
- If you fail to reach an important goal, how likely are you to try again.
- How possible is it to change your level of intelligence.
- Overall, how high are your teachers' expectations for you.
- Overall, how much do you feel that you belong on your team.
- If you came back to visit your teachers in three years, how excited would they be to see you.

Areas for improvement

Fewer than 80% of students responded positively to the following survey statements:

- How often do you use ideas from school in your daily life.
- How useful do you think school will be to you in the future.
- How likely is it that you can stay focused on an important task and not get distracted.
- How possible is it to change how much you liking the subjects you are studying in school.

8th Grade School Climate Survey

Our 8th grade students took a DESE School Climate Survey in spring 2017. DESE has structured the survey to focus on three dimensions of school climate: engagement, safety, and environment.

Strengths

Over 90% of students responded positively to the following statements:

- My teachers care about my academic success.
- Teachers encourage students to respect different points of view when expressed in class.
- Adults working at this school treat all students respectfully.
- If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.
- My teachers believe that all students can do well in their learning.
- My teachers set high expectations for my work.

Areas for improvement

Fewer than 90% of students responded positively to the following statements:

- School staff are consistent when enforcing rules in school.
- I have a choice in how I show my learning (e.g. write a paper, prepare presentation, make a video, etc).
- I am not scared to make mistakes in my teachers' classes.
- My textbooks or other class materials include people and examples that reflect my race, cultural background and/or identity.

Bulldog Block Student Survey

GMS implemented the Bulldog Block period for the first time in 2016-17. This advisory-type period occurs once per cycle for 30 minutes for homeroom teachers and and their students. A planning committee created activities and lessons for Bulldog Block that focused on interdisciplinary enrichment and strengthening relationships between adults and students and students with students. The table below details some of our survey results from the end-of-year 2018 survey.

Bulldog Block: % Students Responding Positively to 2018 Survey	Gr. 6	Gr. 7	Gr. 8
I feel more comfortable working with a variety of peers as a result of Bulldog Block.	83	78	55
I feel like my problem solving skills have improved.	72	61	39
I became friends with new people as a result of spending time with them in Bulldog Block.	75	64	38
Overall, Bulldog Block was fun	80	75	43
My Bulldog Block teacher is someone I would talk to if I needed help	67	82	47

The survey included three open response questions which gave students an opportunity to share recommendations for improving Bulldog Block. Based on the survey results, we developed grade-level activities this year (as opposed to school-wide activities in year one) and also worked with team teachers, leaders, and students to give these three groups more input into the activities implemented in each grade. In our last Bulldog Block period of 2017-18, students will take the end-of-the-year survey to determine the strengths and areas for improvement for next year's program.

Additional Student School Experiences

There are many other positive and exciting school experiences for GMS students at all grade levels. Below are brief descriptions of some of these opportunities.

Expansion of after school clubs: The number of clubs offered and the number of students participating in these clubs has skyrocketed in the past two years. Below are the numbers of clubs and participating students.

GMS Clubs, 2015-2018	2015-16				2016-17				2017-18			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
Clubs offered	6	10	8	24	13	26	25	64	24	24	25	73
Clubs run	6	7	7	20	10	16	15	41	17	19	18	54
# Participants	104	92	116	312	186	188	219	593	284	288	218	790

Partnerships: Our partnership with Facing History and Ourselves continued this year as they supported our 8th grade Facing History Day, a full day of events culminating with a Holocaust survivor presentation for students. We will be deepening our partnership with FHO next year as they will provide Professional Development for our faculty. For the second year, our school participated in the School to Careers STEM day. This partnership allows 25 interested girls to participate in tech and engineering activities with other schools and professionals in the field and culminates with a day long series of workshops and presentations. Our partnership with Sigma Gamma Rho Sorority, Inc. sponsors our Girls' Youth Symposium Day. Chess Scholars partnered with GMS to offer a coding and chess class for all students after school.

Annual events:

- Transition events are important markers of the student school experience and include Unity Day and Tour Night for all entering 6th grade students and families; an ice-cream social for incoming sixth grade students and parents/guardians in September; 5th grade orientation for all parents/guardians; and 5th grade transition night exclusively for those parents/guardians with students with an IEP. A variety of activities, including Step-Up day in June, support our 8th graders transitioning to high school.
- Our third annual Girls' Youth Symposium was held in March, with 60 girls in attendance, the highest number of girls yet.
- Our 2nd annual Cultural Heritage Night brought together over 350 students, staff, families, and community members in celebration of our diversity and the end of the school year.
- CAPT programs once again enriched our students school experiences with the Mad Scientist at the 6th grade, Rob Surette, the Amazing Hero Artist at 7th grade, and Facing History and Ourselves for 8th.
- A variety of field trips gave students real-world learning experiences that connect with both our academic and social/emotional learning: 8th grade Washington/New York; 7th grade Montreal; TreeTop Adventure Course; STEM Gillette Stadium; Maplewood Camp; and the State House.

- A variety of school spirit activities including Fit-4-Funds assembly; Student-Teacher Volleyball and Basketball games; Spirit Week; Pawsitivity Week; World Language Week; Winter and Spring Concerts; three school dances' and one movie night.
- Volunteer and donation drives included Toys for Tots, Puerto Rico, the Canton Food Pantry, and Project 351 which supported the Cradle to Classroom.

Summary of Progress Toward 2017-18 School Priorities

Three main priorities for GMS include:

1. School Culture and the Student Experience
2. Transformational Teaching and Learning
3. The Pilot Team

We are pleased to report meaningful progress during 2017-18 towards each of our three school priorities. For the first priority, significant progress was made in deepening our commitment to the school vision, grade level teams, and the Bulldog Block program. With our second priority, our Teacher Expose PD day was a tremendous success, with much accomplished in Project-Based Learning, Teaching and Learning Expectations, and Professional Learning Communities. Finally, the first year of our pilot team was a success, and we will be collaborating next year on how to implement many of these strategies across all teams.

GMS 2017-18 School Priority #1: School Culture and the Student Experience

Create a school culture that places students at its center, with an emphasis on the development of positive, healthy relationships that promote students' well-being and growth

Rationale: Students who are understood and valued by staff are more likely to be engaged in their learning. Social/Emotional well-being is directly tied to students' ability to fully access school/curriculum, make forward progress and growth, and reach their full potential. Holding all students in high esteem empowers them to advocate, lead, and contribute to their school and greater communities.

Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement
- 2.1 Social Emotional Learning
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> • Deepen our shared understanding of and commitment to GMS vision as means of ensuring that students are at center of our professional efforts 	<ul style="list-style-type: none"> • Principal • Administrators • Team Leaders • Department Coordinators 	School Year 2017-18	<ul style="list-style-type: none"> • Time • Prof. resources 	<ul style="list-style-type: none"> • Agendas and feedback from faculty and other meetings 	<ul style="list-style-type: none"> • Faculty spent time discussing vision and core values at faculty, department and team meetings • Administration and Team Leaders began process of identifying indicators of excellence that will confirm vision has been successfully implemented

<ul style="list-style-type: none"> Research and implement developmentally appropriate strategies in areas of Social- Emotional Learning 	<ul style="list-style-type: none"> Principal Dean of Students Consultant 	School Year 2017-18 and 2018-19	<ul style="list-style-type: none"> Time CASEL 	<ul style="list-style-type: none"> Faculty, Department and Team Meetings 	<ul style="list-style-type: none"> GMS participated in district-wide exSEL committee Committee received training from exSEL and will help lead district and school training in 18-19
<ul style="list-style-type: none"> Implement Bulldog Block periods by grade level to better meet students' social and emotional needs 	<ul style="list-style-type: none"> Principal BB Planning Committee Team Leaders 	School Year 2017-18	<ul style="list-style-type: none"> Activities 	<ul style="list-style-type: none"> Teacher Survey Student Survey 	<ul style="list-style-type: none"> Successfully modified Bulldog Block with distinct programming for each grade End-of-year survey given in June Results will be analyzed over summer to determine areas of success and opportunities for growth
<ul style="list-style-type: none"> Review purpose and work of grade level teams to clarify shared expectations about how we best educate and support students 	<ul style="list-style-type: none"> Asst. Principal Team Leaders 	School Year 2017-18	<ul style="list-style-type: none"> Time MS org. & Resources 	<ul style="list-style-type: none"> Agendas and minutes of team and faculty meetings 	<ul style="list-style-type: none"> Team members took survey to identify team strengths, areas for improvement, and suggestions for action steps Results will be analyzed over summer to plan PD for 2018-19
<ul style="list-style-type: none"> Increase social awareness and empathy amongst 7th grade students by creating and implementing a new course -- Leadership, Culture, Community 	<ul style="list-style-type: none"> Dean of Students 	School Year 2017-18	<ul style="list-style-type: none"> Planning time 	<ul style="list-style-type: none"> Course Syllabi and Lessons 	<ul style="list-style-type: none"> New course developed and implemented All Gr. 7 students participated in new course Student work/projects indicate greater student awareness of and empathy toward school and community

GMS 2017-18 School Priority #2: Transformational Teaching and Learning

Strengthen and broaden the repertoire of instructional strategies used by GMS educators through consistent, focused professional collaboration that promotes collective accountability for the success of all students

Rationale: The greatest impact on student achievement is the quality of instruction. Full engagement in learning results in increased student growth and achievement. Purposeful collaboration around data improves staff practice and student performance, and allows staff to take collective ownership of all of our students.

Strategic Areas of Focus

- 1.3 Excellent Educators for Every Student Every Day
- 1.4 Equitable Access to High Quality Instruction
- 3.1 Designing Student Learning and Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> Solidify our shared understanding and implementation of the GMS 	<ul style="list-style-type: none"> Principal Dept. & K-12 Coord. 	2017-18	<ul style="list-style-type: none"> Vision, Mission, Core Values and Goals 	<ul style="list-style-type: none"> T and L Expectations identified 	<ul style="list-style-type: none"> Draft of Teaching and Learning expectations created Work on this action step to be continued

T&L Expectations			<ul style="list-style-type: none"> Teacher input 		through next year's SIP
<ul style="list-style-type: none"> Review purpose and work of PLCs to clarify shared expectations about how we best educate and support students 	<ul style="list-style-type: none"> Principal Dept. Coord. 	2017-18	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Agendas and minutes of PLC, department and faculty meetings 	<ul style="list-style-type: none"> Educators read and discussed research on purpose and effectiveness of PLCs Educators took survey to identify PLC strengths, areas for improvement, and suggestions for action steps Results will be analyzed over summer to plan PD for 2018-19
<ul style="list-style-type: none"> Expand educator knowledge base about pedagogy by holding a teacher exposition for teachers to share their practice 	<ul style="list-style-type: none"> Dean of Students Teachers 	2017-18	<ul style="list-style-type: none"> Planning Time Compensation for presenters 	<ul style="list-style-type: none"> Early Release Day in Spring 	<ul style="list-style-type: none"> Nine educators volunteered to facilitate two 45-minutes PD sessions for colleagues All faculty and educational assistants attended PD sessions Feedback was extremely positive, with request to make Teacher Expose an annual event Feedback indicated great interest in increasing amount of opportunities for internal PD
<ul style="list-style-type: none"> Increase the number of teachers and/or teams trained in Project-Based Learning (PBL) 	<ul style="list-style-type: none"> Assistant Principal 	2017-18	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Teachers trained and PBL units developed 	<ul style="list-style-type: none"> Seven additional teachers participated in PBL training in 2017-18 All seven teachers implemented PBL units and shared units within departments
<ul style="list-style-type: none"> Ensure all students, particularly those in subgroups, have access to differentiated instruction that meets their academic needs 	<ul style="list-style-type: none"> Student Services Coordinator 	2017-18	<ul style="list-style-type: none"> BCAP Time 	<ul style="list-style-type: none"> Department, PLC, Team meeting agendas and minutes 	<ul style="list-style-type: none"> 2.5 hour PD prepared; early release day cancelled due to snow PD to be revisited in next year's SIP

GMS 2017-18 School Priority #3: The Pilot Team

Increase student engagement, growth and achievement by supporting the development of Team Silver as they pilot an approach that maximizes interdisciplinary and relevant learning opportunities that support the academic, social, and emotional needs of their students

Rationale: Students benefit from a sense of belonging when they are members of an inclusive community. Students need a variety of relevant, integrated and rich learning experiences to connect with their peers, staff, school and community. Students benefit when educators develop an array of strategies in order to address the individual needs of students reflecting a continuum of development.

