

# Context Driving 2015-2016 CBHS Priorities

## *Preserve, Deepen, Grow*

### Changes in School Context

- We are starting our 2<sup>nd</sup> Decade.
- We have added our (last) two additional staffing positions. 3.5. faculty left last June. We have seven new folks joining us this fall (Stacey, Will, Jenny, Becca, Suzanne and Sarah), including our first alumni hire (Ekhlas).
- We will have about 30 additional students, fulfilling the original vision for CBHS (a school of 400) and growing to “full-size,” about 100 per grade, including our first senior class of nearly 100. We will have our largest number of 9-12 ELL students (21%).
- We will have a new, functioning “digital fabrication lab.” The HVAC in Cuba should be improved. The art room has moved – and so has the biology lab. A mix of grade levels (not as solely grade 10) will be on the 3<sup>rd</sup> floor.
- We will have new EL School Designer – and, in the interim, Kippy.
- We are working towards a next (final?) phase of renovations that would expand the Great Space and swap some classrooms.
- We will hopefully become an EL “credentialed” school.
- We will have a 20 minute longer instructional day which will include more class time, crew, and a club block.
- Teams will have a 40 minute student meeting before or after school once a week.

### Changes/Priorities in District Context

- We have a new, interim, superintendent (Jeanne Crocker) – as well as a new Chief Academic Officer (Becky Foley), Academic Coordinator (Sheila Jepson), Director of School Management, Director of Food Services and Director of Transportation.
- We will continue developing our system for assessing graduation proficiency standards with district colleagues the first Wednesday of each month.
- Most teachers will be operating under the new Danielson-based teacher evaluation system (and using the online “Reflect”) – and, in the 2<sup>nd</sup> half of the year, developing “SLOs” (student-learning objectives).
- This senior class will be the first to possibly graduate with a STEM endorsement on their diploma.
- The rising sophomore class will be the first to need to complete a senior capstone, a post-secondary plan and 4 years (attempt only?) of math, science, English and SS to graduate.
- There is a new district automated system for requesting and securing subs (AESOP).
- All students will be able to take the METRO to and from school, for free. Aside from the Common Block and some Special Ed bussing, we will only be using PPS busses for fieldwork and co-curriculars.

### Changes in State/National Context:

- Graduation by proficiency in Common Core Standards, at least in English and math, begins with the current 8<sup>th</sup> grade.
- Smarter Balanced will be replaced as the state assessment, but we are not yet sure by what; it is likely the SAT's
- The current juniors will be taking a “redesigned” SAT's this spring, with greater focus on “command of evidence” in reading and writing.

### Some Conclusions from 2014-2015 Student/Faculty/Parent Survey Data

- **School Culture:** Students, parents and faculty feel deeply positive and supportive of CBHS. They especially value our community, our distinct (sometimes wacky) culture and our meaningful relationships and are most eager to preserve this as CBHS gets larger and more diverse. Simultaneously, there is a desire to capitalize on the new opportunities that come from being a larger school.
- **Student Achievement:** Although our rigor, especially in grades 9 and 10, has increased, there is still a perception among students, faculty and parents, that we should be more rigorous – while still joyful. There is still a perception that we are more of a Humanities school than a STEM school.

## Priorities for CBHS 2015-16

### *Preserve, Deepen and Grow*

#### Long-Term Vision for Faculty

- Cultivate and sustain excellent, Expeditionary Learning teachers.
- Educate each student to meet rigorous, vital standards as well as to consistently exceed personal bests in service, character and scholarship.

**Student Achievement Goal #1 (*Deepen*): *Increase students' capacity to make meaning of complex texts and to use compelling evidence to support claims.***

#### Key Actions

- Revamped PLC's will allow substantive, full faculty focus on this work. (*PLC Coaches*)
- Grade level teams will review related student work at least twice a year and develop common language and promising practices. (*Grade Level Teams*)
- Expeditionary Learning PD and resources (eg: *Transformational Literacy*) will catalyze our improvement. (*PLC Coaches and School Designer*)

#### Key Measures

- Student work will demonstrate growth in these skills for 100% of faculty by June. (through PLCs)
- Parents and students qualitative and quantitative data demonstrate an increase in rigor (while still with joy).