Strategic Areas of Focus:

- 1.1. Educational Equity
- 3.2 Students' Ownership of Learning and Demonstrations of Learning and Growth
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none">Deepen knowledge base of pilot team teachers by providing PD on Project-Based Learning (PBL)	<ul style="list-style-type: none">Consultant	Summer	<ul style="list-style-type: none">Time	<ul style="list-style-type: none">Teachers trainedPBL units developed	<ul style="list-style-type: none">All pilot team members trained and implemented PBL unitsParents and families attended PBL presentations in spring 2018Students currently in process of completing school-based projects with support from faculty
<ul style="list-style-type: none">Deepen understanding of Backwards Design with an emphasis on Interdisciplinary Unit Development	<ul style="list-style-type: none">Asst. Supt.	Summer and School Year 2017-18	<ul style="list-style-type: none">Planning TimeCurriculum Maps	<ul style="list-style-type: none">Interdisciplinary Units Created	<ul style="list-style-type: none">Interdisciplinary units and lessons created and implementedLessons implemented in both academic classes and seminar block
<ul style="list-style-type: none">Increase student engagement and joy of learning in pilot classrooms by focusing onbuilding team identity, strong relationships, and personalized learning experiences for all students	<ul style="list-style-type: none">PrincipalPilot Teachers	School Year 2017-18	<ul style="list-style-type: none">TimeAMLE, NELMS and other resources	<ul style="list-style-type: none">Team meeting agendas and minutes indicated focus on this work	<ul style="list-style-type: none">Survey data confirm that students on pilot team have strong sense of team and individual identity, along with meaningful relationships with both teachers and peers
<ul style="list-style-type: none">Expand the impact of pilot team work by sharing progress and process with colleagues	<ul style="list-style-type: none">PrincipalAsst. PrincipalTeam Teachers	School Year 2017-18	<ul style="list-style-type: none">TimeMeetings	<ul style="list-style-type: none">Department Coordinator MeetingsTeam Leader MeetingsVisits	<ul style="list-style-type: none">Pilot team progress and experiences shared with and observed by department coordinators, team leaders, and other teachersNon-pilot teams have begun to incorporate pilot strategies and lessons

Galvin Middle School Improvement Plan, 2018-19

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
June 14, 2018

2018-19 School Council

Name	Position	Term
Principal name*	Principal	Permanent
Member name*	Role	Month, 20XX
Member name	Role	Month, 20XX
Member name	Role	Month, 20XX
Member name	Role	Month, 20XX
Member name	Role	Month, 20XX
*Council Co-Chairs		

School Improvement Priorities 2018-19

Upon review of the student, staff, and community surveys, along with an analysis of progress toward our 2017-18 priorities, we have chosen to remain focused for the coming school year on the first two priorities from last year's plan: **School Culture and the Student Experience** and **Transformational Teaching and Learning**. We will adapt our third priority slightly from a focus on just the pilot team to a focus on all teams: **Deepen Knowledge of Teams and Supports**.

Specifically, our **School Culture and Climate** priority is to create a school culture that places students at its center, with an emphasis on the development of positive, healthy relationships that promote students' well-being and growth. Our **Transformational Teaching and Learning** priority is to strengthen and broaden the repertoire of instructional strategies used by GMS educators through consistent, focused professional collaboration that promotes collective accountability for the success of all students. Finally, our third priority, **Deepen Knowledge of Teams and Supports**, takes what we have learned and accomplished via our pilot team this year and begin to implement these ideas, strategies and activities with all of our teams. Specifically, we want to increase student engagement, growth and achievement through an approach that maximizes interdisciplinary and relevant learning opportunities.

Action steps in this plan will fall into one of three categories: a continuation of an action step from last year, an action step that is new this school year but will cover two school years, or an action step that is new this school year and should be completed by the end of the school year.

GMS 2018-19 School Priority #1: School Culture and the Student Experience

Create a school culture that places students at its center, with an emphasis on development of positive, healthy relationships that promote students' well-being and growth

Rationale: Students who are understood and valued by staff are more likely to be engaged in their learning. Social and emotional well-being is directly tied to students' ability to fully access the curriculum, make forward progress and growth, and reach their full potential. Holding all students in high esteem empowers them to advocate, lead, and contribute to their school and greater communities.

Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement
- 2.1 Social Emotional Learning
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
<ul style="list-style-type: none">Identify Indicators of Success that will help us implement our Vision and Core ValuesCreate plan to monitor degree of success in achieving Indicators	<ul style="list-style-type: none">PrincipalAdministratorsTeam LeadersDepartment Coordinators	2018-19	<ul style="list-style-type: none">TimeProfessional resources related to middle school structure and practices	<ul style="list-style-type: none">Agendas, minutes, and feedback from faculty and other meetings confirm effective focus on Indicators of SuccessIndicators of Success document completedPlan drafted for monitoring degree of success in achieving Indicators
<ul style="list-style-type: none">Research and implement developmentally appropriate strategies in areas of Social- Emotional Learning	<ul style="list-style-type: none">PrincipalDean of StudentsConsultant	2018-19 & 2019-20	<ul style="list-style-type: none">TimeexSEL	<ul style="list-style-type: none">Faculty, department and team meeting agendas and minutesPD time allotted to allow teachers to collaborate and best practices with colleaguesClassroom observations confirm teacher use of wide variety of SEL strategies
<ul style="list-style-type: none">Schedule students and teachers to adopt cohesive teams	<ul style="list-style-type: none">PrincipalAssistant PrincipalScheduling Committee	2018-19 & 2019-20	<ul style="list-style-type: none">Scheduling committeeTraining	<ul style="list-style-type: none">Scheduling meeting agenda and minutesTeams taught by same core teachers to strengthen our team based approach
<ul style="list-style-type: none">Increase student leadership and school belonging by implementing the Anti-Defamation League Peer Training	<ul style="list-style-type: none">Assistant PrincipalTeacher Leader	2018-19 & 2019-2020	<ul style="list-style-type: none">Anti-Defamation League Training	<ul style="list-style-type: none">Student and staff training agendas and minutes7th and 8th grade students and advisors trained at ADL summer and school year workshops6th grade ADL activities created and implementedSurvey results confirm increased sense of community among Gr. 6 students

GMS 2018-19 School Priority #2: Transformational Teaching and Learning

Strengthen and broaden the repertoire of instructional strategies used by GMS educators through consistent, focused professional collaboration that promotes collective accountability for the success of all students

Rationale: The greatest impact on student achievement is the quality of instruction. Full engagement in learning results in increased student growth and achievement. Purposeful collaboration around data improves staff practice and student performance, and allows staff to take collective ownership of all of our students.

Strategic Areas of Focus

1.3 Excellent Educators for Every Student Every Day

1.4 Equitable Access to High Quality Instruction

3.1 Designing Student Learning and Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
<ul style="list-style-type: none"> • Solidify our shared understanding and implementation of the GMS Teaching and Learning Expectations 	<ul style="list-style-type: none"> • Principal • Department & K-12 Coord. 	2018-19	<ul style="list-style-type: none"> • Vision, Mission, Core Values and Goals • Teacher input 	<ul style="list-style-type: none"> • T and L expectations identified • T and L expectations implemented across all classrooms
<ul style="list-style-type: none"> • Expand educator knowledge base about pedagogy by holding a teacher exposition for teachers to share their best practice • Educators meet to share their learning 	<ul style="list-style-type: none"> • Dean of Students • Faculty submitted proposals 	2018-19	<ul style="list-style-type: none"> • Planning Time • Compensation for presenters 	<ul style="list-style-type: none"> • Early Release Day agenda • Expanded offerings for 2019 Exposition • Classroom observations confirm faculty implementation of strategies learned at Teacher Expo • Agendas, minutes and survey from follow up teacher meetings confirm discussion of improved practices
<ul style="list-style-type: none"> • Facing History PD will prepare teachers and school leaders to create learning environments in which students can discuss difficult and complex ideas with respect and civility 	<ul style="list-style-type: none"> • Principal • Department Coordinators 	2018-19	<ul style="list-style-type: none"> • PD resources 	<ul style="list-style-type: none"> • Facing History PD agenda and resources • Classroom observations confirm teacher use of specific FH strategies to build inclusive school community in which students value differences and respect one another
<ul style="list-style-type: none"> • Increase the number of teachers and/or teams trained in Project-Based Learning (PBL) 	<ul style="list-style-type: none"> • Assistant Principal 	2018-19	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • PBL Units developed and implemented • Student work/experience reviewed • PBL Units shared with faculty and documented in Rubicon Atlas
<ul style="list-style-type: none"> • Ensure all students, particularly those in subgroups, have access to differentiated 	<ul style="list-style-type: none"> • Student Services 	2018-19	<ul style="list-style-type: none"> • DCAP • Professional 	<ul style="list-style-type: none"> • Staff participate in 2.5 hour PD session • PD session developed by GMS educators and

instruction that meets their academic needs	Coordinator		Development • Time	administrators • Teachers report having a better array of strategies to differentiate instruction and assessment
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GMS 2018-19 School Priority #3: Deepen Knowledge of Team Teaching and Supports

Increase student engagement, growth and achievement by supporting the development of all teams based on the experiences of last year's pilot team, which emphasized an approach that maximizes interdisciplinary and relevant learning opportunities that support the academic, social, and emotional needs of their students

Rationale: Students benefit from a sense of belonging when they are members of an inclusive community. Students need a variety of relevant, integrated and rich learning experiences to connect with their peers, staff, school and community. Students benefit when educators develop an array of strategies in order to address the individual needs of students reflecting a continuum of development.

Strategic Areas of Focus:

- 1.1. Educational Equity
- 3.2 Students' Ownership of Learning and Demonstrations of Learning and Growth
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress/Success
• Analyze Team Silver data to implement successful methodologies, supports and programs across all teams	• Administration • Department Coordinators • Team Leaders	Summer and Fall 2018	• Student Survey • Academic Data	• Faculty and team agendas and minutes • Teams used analysis to create an implementation plan
• Create team-based interdisciplinary units that will be shared with other teams	• Administration • Teachers	School Year 2018-19	• Planning Time • • Curriculum Maps	• Interdisciplinary units created and implemented • Outcomes shared by teams used to improve future planning and implementation
• Increase student engagement, joy of learning and sense of belonging with team-based approaches	• Administration • Teachers	School Year 2018-19	• Time • AMLE, NELMS and other resources	• Team meeting agendas and minutes • Students and teachers report having a strong sense of identity, strong relationships, and personalized learning and school experiences in pre/post surveys
• Promote team collaboration and teacher learning and growth by sharing progress and process with colleagues at monthly grade level team meetings	• Asst. Principal • Team Leaders • Team Teachers	School Year 2018-19	• Time	• Department and team meeting agendas and minutes • Grade level team teachers share examples of PBL, interdisciplinary units, student work, and/or team activities



Supporting students and families through,
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Learning opportunities for
Every child!

Rodman Early Childhood Program 2017-18 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS
Submitted to the Canton School Committee
June 14, 2018

2017-18 School Council		
Name	Position	Term
Donna Kilday	Early Childhood Coordinator	Permanent
Rich Azulay	Student Services Coordinator	Permanent
Kerry Emde	Classroom Teacher	June, 2019
Courtney Elburg	Parent	June, 2018
Hannah Jean Francois	Parent	June, 2019
Daisy Salamanca	Parent	June, 2019

School Demographics

- 112 students currently enrolled
- 4 full-week classrooms and 4 partial-week classrooms
- 52 children serviced on IEPs
- 28% families report more than one language in household
- 53% students on an IEP have second language at home
- 19% receive free or reduced lunch
- Racial/ethnic backgrounds as reported by families:
 - 68% White
 - 10% Black or African American
 - 10% Asian
 - 12% Hispanic or Latino
- Staff:
 - Classrooms: 6 Special Education teachers, 7 Educational Assistants, 8 ABA Tutors
 - Service providers & support staff: 1 Speech and Language Specialist, 1 speech and language assistant, 1 physical therapist, 1 occupational therapist, 1 occupational therapist assistant (.4), 1 board certified behavior analyst (.5), secretary (.5), nurse (.8)
 - Administrators-Early Childhood Coordinator (.5), Student Services Coordinator (.5)

Student Learning Outcomes

Social and emotional: This is a major focus of development at this age and our students are progressing in this area.

- 100% of students have access to the social thinking curriculum, The Incredible Flexible You.

- 100% have access to Calm Classroom mindfulness training
- 10% of students have moderate to significant behavioral/emotional need. Of these 10%:
 - 2 are supported by staff outside of the classroom setting
 - 8 are diagnosed as having a disability
 - 3 of those 8 have an autism spectrum diagnosis
 - 9 out of 10 are males

Literacy: We have begun a long-term initiative to improve the early literacy skills of our students. We identified early literacy as an area of focus after reviewing how our graduates (students who have left the preschool for kindergarten) performed on early reading assessments in kindergarten in the fall of 2017. After reviewing research on the early literacy skills most predictive of reading success, we chose to focus on three specific skills: the ability to rhyme, to discriminate the initial sound in spoken words, and to identify uppercase letters of the alphabet.

Of students transitioning to Kindergarten in September of 2018:

- 90% meet the standard for identifying some uppercase letter
- 63% meet the standard for recognizing and producing rhyming words
- 63% meet the standard for identifying the initial sound of a spoken word

Math: Based on progress monitoring data collected in the spring and the fall, our students continue to excel in this area. Of students transitioning to Kindergarten in September of 2018:

- 81% meet the standard for recognizing and naming numbers 1-10
- 94% meet the standard for counting objects using one to one correspondence
- 88% meet the standard for rote counting to 10
- 70% meet the standard for understanding the relationship between numerals and quantities

Science: Through a review of pre- and post-curriculum based assessments we are able to report that our students are accessing all of the new science standards and developing skills conducive for problem solving and higher level thinking. Our students demonstrate understanding of the following concepts:

- five senses help us learn about the world around us
- animals have habitats in which they live and there are reasons why specific animals live in specific places
- animals prepare for seasonal changes in unique ways
- seasons and weather affect our lives
- matter can change form
- the difference between living and non living
- patterns and cycles in nature are common occurrences
- living things follow a predictable life cycle

Student School Experience

The Rodman Early Childhood Program continues to offer a quality, play-based, developmentally-appropriate, inclusive preschool experience that reflects criteria put forth by the National Association for the Education of Young Children (NAEYC).

Staff

- Implemented Calm Classroom mindfulness strategies with children
- Read and discussed The Behavior Code by Jessica Minahan
- Created a new family lending library
- Held a Spring Fling Family event
- Participated in monthly full faculty conversations focused on growth mindset
- Accessed additional professional development in the area of social and emotional learning

Families

- Celebrated Rodman Reads Family Literacy Initiative and family event with a growth mindset focus
- Formed a preschool CAPT who then sponsored family events such as Preschoolers at the Park, Music and Pizza evening of fun, Coats for Kids
- Attended Coffee with Coordinator parent meetings. Topics included finding summer resources, school safety, challenging behaviors and Kindergarten transition

Students

- Experienced Spanish with Seniorita Olsen
- Enjoyed music with Miss Pabon

School Climate and Culture Survey Results

Areas of strength:

- 92% staff believe students capable of high achievement and growth
- 90% feel that the school sets high standards for student work and educators are committed to supporting students' achievement
- 96% are committed to helping every child learn.
- 92% believe the principal uses our core values to set the tone of the school.
- 99% like working in this school.
- 90% feel valued.

Areas of focus:

- Educators are looking for opportunities to talk about their teaching practices with peers in order to improve.
- Staff are interested in regular opportunities to collaborate and discuss curriculum.
- Staff would benefit from additional avenues of communication to ensure that information is shared in a timely and clear way within and across schools.
- Staff are asking for greater recognition of their accomplishments.

Family Survey Results

Areas of strength:

- 95% feel welcome in our program
- 95% feel they have been invited to help plan program events and participate in decisions and leadership opportunities. This is a 30% increase from last year!
- 95% feel have a good relationship with their child's teacher
- 98% feel their child's teacher takes good care of their child and helps them to grow and learn
- 98% report receiving information about program mission and philosophy
- 98% of families feel respected by program staff
- 88% feel invited to take part in classroom activities and events
- 80% feel the program supports them in getting to know other families
- 67% completed survey; increase from 50% last year

Areas of focus:

- 62% report their child's teacher asks about things that are important to their family and then uses that information to help their child grow
- 65% report they are able to talk about their child with their child's teacher at least once per week, which is a NAEYC criterion.

School Council: In spring 2017, the School Committee requested that the Rodman Early Childhood Program form a School Council for the coming school year. We are pleased to report that we have established the School Council with three parent representatives and that the School Council has reviewed various data sets about our program, including survey results mentioned above. Discussion among Council members has generated the following insights:

Communication: Parents are looking for timely information and access to their child's teacher. Although all families enter the building during arrival and dismissal this time is not conducive to personal conversations. They spoke of a remind app one of our teachers used this year to provide two way communication with the families in her classroom. This allowed them to extend the learning which had occurred previously in the day. Families felt valued as partners in their child's learning.

Diversity: Our council also spoke at length about the diversity present in our student population. We reviewed data that compared the number of students considered to be dual language learners and the number of dual language learners on an IEP. There is a significant discrepancy in these numbers. It is clear that students with more than one language are identified as being disabled at a disproportionate rate when compared to the population overall. All Council members, as well as educator and service providers, are concerned about these data. This will be a priority area for the 2018-19 school year.

Early literacy: Our focus on early literacy was apparent to Council members, who affirmed their support for continuing this work.

Family and community engagement: Finally, the need to engage families and the community more in our work was strongly suggested. Our school improvement plan for the 2018-19 school year therefore includes a focus on engagement and partnerships among school, family, and community.

Summary of Progress Toward 2017-18 School Priorities

1. Meeting the emotional and behavioral needs of all students.
2. Increasing rigor in science units.
3. Using data to inform decision-making and affect student achievement.

We are pleased to report meaningful progress towards each of our three goals during 2017-18. For the first goal, focusing on the emotional and behavioral needs of all students, our staff have increased their capacity to meet diverse student needs, which has resulted in a significant decrease in the number of instances in which students need behavioral support outside the classroom. In science, we developed units that both reflected the new science standards and provided additional challenge for students. Finally, our analysis of student data resulted in adjustments to curriculum and instruction focusing on those early literacy skills that are most predictive of reading proficiency in the third grade.

2017-18 Rodman Early Childhood School Priority #1

Through a series of professional development opportunities, all Rodman educators will increase their capacity to better meet the social, emotional and behavioral needs of students in the inclusive setting.

Rationale: “Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities.” (U.S. Department of Health & Human Services, 2010: Head Start Child Development and Early Learning Framework, Social & Emotional Development)

Strategic Areas of Focus:

2.1 Social and Emotional Learning 2.2 Behavioral Intervention 2.3 Professional Culture 3.2 Student Ownership of Learning and Demonstration of Learning and Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> Analyze student behavior to better inform instructional practice. 	<ul style="list-style-type: none"> Team Chair/BCBA EC Coord. 	Ongoing 2017-19	<ul style="list-style-type: none"> Time Data 	<ul style="list-style-type: none"> Adjustments to instructional and behavioral strategies implemented by classroom staff reflecting increased time on learning and peer interactions. Data related to time students spent away from group learning experiences in order to regulate themselves collected and analyzed. Patterns of triggers (behavioral antecedents) identified; review of match between student needs and instructional practices. 	<ul style="list-style-type: none"> Student data show increased growth and time on learning, leading to positive student outcomes. Only two children regularly required support outside of the classroom for emotional challenges; this represents a significant decrease from the prior year, when nine students regularly required such support.
<ul style="list-style-type: none"> Promote growth mindset in students. 	<ul style="list-style-type: none"> Rodman Staff 	2017-2019 PD Days Bi-monthly 30-min. mtgs.	<ul style="list-style-type: none"> Time Resources: <ul style="list-style-type: none"> <i>The Growth Mindset Coach</i> <i>Mindset in the Classroom</i> 	<ul style="list-style-type: none"> EC Director developed and implemented PD based on <i>The Growth Mindset Coach</i>. All staff participated in monthly professional learning opportunities around strategies to promote a growth mindset. Increased intentionality and awareness of strategies that promote growth mindset in classroom. 	<ul style="list-style-type: none"> Number of students with moderate to significant emotional and behavioral challenges decreased from 13 last year to 10 this year. Decrease reflects not only efficacy of work on growth mindset, but also increased capacity of classroom staff to meet student needs within classroom. Classroom observations confirm staff use of strategies and

					<ul style="list-style-type: none"> language to promote growth mindset. Parents and guardians report interest in and appreciated for growth mindset materials made available to them.
<ul style="list-style-type: none"> Purchase and train all staff on <i>Calm Classroom</i> Curriculum to foster self awareness and compassion in students. 	<ul style="list-style-type: none"> All Rodman Staff 	2017-2018 Bi-monthly faculty meetings PD opportunities	<ul style="list-style-type: none"> <i>Calm Classroom</i> Curriculum & Training Classroom support Training opportunities 	<ul style="list-style-type: none"> Staff trained by January 2018 with gradual implementation throughout remainder of school year. 	<ul style="list-style-type: none"> Data confirm increased ability among students to self-regulate. 75% decrease in student restraints this school year compared to last. Decisions to use physical restraints made this year by BCBA, compared with classroom staff last year; further evidence that classroom staff have increased repertoire of behavioral support skills.

2017-18 Rodman Early Childhood School Priority #2

Rodman educators will foster critical thinking and problem solving skills in all students by designing science units which support the school values of academic rigor, inclusive opportunities and accessibility for all students.

Rationale: Critical thinking and problem solving skills are necessary for students to extend learning and access higher order thinking. These skills also assess mastery of concept knowledge as application of material is required rather than memorization. Through a hands on, experiential approach this curriculum is accessible to all learners.

Strategic Areas of Focus:

1.1 Educational Equity

1.4 Equitable Access To High Quality Instruction

3.1 Designing Student Growth and Learning

3.3 Educator's Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> Improve access and rigor of existing thematic units by incorporating MA Science Standards. 	<ul style="list-style-type: none"> Classroom teachers EC Coordinator 	2017-18	<ul style="list-style-type: none"> Information regarding design process Opportunities to practice design process Curriculum support and materials 	<ul style="list-style-type: none"> Creation of design challenges in November, January, May Implementation of design challenges in three seasonal units. (fall, winter, spring) 	<ul style="list-style-type: none"> All curriculum units revised and now include all MA science standards
<ul style="list-style-type: none"> Update seasonal Unit maps for increased rigor reflecting new science standards. 	<ul style="list-style-type: none"> Classroom Teachers EC Coordinator SLP, OT, PT 	2017-18	<ul style="list-style-type: none"> Unit maps Standards Current student data Time 	<ul style="list-style-type: none"> Discussion of student performance data after pre assessment and post assessment occurs in three seasonal units: fall, winter and spring with adjustments to curricula and teaching strategies to occur based on findings 	<ul style="list-style-type: none"> Assessments confirm over 90% of students increased content knowledge after participating in study of seasonal unit. EC Coordinator and classroom teacher attended vertical alignment and created new unit, <u>Amazing Animals</u>, reflective of the new science standards
<ul style="list-style-type: none"> Professional development for staff on integrating the design process and technology in the early childhood classroom 	<ul style="list-style-type: none"> Classroom Teachers 	2017-18	<ul style="list-style-type: none"> Professional development resources 	<ul style="list-style-type: none"> PD to be offered by March of 2018 	<ul style="list-style-type: none"> Staff provided resources on design process in early childhood More than half of classroom teachers integrated design challenges into curriculum

2017-18 Rodman Early Childhood School Priority #3

Rodman staff will engage in data analysis of every student in order to adapt instruction and interventions to allow for increased growth and learning.

Rationale: Thorough data analysis of the student's current performance educators are able to make informed decisions and adjust instructional strategies and interventions to positively affect student learning outcomes. Analysis that takes a broader view allows for the identification of trends and patterns within the school learning environment. This knowledge is essential in making changes in programming and curriculum to further enhance student learning outcomes.

Strategic Areas of Focus:

1.1 Educational Equity

1.2 Educational Excellence and Continuous Improvement

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> ● Increase program wide data meetings to review student growth and performance and analyze all student data with specific focus on sub group data 	<ul style="list-style-type: none"> ● Classroom Teachers ● Support Services ● Team Chair/BCBA ● EC Coordinator 	2017-18	<ul style="list-style-type: none"> ● Time, ● System for documentation 	<ul style="list-style-type: none"> ● Detailed notes from meetings held in: November, February, May/June used to inform strategies and supports for individual students and instructional changes to curriculum. 	<ul style="list-style-type: none"> ● Initial review of program-wide data held in November ● Ongoing data review conducted over following months ● Students at risk received RTI services or referred for special education evaluation. ● Of these 12 students, 5 were later evaluated; 1 met eligibility for specialized instruction. ● All 12 students demonstrated growth and increased ability to access the standards.
<ul style="list-style-type: none"> ● Develop and implement a protocol for weekly classroom meeting 	<ul style="list-style-type: none"> ● All Rodman Staff 	2017-18	<ul style="list-style-type: none"> ● Agreed upon expected outcomes of meeting, ● Opportunities for collaboration and evaluation 	<ul style="list-style-type: none"> ● Detailed notes from meetings to inform strategies and interventions resulting in increased student growth, success and independence. 	<ul style="list-style-type: none"> ● Review of sample classroom meeting notes confirms focus on student learning for our most at-risk learners. ● Of approximately 15 children in each class, discussion typically focused on 4 students repeatedly. ● Notes reflect strong focus on development of communication skills for students receiving SLP and SLPA services.
<ul style="list-style-type: none"> ● Review of pre- and post-thematic curriculum unit data 	<ul style="list-style-type: none"> ● Classroom Teachers ● Team Chair ● SLP, OT, PT 	2017-18	<ul style="list-style-type: none"> ● Student data ● Process for recording and reviewing data 	<ul style="list-style-type: none"> ● Evidence of student achievement and analysis of lack of growth. 	<ul style="list-style-type: none"> ● See positive results for Priority #2.



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Rodman Early Childhood Program School Improvement Plan, 2018-19

CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee
June 14, 2018

2017-18 School Council

Name	Position	Term
Donna Kilday	Early Childhood Coordinator	Permanent
Rich Azulay	Student Services Coordinator	Permanent
Kerry Emde	Classroom Teacher	June, 2019
TBD	Parent	June, 2020
Hannah Jean Francois	Parent	June, 2019
Daisy Salamanca	Parent	June, 2019

School Improvement Priorities for 2018-19

Upon review of the school community and staff professional climate surveys, school council meeting discussion, progress toward our 2017-18 goals, and current student learning data we have chosen three priority areas for the coming school year. These include; ensuring educational equity for our dual-language learners, increasing achievement in key early literacy skills, and increasing opportunities for teacher collaboration and learning.