**Student Achievement Goal #2 (*Grow*): *More CBHS students will achieve in STEM and more students will achieve more deeply in STEM.***

#### Key Actions:

- Diversify our upper-level offerings (post Math 3) to better prepare our students for post-secondary work (Statistics course, SMCC College Algebra, Intro to Engineering). (*Anne and Dave*)
- Integrate math more deeply into Team 10 by having Priya teach all sophomores and elevating the role of math in sophomore expeditions. (*Priya, Stacey and Team 10*)
- Have students create (and continue to create) "Beautiful Math" through a course-based project in post- algebra courses (the Code, Stats, Pre-Calc and Calc) as is feasible. (*Dave, Priya and Nate*)
- Launch the digital fabrication lab. (*Anne and STEM Faculty*)
- Continue to develop students mastery of math skills and knowledge through the strategic use of ALEKS. (*Math faculty*)

#### Key Measures:

- Increase by 5% graduating seniors who meet SMCC Accuplacer cut scores in arithmetic and algebra.
- Increase by 10% the number of students pursuing and achieving a STEM endorsement (Class of 2016 vs. Class of 2017).

**School Culture Goal #1 (*Preserve*): *Preserve the best of our school culture by making sure that each student – and staff member is known well and valued.***

#### Key Actions and/or Changes:

- Add a 5th day of Crew focused on "Getting to Know You." (*Crew Team Leaders*)
- Add a 40 minute weekly grade level team meetings on students (and free up a lunch for faculty). (*Grade Level Team Leaders*)
- Proactively address school diversity issues led by our new Civil Rights Team. (*Carla, Mallory and LK*)
- Add 4 staff members from 2014-15 back as more time or full time. (*Heather, LK, CC, Steph*)

- Increase collegial connections through smaller PLC's, organized often by STEAM and Humanities. *(PLC Coaches)*
- Create an “X Block” so students have more opportunity to explore passions and make cross-grade connections. *(Mark and Stewart)*
- Continue to use Carole Martin's support to monitor and address evolving student and faculty culture issues. *(Carole Martin, Leslie, Beth, Derek and the Leadership Team)*
- Guide new staff in integrating into our faculty and school culture through a new staff group and a prioritizing of EL support. *(Nancy and CC)*
- Create a book of CBHS stories to help new students, families and faculty understand who we are and where we've been. *(Peg)*

### **Key Measures**

Parent, student and faculty surveys (and qualitative data) all indicate that students and staff still feel well-known and cared for.

## **2) School Culture Goal #2 (Deepen): *Continue to Grow Up as we finish our growth spurt. Be effective stewards of our resources and relationships.***

### **Key Actions**

- Re-commit to holding ourselves, our peers and students to community norms related to stewardship (e.g.: use of shared spaces and resources), especially during crew and School Meeting. *(Scott, Crews and All)*
- Create safe, sustainable and effective guidelines for student use and learning in our new(er) spaces (e.g.: Wellness Center, Digital Fabrication Lab, 3<sup>rd</sup> Floor Offices). *(Scott, LK and Anne)*
- Hold school-wide monthly “Courageous Conversations” in Crew. *(Crew Team Leaders)*
- Schedule Thursday flex block offerings and student groupings to more strategically meet our diverse students' needs. *(Grade Level Teams)*
- Clarify our vision for technology use at CBHS and improve students' productive and responsible uses of technology. *(Leadership Team and BTC's)*
- Routinely take the pulse of faculty and students about pressing school culture issue and address/revise as necessary. *(Scott)*

### **Key Measures**

- Student and faculty surveys indicate progress in these areas.
- Student and faculty voluntary turnover remains low.

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## **Planning for Our 2<sup>nd</sup> Decade (Grow)**

1) Involve the entire school community in an occasional dialogue about our vision for our 2<sup>nd</sup> decade (eg: one of our “Courageous Conversations”). *(Susan and Futures Task Force)*

2) Pursue a “final” renovation that will allow for a “Greater” Great Space, a CBHS entrance and adequate classroom facilities. *(Derek and Building Task Force)*