2018-19 Rodman Early Childhood Program School Priority #1: Transforming Teaching & Learning

Increase student achievement in early literacy skills.

Rationale: As early literacy skills are foundational for student success in the elementary years, we must provide effective and explicit literacy instruction in the preschool years. There is a direct correlation between strong early literacy skills and third grade reading proficiency.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvements

3.1 Designing student learning and growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
<ul style="list-style-type: none"> Document existing beliefs, skills, and practices among educators related to early literacy and language development 	<ul style="list-style-type: none"> EC Coordinator 	Fall 2018	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Catalog of educator beliefs, self-report of educator skills, and data set confirming which early literacy instructional practices are currently in use.
<ul style="list-style-type: none"> Develop plan of action to provide PD in early literacy and language development 	<ul style="list-style-type: none"> EC Coordinator Director of T&L, PreK-8 Reading Specialists 	Fall 2018	<ul style="list-style-type: none"> Time Professional literature 	<ul style="list-style-type: none"> Plan developed, including timeline and specific resources required
<ul style="list-style-type: none"> Build teacher knowledge base in early language and literacy development through PD and peer observation 	<ul style="list-style-type: none"> EC Coordinator Director of T&L, PreK-8 Reading Specialists 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Possibly consultant 	<ul style="list-style-type: none"> Educator feedback confirms increased professional understanding of early language and literacy development Classroom observations confirm increased use of effective and appropriate instructional strategies to support development of early language and literacy skills
<ul style="list-style-type: none"> Revise preschool report card and rubrics related to early literacy skills to reflect deepened professional understandings 	<ul style="list-style-type: none"> EC Coordinator Director of T&L, PreK-8 Classroom teachers 	Nov. 2018	<ul style="list-style-type: none"> Time Professional literature DESE standards CPS report card & rubrics 	<ul style="list-style-type: none"> Preschool report card reflects current research and DESE standards on development of early language and literacy skills.
<ul style="list-style-type: none"> Select specific early language and literacy skills to use as benchmarks for evaluating student growth 	<ul style="list-style-type: none"> EC Coordinator Director of T&L, PreK-8 Classroom teachers 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Professional literature 	<ul style="list-style-type: none"> Assessments developed and/or modified to determine benchmark student proficiency and growth in early language and literacy Data from these assessments gathered, analyzed, and shared Data show significant student growth
<ul style="list-style-type: none"> Engage Rodman families to support development of early language and literacy skills with their children; connect families 	<ul style="list-style-type: none"> EC Coordinator Classroom Teachers 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Professional community 	<ul style="list-style-type: none"> Increased parent involvement in supporting the development of critical early literacy skills thus increasing student growth.

with community resources			resources	
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2018-19 Rodman Early Childhood Program Priority #2: Achieving Educational Excellence & Ensuring Educational Equity

Ensure educational equity for dual-language learners by eliminating inadvertent misidentification of these learners as having special learning needs

Rationale: It is important to respect and understand the process of acquiring a second language so that we are not erroneously identifying students as having disabilities when none are present, as this could be prejudicial to their school experience over many years.

Strategic Areas of Focus:

1.1 Educational equity.

1.4 Equitable access to high quality instruction.

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
<ul style="list-style-type: none"> Review existing special education evaluation processes used with dual language learners; revise processes to eliminate bias and to reflect deepened understanding of second language acquisition 	<ul style="list-style-type: none"> EC Coordinator Student Services Coord. Director for Student Services ELL Specialist Speech and Language Specialist 	September & October 2018	<ul style="list-style-type: none"> Time Professional literature Consultation with districts serving second-language learners in the early years 	<ul style="list-style-type: none"> Review of existing processes completed New process developed for special education evaluation of second language learners.
<ul style="list-style-type: none"> Increase educator knowledge base about and capacity to support second language acquisition; deepen educator understanding of developmental indicators of second language acquisition as distinct from indicators of special educational needs 	<ul style="list-style-type: none"> EC Coordinator Student Services Coord. Dir. for Student Services ELL Specialist Speech and Language Specialist 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Professional literature Consultation with districts serving second-language learners in the early years 	<ul style="list-style-type: none"> Professional development provided Feedback from teachers indicates increased knowledge base Classroom observations confirm improved support for second language acquisition Decrease in special education referrals and findings of eligibility for students who are second language learners
<ul style="list-style-type: none"> Identify and/or create informational materials to share with area preschools, early intervention providers, and CPS families about language development in children, with a focus on how children acquire a second language 	<ul style="list-style-type: none"> EC Coordinator Student Services Coord. Dir. for Student Services ELL Specialist Speech and Language Specialist 	November 2018	<ul style="list-style-type: none"> Time Professional literature Consultation with districts serving second-language learners in the early years 	<ul style="list-style-type: none"> Materials identified and/or created Materials shared with community
<ul style="list-style-type: none"> Create ongoing professional learning group among area preschool providers and early intervention providers to deepen shared understanding of the 	<ul style="list-style-type: none"> EC Coordinator 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Professional literature Consultation with districts serving second-language 	<ul style="list-style-type: none"> Multiple learning sessions with community providers planned and conducted Feedback from participants confirms increased knowledge base

needs and development processes of second language learners			learners in the early years	<ul style="list-style-type: none"> ● Decrease in number of referrals from these providers for special education
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2018-19 Rodman Early Childhood Program School Priority #3: Cultivating School Climate and Culture

Increase opportunities for teachers to share teaching practices and knowledge and to collaborate with, and learn from, peers.

Rationale: Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

Strategic Areas of Focus:

1.3 Excellent Educators for Every Student, Every Day

2.3 Professional Culture

3.3 Educators Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
<ul style="list-style-type: none"> ● Implement weekly, twenty minute common planning sessions for all preschool classroom teachers. 	<ul style="list-style-type: none"> ● E. C. Coord. ● Classroom Teachers 	Ongoing 2018-19	<ul style="list-style-type: none"> ● Time 	<ul style="list-style-type: none"> ● Weekly meeting notes reflecting discussion on curriculum and student learning.
<ul style="list-style-type: none"> ● Develop plan for small, voluntary peer observation program that builds from teacher interest and need 	<ul style="list-style-type: none"> ● E.C. Coord. ● Director of T&L, PreK-8 ● Asst. Supt. 	Fall 2018	<ul style="list-style-type: none"> ● Time 	<ul style="list-style-type: none"> ● Plan developed, with evidence that educators have contributed to plan's design
<ul style="list-style-type: none"> ● Recruit educators to participate in program and provide PD in peer observation practices 	<ul style="list-style-type: none"> ● E.C Coord. ● Director of T&L, PreK-8 	Fall 2018	<ul style="list-style-type: none"> ● Time ● Professional resources in peer observation 	<ul style="list-style-type: none"> ● Educators identified for program ● Agendas and feedback from PD provide clear evidence of successful development of skills in peer observation
<ul style="list-style-type: none"> ● Increase educator repertoire of instructional practices by providing opportunities for educators participating in peer observations to share their learning with colleagues 	<ul style="list-style-type: none"> ● E.C. Coord. ● Participants in peer observations 	Winter-Spring 2018-19	<ul style="list-style-type: none"> ● Time ● Professional resource 	<ul style="list-style-type: none"> ● Agendas and feedback from at least four faculty meetings show focus on sharing of professional learning ● Classroom observations confirm transfer and application of instructional practices shared in faculty meetings

Canton High School 2017-18 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee
June 14, 2018

School Demographics

Enrollment by Gender (2017-18)			
	School	District	State
Male	481	1,661	489,172
Female	498	1,646	464,753
Total	982	3,310	954,034

Enrollment by Race/Ethnicity (2017-18)			
Race	% of School	% of District	% of State
African American	10.1	10.1	9.0
Asian	10.5	10.6	6.9
Hispanic	4.4	5.0	20.0
Native American	0.0	0.0	0.2
White	70.9	69.2	60.1
Native Hawaiian, Pacific Islander	0.1	0.2	0.1
Multi-Race, Non-Hispanic	4.1	4.8	3.6

Title	% of School	% of District	% of State
First Language not English	5.0	5.5	20.9
English Language Learner	0.6	2.2	10.2
Students With Disabilities	10.0	13.1	17.7
High Needs	21.4	26.1	46.6
Economically Disadvantaged	13.6	14.1	32.0

Student Learning Outcomes

Canton High School had an extraordinary year in the realm of student achievement. As a school community, we achieved a long-standing goal to earn Level 1 status. The Level 1 status represented the meeting or exceeding of target goals for MCAS achievement and growth across the entire school and within subgroups, while also examining MCAS participation, the graduation rate and the dropout rate. The Level 1 status exemplifies the hard work of the students and the commitment of the educators to examine data, improve instruction and curriculum and enhance the overall school culture.

Our Class of 2018 graduating class experienced a wonderful ceremony on June 1, 2018. In the senior class, 91 percent are headed to post-secondary higher education, while 6 members of the class are headed into the military. A record-number 92 students seniors participated in the Senior Externship Program and presented to community members at the annual Senior Externship Expo.

- The Robotics Team earned the top award in the State and earned a trip to the World Championships in Detroit.
- The Mock Trial team earned a spot in the Elite Eight for the third straight year.
- The Math Team finished second at the New England Championships.
- The Drama Club sold out four shows of Beauty in the Beauty, capping one of the most impressive and involved showcases of costume, acting, singing, tech work and choreography.
- For a third straight year, a student from performing arts qualified for the All State Music Festival.
- A student with a passion for science placed in the top of the state Science Fair for the second straight year.
- The Girls Hockey team made a return visit to the Boston Garden for a State Final appearance, and the boys basketball team earned a Hockomock League Championship for the first time in 26 years.
- Field hockey, Girls Hockey, Boys Hockey, Boys Basketball and Golf won Hockomock League Championships.

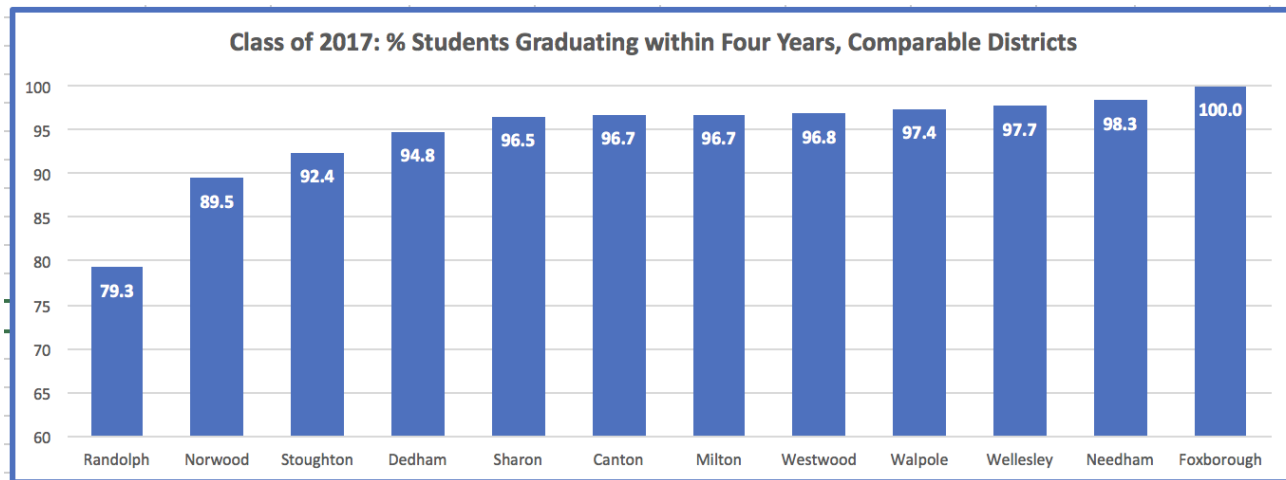
Class of 2018 High School Post-Secondary Plans

92.6 % of the Class of 2018 has enrolled in higher education

CHS Class of 2018: Post-Secondary Plans	
4-year Private College	42%
4-year Public College	38%
2-Year Private College	0%
2-Year Public College	12%
Military	2%
Work/Undecided	6%

2013-2018 Graduation Data

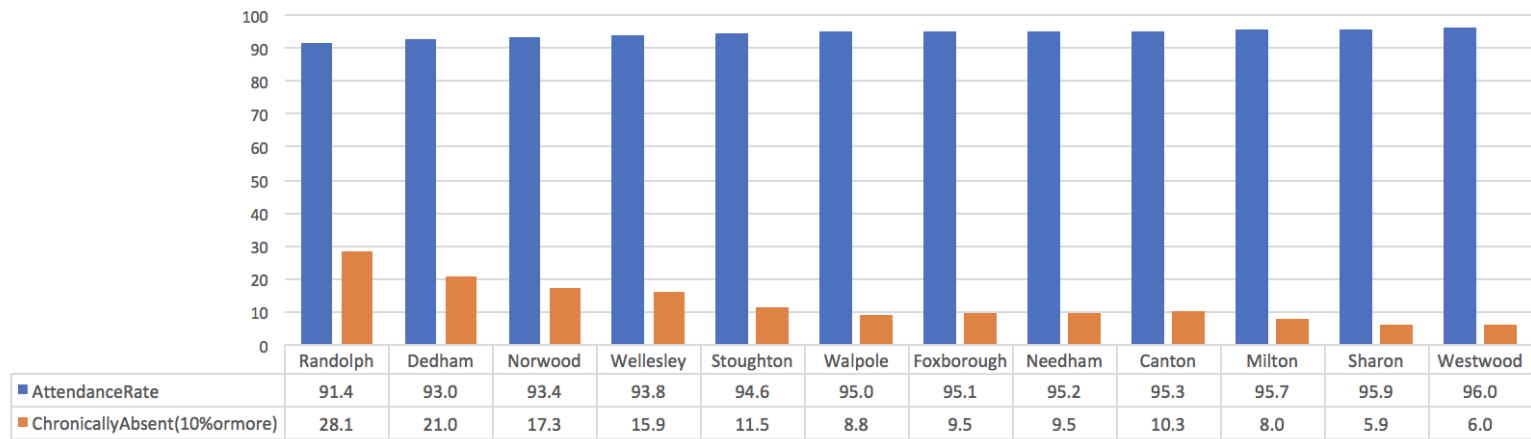
CHS Graduation Data: 2013-2017					
	2013	2014	2015	2016	2017
Graduation Rate (4-year cohort)	93.7%	96.6%	96.5%	97.3%	96.7%
Drop Out Rate (All grades)	1.1%	0.8%	0.2%	0.5%	0.5%
Mass Core Completion	86.7%	85.5%	89.5%	85.4%	89.4%



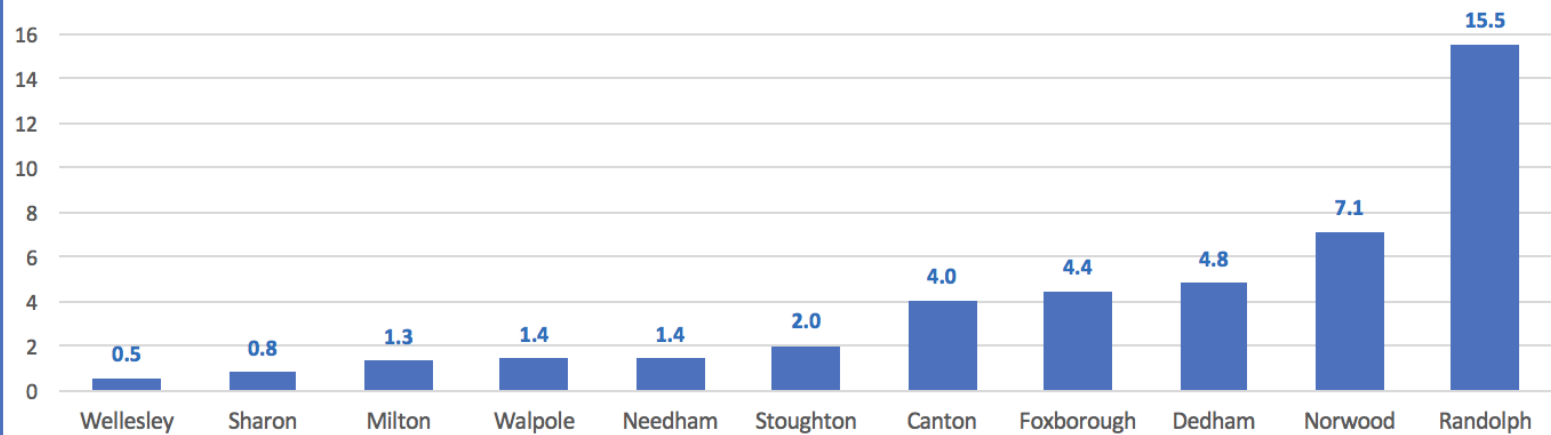
Class of 2018: Colleges of Matriculation

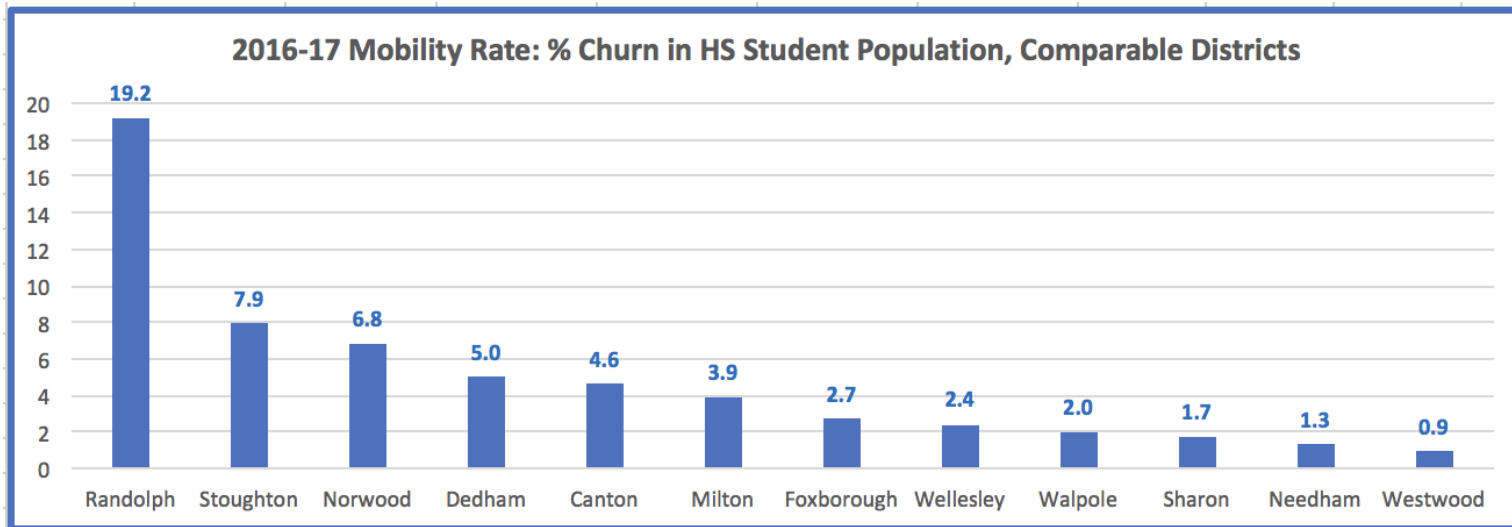


2016-17 Attendance: Average Attendance and Chronically Absent Rates, Comparable Districts

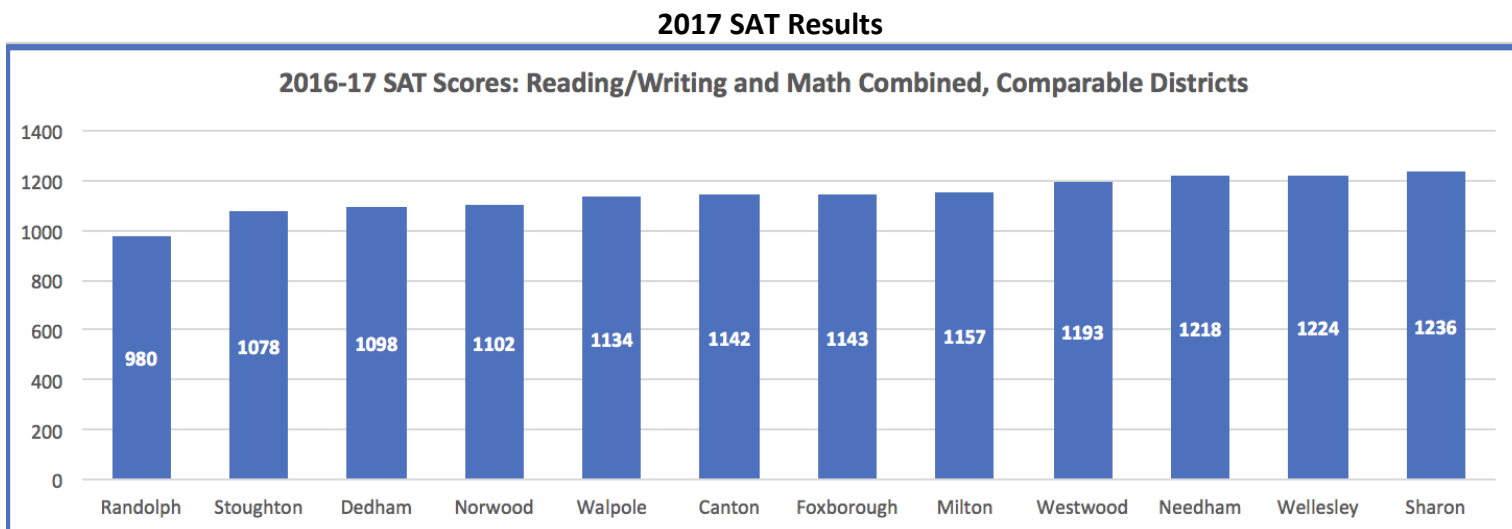


2016-17 Discipline: % Student Population with Out-of-school Suspension, Comparable Districts

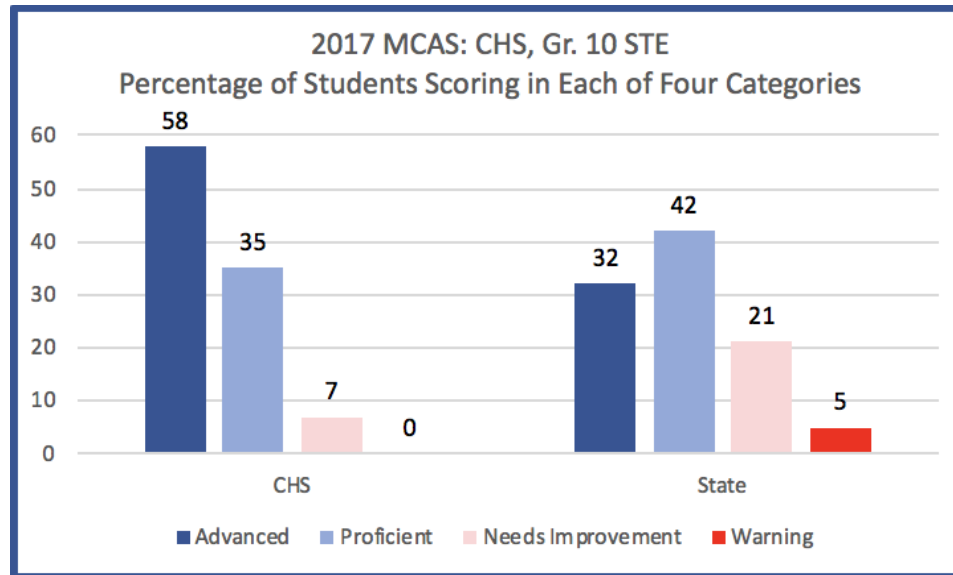
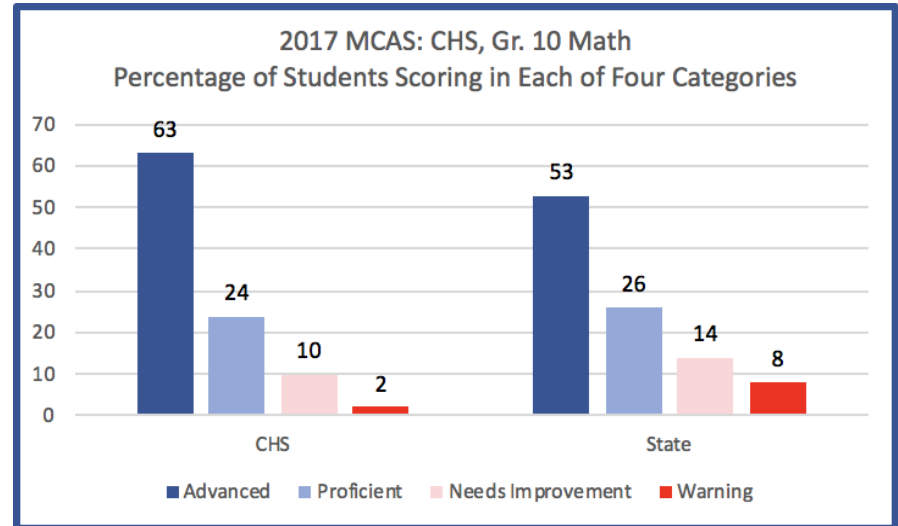
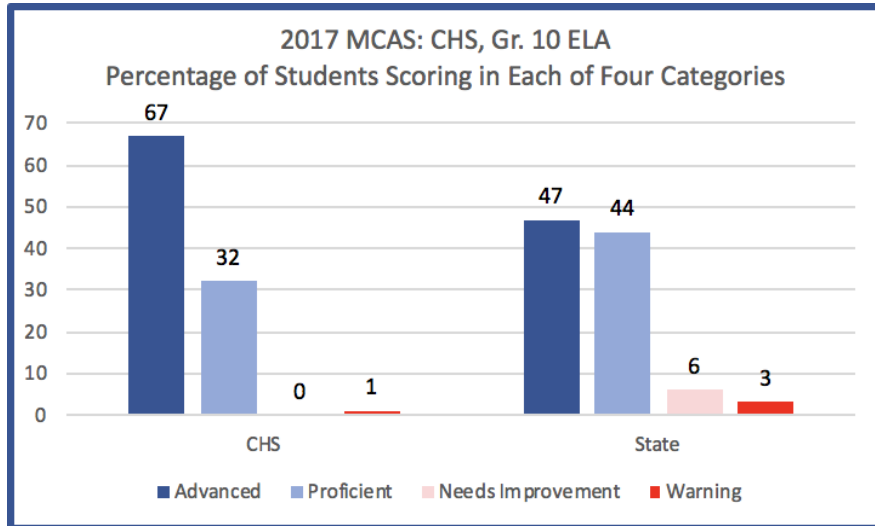




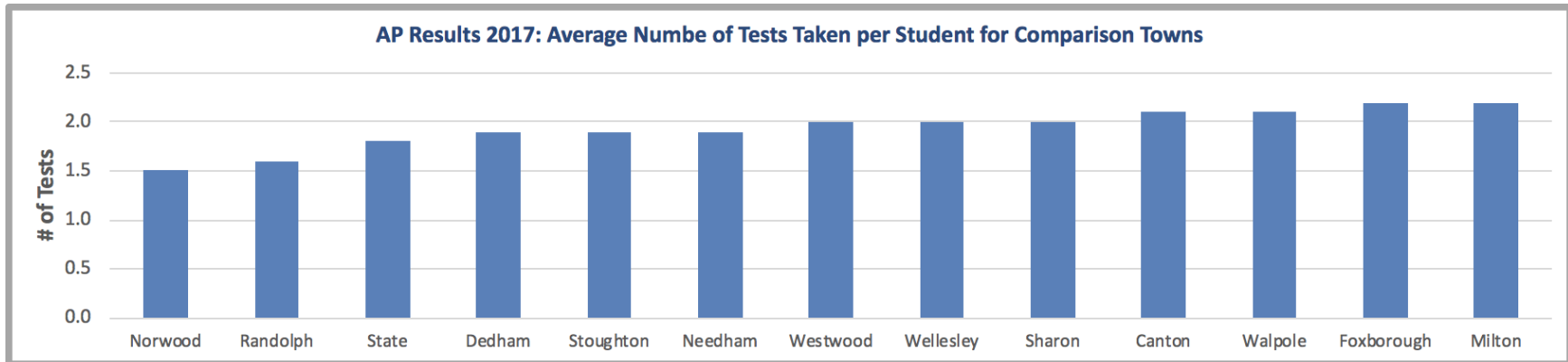
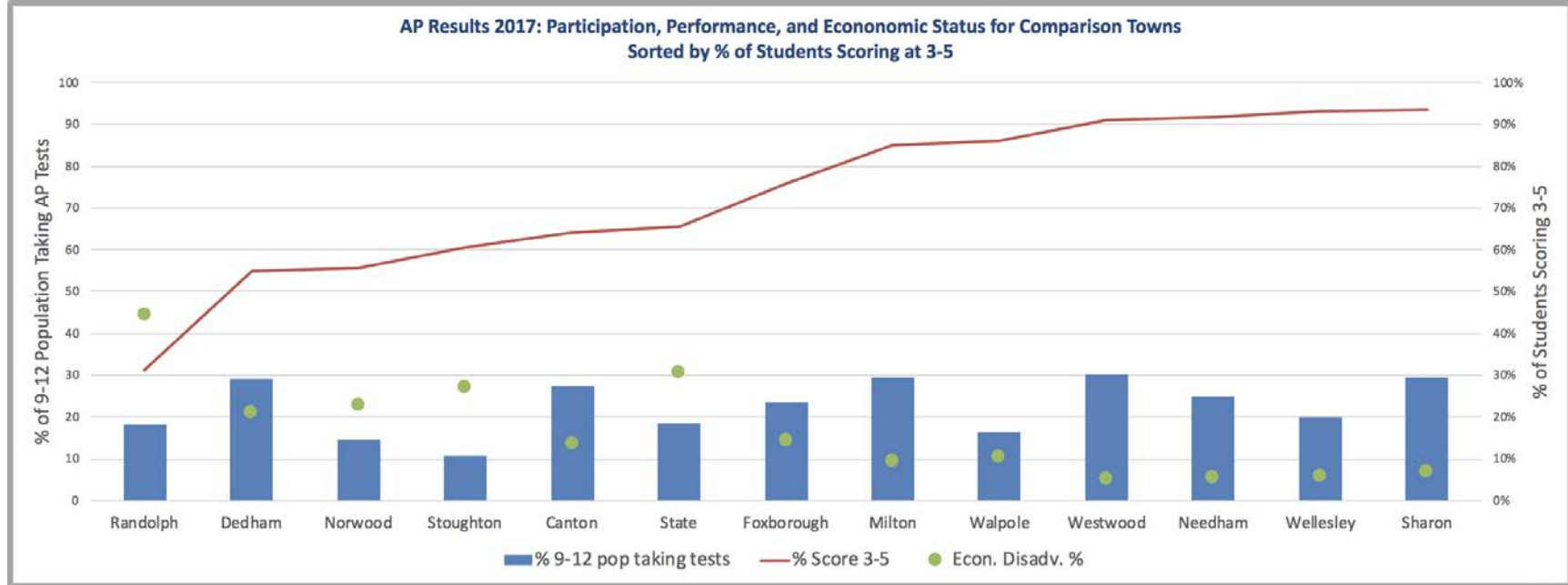
Standardized Assessment Results



2017 MCAS Results



2017 Advanced Placement Results



Student School Experience

Students engaged in many experiences that deepened their learning and growth, both academic and social. For most, student involvement deepened their connection with Canton High School, while other experiences provided insight into college and careers, sparked a passion, or provided leadership opportunities. The experiences were authentic and transformative and allowed students to use their voices in powerful ways.

Project-Based Learning (PB) and Academics

- Hundreds of students engaged in PBL units and presented work publicly.
- Protest Poems read to classmates and then to faculty. Selected students presented Protest Poems at PBL work session.
- Three students presented Ted Talk on how to improve inclusion at CHS; also coordinated half-day PD workshop with students as teachers around identities.
- Bulldog Bistro, a coffee shop run in mornings by CHS students with high needs, created and quickly became key feature of CHS culture.
- Students in Leadership Class worked with Athletic Sub Committees to address four areas of improvement and will present recommendations in June.
- Visual arts students worked with local Water Conservation group to paint and raffle off Water Barrels. Money raised will support modern water-filtering refill station at CHS.
- Students served on committee that implemented recycling in CHS cafeteria.
- Wellness implemented new experiential, collaborative, and challenge-based Grade 9 curriculum.
- Three students received National Merit Scholarship Commendation; one student earned Putnam Scholarship for overall school experience and scores on PSAT.

Community-Based and Leadership Work

- Students organized two voter registration drives.
- Hundreds of students participated in Making Strides Walk for Breast Cancer. One student honored at State House for raising thousands of dollars for this cause.
- Character Crew ran workshops at MIAA Wellness Summit, YMCA Leadership Conference, and Unity Day.
- Link Leaders once again created welcoming environment for students transitioning from Galvin Middle School and transferring from other schools.
- National Honor Society members participated in many community service projects, including making black and orange ribbons for Stoughton.
- Students in AP Psychology and Student Council wrote letters to students in Parkland.

- Many student leaders organized and coordinated Walk Out in March to stand in solidarity with Parkland's community and to call for action to prevent violence.
- Captains and leaders of athletic teams and extra-curriculars ran CHS Showcase to illustrate many experiences at CHS.
- Captains also participated in Captains' Leadership workshops, presented by Hockomock League.
- Students created CSED (Canton Students Embracing Diversity) and participated in Black History Month presentation.

College and Career Readiness

- Students participated in over 10 school-to-career field trips to learn about professional careers.
- Over 30 colleges and universities visited CHS to meet students.
- Guidance offered bus trips in April to six local colleges
- Staff ran a trip to local community colleges as well.
- Seniors had opportunity to listen to panel discussions from recent CHS graduates in December

Summary of Progress Toward 2017-18 School Priorities

Canton High School made significant progress in many of its priority areas. Student voice and engagement played a major role in the professional development for cultivating a strong school climate and culture. This element will always need work and will always be a priority; there is no finish line. Regarding transformational teaching and learning, nearly half of the staff is trained in project-based learning and shared their successes and thinking. To fully achieve this goal, this priority needs great attention in 2018-19, especially in the realm of teacher planning and designed learning experiences. The Advanced Placement goal, meanwhile, received deep attention through data analysis and readiness development -- for students and teachers. The AP work will continue, with an emphasis on teacher training. Finally, the BYOD and technology priorities did not meet adequate progress, so the actionable items will be a focus in 2018-19.

CHS 2017-18 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	Process Benchmarks	Indicators of Progress/Success
Increase student voice around issues of diversity, equity, and school culture	<ul style="list-style-type: none"> Principal CSED advisors/staff Dean of Students 	Sept. 2017-June 2018	<ul style="list-style-type: none"> Models of successful student diversity groups Staff advisors CSED resources and contacts 	<ul style="list-style-type: none"> Clearly defined mission statement for Canton Students Embracing Diversity (CSED) Established meeting schedule with team of staff advisors Align and implement activities and events with CSED and other student activities 	<ul style="list-style-type: none"> CSED mission statement completed Meeting schedule established & implemented CSED student engagement activities carried out: visuals promoting diversity in cafe; Black History Month; meditation room; flag update project CSED leaders present at Student Activity Council CSED presented at School Committee Student comment from last meeting: <i>"This is my favorite club in school. I love coming to our meetings. What we talk about is so important."</i>
Promote equitable and respectful school culture by providing PD to increase staff awareness of implicit bias and range of student experience in CPS; support staff implementation of their learning in this area	<ul style="list-style-type: none"> Principal Central Office Consultant 	Sept. 2017-June 2018	<ul style="list-style-type: none"> Consultant plan for PD Models for successful implementation of PD 	<ul style="list-style-type: none"> PD consultant secured Students shared "voice" and CHS experiences at PD and school-sponsored events Time provided for staff to share implementation of PD learning School culture survey conducted with students 	<ul style="list-style-type: none"> Salem State Professor Dr. Allyson Livingstone presented to the CHS faculty about implicit bias and ownership of one's bias, institutional racism, and barriers to equity. Three students delivered their Ted Talk about improving inclusion and understanding at CHS. Further, they implemented their action plan School culture survey; not yet, to be included in the 2018-19 action plan.
Analyze data related to student achievement and participation in order to identify possible patterns among multiple subgroups of students	<ul style="list-style-type: none"> CHS Admin. Dept. Coord. 	Sept. 2017 - June 2020	<ul style="list-style-type: none"> Data for the metrics of analysis 	<ul style="list-style-type: none"> Data metrics for stdt. subgroups identified Data compiled, analyzed, and patterns identified Action steps to address patterns identified Action steps implemented New data compiled and analyzed after action steps 	<ul style="list-style-type: none"> Not yet; to be included in 2018-19 action plan

implemented

CHS 2017-18 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, from CPS Strategic Framework: *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
- 3.1 Designing student learning and growth
- 3.3 Educators' creativity and innovation
- 4.4 Mission-Driven Organization and Operations

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> ● Increase student participation in authentic learning experiences by training additional staff in Project-based Learning 	<ul style="list-style-type: none"> ● Staff ● Administration ● Buck Institute facilitators 	July 2017-June 2018	<ul style="list-style-type: none"> ● Buck Institute workshops ● PD funding 	<ul style="list-style-type: none"> ● Summer institute with Buck Institute held ● PBL projects developed and implemented ● Student engagement, learning, and ownership of BPL projects assessed ● PBL projects and impact on students shared with colleagues 	<ul style="list-style-type: none"> ● Completed summer PD for PBL; additional session ran during school year. ● Group 1 and Group 2 conducted critique sessions, including student reflection and sharing about work ● PBL-trained teachers shared units with colleagues during PD sessions and faculty meetings.
<ul style="list-style-type: none"> ● Strengthen professional culture through interdisciplinary, collaborative teams 	<ul style="list-style-type: none"> ● Principal ● Team leaders 	Sept. 2017-June 2018	<ul style="list-style-type: none"> ● PD 	<ul style="list-style-type: none"> ● Faculty meetings structured so that interdisciplinary teams can collaborate ● PD provided to develop skills and strategies around prof. collaboration ● Area of focus identified by each team ● Support provided by admin. for continued learning of collaborative teams ● Effective instructional practices modeled and shared among teams 	<ul style="list-style-type: none"> ● Faculty meetings focused on furthering work of PD. ● Staff worked in interdisciplinary groups. ● PBL approach identified as areas of focus. ● Modeling conducted in department meetings.
<ul style="list-style-type: none"> ● Deepen professional discourse around instruction by providing opportunities for peer observation 	<ul style="list-style-type: none"> ● Administration ● Dept. Coord. ● Staff ● Asst. Supt. for Special Projects 	Sept. 2017-June 2020	<ul style="list-style-type: none"> ● Time ● Sample structure & tools for peer observations 	<ul style="list-style-type: none"> ● Information about possible peer observation models shared with Dept. Coordinators ● Volunteers for peer observations identified ● PD provided to peer observation 	<ul style="list-style-type: none"> ● Peer observations conducted informally and upon recommendation of evaluators. ● Many conducted PO voluntarily as part of professional goals. ● Formal training and peer

				<ul style="list-style-type: none"> participants Peer observations conducted Impact of peer observation program on participant instr. practices assessed 	observation cohorts will be part of 2018-19 action steps.
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CHS 2017-18 School Priority #3: Achieving Educational Excellence & Ensuring Equity

Increase achievement on Advanced Placement (AP) exams so that 80% of AP students earn a score of three (3) or better, while also ensuring the AP participation reflects the demographic breakdown of Canton High School

Rationale, from CPS Strategic Framework: 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	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> Strengthen instructional practices in AP classes by providing AP-specific professional development to teachers 	<ul style="list-style-type: none"> Administration AP teachers 	Sept. 2017 - June 2018	<ul style="list-style-type: none"> PD funding Time 	<ul style="list-style-type: none"> PD expectations set and PD resources identified for AP teachers AP teachers have participated in AP-specific professional development Connections with successful AP teachers in neighboring districts facilitated 	<ul style="list-style-type: none"> PD attended during 2017-18 or booked for the summer Further PD through collaboration with AP colleagues. Connections with AP colleagues will be formalized in 2018-19 action step
<ul style="list-style-type: none"> Identify specific areas for growth in AP program by analyzing student achievement and participation data, along with student survey responses 	<ul style="list-style-type: none"> Administration AP teachers 	Sept. 2017 - June 2018	<ul style="list-style-type: none"> AP Data Instructional Reports Time 	<ul style="list-style-type: none"> Priority metrics for data analysis identified Data compiled and analyzed Next action steps in response to data analysis identified Action steps implemented and results analyzed 	<ul style="list-style-type: none"> Priority metrics and data analysis completed in SC presentation Action steps completed: training of recommending teachers, readiness guides for students, information for parents and guardians during course selection. Feedback collected from students in AP classes Impact of action steps will be analyzed and reviewed in 2018-19

CHS 2017-18 School Priority #4: Achieving District Excellence

Expand technology use through a bring-your-own-device (BYOD) program to promote authentic, student-centered learning and to showcase transformative, high-level learning experiences at Canton High School

Rationale: Technology can spark student learning in many ways and serve as a platform to make their learning visible and meaningful. Learning within the context of technology replicates the experiences and needs of the current workplace.

Strategic Areas of Focus:

- 1.4 Equitable Access to High Quality Instruction
- 3.1 Designing student learning and growth
- 4.1 Indicators of Excellence

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> Ensure proposed BYOD program complies with all CPS policies by researching existing policy and drafting new policy in accordance 	<ul style="list-style-type: none"> School Administration Technology Department Superintendent 	Sept. - Dec. 2017	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> School Committee and CPS policies reviewed If needed, policy revisions and/or new policy drafted and proposed 	<ul style="list-style-type: none"> Current Responsible Use policy will address the BYOD implementation
<ul style="list-style-type: none"> Create equitable access to technology by designing BYOD program to include loaner program for devices 	<ul style="list-style-type: none"> Principal Technology Department Superintendent Business Administrator 	Sept. - Dec. 2017	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Long-term budget developed for loaner program Student and parent/guardian surveys conducted to gauge current access to technology and need for loaner devices 	<ul style="list-style-type: none"> Approved capital item for 50 Chromebooks for loan Conducted student survey in May. Will need to correlate with parent/guardian survey
<ul style="list-style-type: none"> Develop relationships with districts with established BYOD programs to learn from their experiences and to maximize opportunities for student learning 	<ul style="list-style-type: none"> Principal Technology Department Teachers 	Sept. - Dec. 2017	<ul style="list-style-type: none"> Time Contacts 	<ul style="list-style-type: none"> Contacts made with other districts and their policies and program procedures reviewed 	<ul style="list-style-type: none"> Not yet; a focus in 2018-19 action plan
<ul style="list-style-type: none"> Increase innovative use of technology in CHS classes by providing educators with PD in this area 	<ul style="list-style-type: none"> School Administration Technology Department 	Sept. 2017-June 2020	<ul style="list-style-type: none"> Time Funding 	<ul style="list-style-type: none"> PD resources identified PD implemented/provided Instructional innovations with technology shared among CHS educators 	<ul style="list-style-type: none"> Sharing by colleagues informally and during learning sessions in faculty meetings. Formal PD approach and collaboration will be in the 2018-19 action steps.

Canton High School Improvement Plan, 2018-19

CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee
June 14, 2018

School Improvement Priorities for 2018-19

Upon review of student feedback and staff professional climate surveys, along with review of progress toward our 2017-18 goals, CHS has chosen to focus on the same four priorities, with modifications to the action steps for each one. While we accomplished a great deal during school year 17-18, we are looking forward to building on those focus areas and deepening our impact on the school and the students.

CHS 2017-18 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	Process Benchmarks	Indicators of Progress/Success
Increase student voice around issues of diversity, equity, and school culture	<ul style="list-style-type: none"> Principal CSED advisors/staff Dean of Students 	Sept. 2017-June 2019	<ul style="list-style-type: none"> Models of successful student diversity groups Staff advisors CSED resources and contacts 	<ul style="list-style-type: none"> Updated flags in the main hallway and installation of plaque Established meeting schedule with CFED to review culture and identify barriers of equity Align and implement activities and events with CSED and other student activities 	
Promote equitable and respectful school culture by providing PD to increase staff awareness of implicit bias and range of student experience in CPS; support staff implementation of their learning in this area	<ul style="list-style-type: none"> Principal Central Office Consultant 	Sept. 2017-June 2019	<ul style="list-style-type: none"> Consultant plan for PD Models for successful implementation of PD 	<ul style="list-style-type: none"> PD consultant secured Students shared "voice" and CHS experiences at PD and school-wide event Time provided for staff to share implementation of PD learning School culture survey conducted with students 	
Analyze data related to student achievement and participation in order to identify possible patterns among multiple subgroups of students	<ul style="list-style-type: none"> CHS Admin. Dept. Coord. 	Sept. 2017 - June 2020	<ul style="list-style-type: none"> Data for the metrics of analysis 	<ul style="list-style-type: none"> Data metrics for stdt. subgroups identified Data compiled, analyzed, and patterns identified Action steps to address patterns identified Action steps implemented New data compiled and analyzed after action steps implemented 	

CHS 2017-18 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, from CPS Strategic Framework: *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
- 3.1 Designing student learning and growth
- 3.3 Educators' creativity and innovation
- 4.4 Mission-Driven Organization and Operations

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
Increase student participation in authentic learning experiences by training additional staff in Project-based Learning	<ul style="list-style-type: none"> • Staff • Administration • Buck Institute facilitators 	July 2017-June 2019	<ul style="list-style-type: none"> • Buck Institute workshops • PD funding 	<ul style="list-style-type: none"> • Summer sessions with Buck Inst. held • PBL projects developed & implemented • Student engagement, learning, and ownership of BPL projects assessed • PBL projects and impact on students shared with colleagues 	
Strengthen professional culture through focus on intentional planning and designing student learning experiences.	<ul style="list-style-type: none"> • Principal • Team leaders 	Sept.2017-June 2019	<ul style="list-style-type: none"> • PD 	<ul style="list-style-type: none"> • 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 collab. teams • Effective instructional practices modeled and shared among teams 	
Deepen professional discourse around instruction by providing opportunities for peer observation	<ul style="list-style-type: none"> • Administration • Dept. Coord. • Staff • Asst. Supt. for Special Projects 	Sept. 2017-June 2020	<ul style="list-style-type: none"> • Time • Sample structure & tools for peer observations 	<ul style="list-style-type: none"> • Information about possible peer observation models shared with Dept. Coordinators • 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 	

CHS 2017-18 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 demographic breakdown of Canton High School

Rationale, from CPS Strategic Framework: 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	Process Benchmarks	Indicators of Progress/Success
Strengthen instructional practices in AP classes by providing AP-specific professional development to teachers	Administration AP teachers	Sept. 2017 - June 2019	PD funding Time	AP teacher PLC to meet monthly to share resources and experiences; review student feedback PD expectations set and PD resources identified for AP teachers AP teachers have participated in AP-specific professional development Connections with successful AP teachers in neighboring districts facilitated	
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 2019	AP Data Instructional Reports Time	Priority metrics for data analysis identified Data compiled and analyzed Next action steps in response to data analysis identified Action steps implemented and results analyzed	

CHS 2017-18 School Priority #4: Achieving District Excellence

Expand technology use through a bring-your-own-device (BYOD) program to promote authentic, student-centered learning and to showcase transformative, high-level learning experiences at Canton High School

Rationale: Technology can spark student learning in many ways and serve as a platform to make their learning visible and meaningful. Learning within the context of technology replicates the experiences and needs of the current workplace.

Strategic Areas of Focus:

- 1.4 Equitable Access to High Quality Instruction
- 3.1 Designing student learning and growth
- 4.1 Indicators of Excellence

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
<ul style="list-style-type: none"> Launch teacher device pilot program, featuring a mobile device and wireless casting on the screen 	<ul style="list-style-type: none"> School Admin. Technology Department Superintendent 	Sept. - Dec. 2017	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Installation of wireless components in designated classrooms Set expectations of pilot team and criteria for participation and success Meeting schedule to review and demonstrate usage of teacher devices Model usage to faculty during PD and faculty meetings Submission of final reviews of pilot 	
<ul style="list-style-type: none"> Implement BYOD loaner program to provide equitable access 	<ul style="list-style-type: none"> Principal Technology Dept. Superintendent Business Admin. 	Sept. 2018 - June 2019	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Long-term budget developed for loaner program Student and parent/guardian surveys conducted to gauge current access to technology and need for loaner devices 	
<ul style="list-style-type: none"> Develop relationships with districts with established BYOD programs to learn from their experiences and to maximize opp. for student learning 	<ul style="list-style-type: none"> Principal Technology Department Teachers 	Sept. 2018 - June 2019	<ul style="list-style-type: none"> Time Contacts 	<ul style="list-style-type: none"> Contacts made with other districts and their policies and program procedures reviewed 	
<ul style="list-style-type: none"> Increase innovative use of technology in CHS classes by providing educators with PD in this area 	<ul style="list-style-type: none"> School Admin. Technology Department 	Sept. 2017- June 2020	<ul style="list-style-type: none"> Time Funding 	<ul style="list-style-type: none"> PD resources identified Ensure 100% staff trained in Google Classroom Development of CHS Tech. PD day (modeled after MassCue) Instructional innovations with technology shared among CHS educators Tech. impact on learning made visible for staff and public 	

CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools

Jennifer A. Henderson
*Assistant Superintendent
for Curriculum and Instruction*

Debra L. Bromfield
Director of Student Services



Patricia Kinsella
*Assistant Superintendent
for Special Projects*

Barry S. Nectow
School Business Administrator

960 Washington Street, Canton, MA 02021
Telephone: 781-821-5060
Fax: 781-575-6500
www.cantonma.org

To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

TO: Canton School Committee

FROM: Barry S. Nectow

SUBJECT: CPA Funds Extension

DATE: June 8, 2018

The Canton Community Preservation Committee is asking the School Committee request a one (1) year extension to the CPA grant funding for the Restroom/Storage facility at the Kennedy School Field complex. The grant funds requiring extension are the grant funds approved at the 2017 town meeting. The extension would be in form and substance similar to the *language below*.

I have discussed the extension request with Canton Little League and they are in favor of the extension.

I will be meeting with Canton Little League in the near future to find out the status of their fund raising and map out a timeline for the project.

The project will be under the control of the Canton Building Renovations Committee.

The Canton School Committee is seeking a one-year extension to the CPA grant funding for the Restroom/Storage facility at the Kennedy School Field complex. Funds for this project were awarded in May of 2017. The initial funding for this project covered approximately 50% of the CPA eligible portions of the project. The Canton Little League organization raised significant funds for the proposed project; however, those funds were earmarked for the project elements that were not eligible expenses under CPA. A second CPA application was submitted in November of 2017 to cover the unfunded portion of the building project and Annual Town Meeting approved the additional funding in May of this year. The Building Renovation Committee will be putting the project out to bid shortly and the expectation is that construction will commence in the fall in a manner that does not interfere with the use of fields by the various sports teams that utilize this space. The project is expected to be completed by Spring 2019.

We respectfully request that the CCPC grant a one-year extension to complete the approved project.

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Equal Opportunity Employer (EOE)*

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Barry S. Nectow
School Business Administrator

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TO: Dr. Jennifer Fischer-Mueller, Superintendent of Schools
FROM: *Jen Henderson*
SUBJECT: Disposition of Surplus Property
DATE: *May 13, 18*

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

Quantity	Item Description	Age	Condition	Reason for Surplus	Check Here if Valued for \$500 or More
10 boxes	<i>Math workbooks for 1st grade</i>	<i>6 yrs old</i>		<i>Not taken Replaced by company</i>	<input checked="" type="checkbox"/>

(Please attach extra sheets if needed)

Administrator

Do Not Write Below
Disposition Action:

_____ Transfer to other school or town department
_____ Sold Price: _____ Purchaser: _____
_____ Disposal
_____ Other _____

Superintendent of Schools

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TO: Dr. Jennifer Fischer-Mueller, Superintendent of Schools

FROM:

Jennifer Henderson

SUBJECT: Disposition of Surplus Property

DATE:

May 13, 18

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

Quantity	Item Description	Age	Condition	Reason for Surplus	Check Here if Valued for \$500 or More
5 boxes	Teacher Math Editions outdated materials	6 yrs	—	Replaced by Company	<input checked="" type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

(Please attach extra sheets if needed)

[Signature]
Administrator

Do Not Write Below
Disposition Action:

_____ Transfer to other school or town department

_____ Sold Price: _____ Purchaser: _____

_____ Disposal

_____ Other _____

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TO: Dr. Jennifer Fischer-Mueller, Superintendent of Schools
FROM: Jen Henderson
SUBJECT: Disposition of Surplus Property
DATE: May 13, 18

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

Quantity	Item Description	Age	Condition	Reason for Surplus	Check Here if Valued for \$500 or More
	Newspaper Mats for grades 1+2	6 yrs	New	Company sent refused to take back - not computer use	
80 small boxes					Yes

(Please attach extra sheets if needed)

[Signature]
Administrator

Do Not Write Below
Disposition Action:

_____ Transfer to other school or town department
_____ Sold Price: _____ Purchaser: _____
_____ Disposal
_____ Other _____

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Town of Canton
Canton School Committee Minutes of the Meeting of May 24, 2018
Canton High School Distance Learning Lab

A. Call to Order: The meeting of the School Committee is called to order by Chair Kristin Mirliani at 7:01PM.

B. Open Session:

Present are:

Kristin Mirliani

Michael Loughran

Meg Gannon

Nichola Gallagher

Also Present:

Dr. Jennifer Fischer-Mueller, Superintendent

Barry Nectow, Business Manager

Colleen Hutchinson, Recording Secretary

Public

Staff

Press

C. Public Comments/Questions: None

D. Superintendent's Report: Superintendent Jennifer Fischer-Mueller reported on the following events: (A complete copy of the Superintendent's report is available on the website)

Superintendent Activity Highlights:

Tabletop Drill: District staff and school Emergency Management Teams participated in the second Medical Emergency Response Program (MERP) Tabletop Drill, in collaboration with the Canton Police and Fire Departments on Wednesday, May 23rd. Chief Doody presented an ever-evolving emergency, and each team discussed possible next steps at multiple stages of the emergency.

State Fire Marshal Emergency Planning and Preparedness: Chief Doody shared a memo with Superintendent Fischer-Mueller from Peter Ostroskey, State Fire Marshal. The memo dealt with recommendations related to classroom and egress doors. On May 16th, Superintendent Fischer-Mueller, Chief Doody, Lt. Rae, Mr. Ed Walsh (Canton Building Commissioner), Mr. Brian Lynch (Director of Facilities) and Mr. Barry Nectow (School Business Administrator) met to discuss the Fire Marshall's recommendations. Mr. Lynch and Mr. Nectow are reviewing system-wide needs, including the proper installation of interior door locks. In addition, Mr. Walsh distributed a memo outlining his recommendations following the school building walkthroughs.

Safety and Security Committee: The May Safety and Security Committee meeting included updates on a visitor identification system, the tracking of the completion of issues identified in the school walkthroughs, language to use with young children for

“active shooter” drills, and the beginning of a detailed review of school security manuals. The next meeting is scheduled for Thursday, June 7, 2018.

Updates

Director of Teaching and Learning, PreK-8: The new Director of Teaching and Learning, PreK-8, is Ms. Deborah Rooney. Ms. Rooney comes to Canton from the Boston Public Schools, where she has served as Principal of the Mary Lyon School for the past fourteen years.

Indicators of Excellence

There were many STEAM and PLC's reported on in district i.e. Girls STEM Meet Up, STEAM Programming, Elementary Standards Based Report PLC, Educator Evaluation Administrators PLC, Elementary Science Unit Professional Development, Annual Visual Arts Show, New Educator Induction and Mentoring Program and a GMS Parent Meeting where discussion was centered on plans for the band programs and the hiring process for new Performing Arts positions. The complete superintendent's report is available on line for more information on each activity listed above.

The Canton High School Performing Arts department entertained the Canton community with the Cabaret on Thursday, May 24 and the Pops Concert on Friday, May 25. Each night was well attended with incredible audience participation and enthusiasm. Finally, Learning from Each Other, which is a sharing of successes between some third and fourth grade teams from the Luce and JFK and the GMS seventh grade team, Team Silver, occurred on May 22. The visit provided the perfect opportunity for sharing innovative instructional practices across grade levels.

Important Dates and Events

- May 24 GMS Memorial Day/Revolutionary War Reenactment, 12:30pm - 2:00pm
Rain Date is Friday, May 25th
- May 28 No School: Memorial Day
- May 29 Performing Arts Gala, 6pm CHS Auditorium- High school celebration of student achievements
- May 30 GMS Spring Concert, Public Welcome, 6:30pm CHS Auditorium
- June 1 CHS Class of 2018 Graduation
- June 4 GMS Small Ensemble Concert, Public Welcome, 7:00pm CHS Auditorium
- June 5 - 8 Grade 8 Trip to Washington/New York
- June 5 Artists Reception - Probate & Family Court, 4:30pm - 6:00pm
- June 6 Grades PreK-5 Early Release-Common Planning
- June 7 Unity Day
- June 7 Concert, All Welcome- CHS Auditorium, 6:30pm - 8:00pm
- June 11 End of 3rd Trimester for Grades K-5
- June 12 (Rain Day for Unity Day)

- June 12 Elementary Band and Strings Concert, All Welcome- CHS Auditorium,
7:00pm - 8:30pm
- June 13 GMS Cultural Heritage Night #CHN2018 ,6:00pm - 8:00pm
- June 13 Kindergarten screening information meeting , Hansen and Luce 6:30pm -
7:30pm JFK 6:00-7:00

E. New Business

1. Out of State Travel Request: Susan Crespi requested approval, in writing, to take 19 students to the Future Problem Solving International Conference at the University of Wisconsin from June 6th -June 10th, 2018.

Move: Mike Loughran

Second: Meg Gannon

Vote: 4-0

2. Policies:

a. Debra Bromfield presented policy **DKC** for 1st read. Debra explained that we adopted the Town of Canton expense policy. There were no comments or questions.

Move to waive 2nd read: Meg Gannon

Second: Nichola Gallagher

Vote: 4-0

Move to accept policy DKC: Meg Gannon

Second: Nichola Gallagher

Vote: 4-0

b. Danny Erickson, Teresa Saunders, Kristin Sasonoff and Maureen Campbell presented policy **JJIF** for 1st read. It was reported that the school physician, Dr. Dan Muse has reviewed the changes. Mr. Erickson explained that most of the changes were language changes and improvements to practices. Ms. Sasonoff explained that the changes allow for better communication amongst staff so that students' return to learn time is quicker.

Move to waive 2nd read: Meg Gannon

Second: Nichola Gallagher

Vote: 4-0

Move to accept policy JJIF: Meg Gannon

Second: Mike Loughran

Vote: 4-0

3. School Improvement Plans:

All elementary schools have identified three priority goals to focus on for the 2018-2019 school year. They are: achieving educational excellence and ensuring equity, transforming teaching and learning and transforming teaching and learning with an emphasis on science. The complete report of each 2018-2019 School Improvement Plan can be found on the website. Each report lists the key action, person responsible, timeline, resources needed and anticipated indicator of progress and success.

- a. David Brauning for Lt. Peter M. Hansen spoke about the 2017-2108 year-end report. He reported on the school demographics, student learning outcomes and student school experiences. A complete copy of the report may be found on the website. Nichola Gallagher asked about how and when parents are notified about a child who has accessed the Student Support Center (SSC). Mr. Brauning explained that a staff member at the SSC reaches out to the family on the same day that the student accessed the SCC to provide relevant information.
- b. Christine McMahon for John F. Kennedy spoke about the 2017-2108 year-end report. She reported on the school demographics, student learning outcomes and student school experiences. A complete copy of the report may be found on the website.
- c. Robie Peter for Dean S. Luce spoke about the 2017-2108 year-end report. She reported on the school demographics, student learning outcomes and student school experiences. A complete copy of the report may be found on the website.

Chair Mirliani shared that she like the readability of the School Improvement Plans, and she liked seeing the reporting of demographics. Overall, she felt that the reports were a great way for school committee members to learn about the schools and get a more in depth picture of successes and areas in need of improvement.

Mr. Loughran suggested that in future School Improvement Plans we may want to consider adding a safety section.

4. Every Student Succeeds Act: Jen Henderson shared updates on changes to DESE accountability. She explained the shift from NCLB to ESSA. The accountability reports will be published for each district and school in the fall with all MCAS numbers. The focus is on raising the performance of each school's lowest performing students. There will be a discontinuation of accountability and assistance levels 1-5. These will be replaced with accountability categories that define the progress that school are making then the type of support they may receive form the Department. For Canton, our Indicators of Excellence will be important because DESE will be looking at student opportunities beyond test scores. The complete presentation can be found on the website.
5. FY18 Budget: Barry Nectow presented the FY18 3rd Quarter Report. Mr. Nectow said we are exactly where we thought we would be with the 4th quarter report shaping up to be almost identical. Mike Loughran asked about \$495K on page 2 that we returned to the Town of Canton. Barry explained that last fiscal year we gave back the money because we got additional Chapter 7 \$ for FDK. The complete FY18 3rd quarter report may be found on line.

F. Old Business: None

G. Business Manager's Report: 1.) Safety and security: the district is continuing to look at doors and entry points and possibly using Raptor as the new visitor management system.

The project will start at CHS then roll out to other schools if it is determined that the product worked well for CHS 2.) There is a signed contract with Dore & Whittier for the feasibility study, the contract came in a little lower than expected 3.) There is a new registration office for all incoming and outgoing registrations, room 26 of the Rodman building 4.) Transportation: Friday, 5/25 is the last day to sign up for bus without incurring a late fee. Applications will be taken until June 15th with a late fee added. After June 15th, all applications will be put on a wait list until October. All students must return the form even if not using transportation. Mike Loughran asked if were looking into an online version of transportation and enrollment forms. Mr. Nectow said we will be migrating to an online version. At this time, we continue to demo products.

H. Routine Matters

1. Approve Minutes dated May 10, 2018.
Move: Mike Loughran
Second: Meg Gannon
Vote: 4-0
2. Approve Minutes dated May 14, 2018, with change to next meeting date to read Wednesday, not Monday.
Move: Mike Loughran
Second: Meg Gannon
Vote: 4-0
3. Approve Minutes dated May 16, 2018, with change to next meeting date to read Thursday, not Monday
Move: Mike Loughran
Second: Meg Gannon
Vote: 4-0
4. Approve Executive Minutes dated May 16, 2018. Chair Mirliani shared that Ms. Sarah Shannon's contract was approved with a salary of \$136,500 plus benefits. Ms. Shannon will begin work on July 1, 2018. Ms. Shannon will attend the next School Committee meeting on June 14, 2018.
Move to Approve minutes dated May 16, 2018: Mike Loughran
Second: Meg Gannon
Vote: 4-0
Move to release minutes dated May 16, 2018: Mike Loughran
Second: Meg Gannon
Vote: 4-0
5. Approve Bill Schedule dated May 31, 2018.
Move: Mike Loughran
Second: Meg Gannon
Vote: 4-0

I. Sub-Committee Reports

1. CPC – Nichola Gallagher– Nothing to report

2. BRC – Mike Loughran – Nothing to report.
 3. Wellness - Meg Gannon –Nothing to report
 4. Finance - Reuki Schutt/Meg Gannon - Nothing to report
 5. Policy - Kristin Mirliani – Nothing to report
 6. PRHC – Nichola Gallagher reported that the next meeting is in June.
- J. Future Business – Next School Committee Meeting will be held Thursday, June 14, 2018 at 7:00 PM.
- K. Other Business: No report
- L. Adjournment: Time: 8:51 p.m.
Move to adjourn Open Session: Kristin Mirliani
Second: Mike Loughran
Move to go into Executive Session for the purpose of discussing possible litigation. Vote taken by roll call:
Kristin Mirliani yea
Michael Loughran yea
Meg Gannon yea
Nichola Gallagher yea