

Priorities for CBHS 2017-18 - Draft 8/22/17

Preserve, Deepen and Grow

Mission 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.
- Pursue a path towards our Future Vision that is steady, gradual and sustainable, that seeks the healthy balance between the organizational stability we need to deepen practice and relationships and the innovations we need to energize and grow.

School Learning Targets for 2017-2018

1) **Student Achievement Target** (Deepen and Grow): Develop teaching strategies, policies and norms which support students in working more independently at their respectful level of challenge to achieve quality work on time.

Relevant Shifts from Our Future Vision

We will get more skilled at designing and implementing curriculum that catalyzes deep learning and engages our full range of students in work that has meaning and challenge.

We will strengthen student accountability and Habits of Work... in terms of academics (eg meeting deadlines)....

Key Actions

- We will implement new policy and practices about revision and assessment that will clarify expectations and better incentivize students putting forth a quality effort and meeting deadlines. (*Leadership Team and Full Faculty*)
- We will consistently implement the late work policy. (*Full Faculty*)
- We will communicate a singular message to the school community through various means: being accountable is vital to success and means putting forth a quality effort and meeting deadlines. (*Leadership Team and Full Faculty*)
- We will roll out a new 9-12 Habits of Work and Learning Continuum related to “Be Accountable” and Pursue Personal Best” that spells out increased expectations as kids progress. (*Leadership Team and Grade Level Teams*)
- We will update and clarify guidelines for Exceeds work, for both students and faculty. (*Leadership Team*)
- Our PLC’s will focus on helping teachers to better develop the strategies and structures that will enable our full range of students to work independently at their respectful level of challenge. (*PLC Coaches*)
- We will engage trained student tutors to help with supporting differentiation efforts. (*Kevin Murray*)
- We will uniformly use Google Classroom in grades 9 and 10 to more clearly communicate about homework and other class expectations. (*9th and 10th Teachers*)
- By doing all of the above, we will not only improve student HOWL’s, we will promote faculty wellness.

Key Measures Include:

- The percentage of the students in the HOW Honor Roll in spring of 2018 is 5% higher than spring of 2017. According to focus groups, mid-year and end of year surveys....
- 75% of teachers and returning students report that students are working more independently and at a more respectful level of challenge.
- 75% of teachers and returning students report that students are more often completing quality work on time.

Also, various qualitative measures (the Quality Work Protocol, Promising Practices Gallery and Student Culminations) support that more students are completing quality work on time.

2) **School Culture Learning Target (Preserve and Grow):** Build community unity and resilience based on understanding and support for the full diversity of our community.

Relevant Shifts from Our Future Vision

We will deliberately foster and strengthen our diverse community by both addressing the complexities of and recognizing the strengths of that diversity.

Key Actions:

- We will provide quality, ongoing professional development for staff in equity literacy and problem-solving. (*Principal, Leadership Team and Melea Nalli*)
- We will provide more training for students and student leaders in equity literacy and problem-solving, including bystander training for sophomores and seniors. (*Violence Prevention Network, Jerome Bennett (Opportunity Alliance), Civil Rights Team & Cabinet*)
- We will undertake our first “Sophomore Solo” for the Class of 2020 in the spring of 2018. (*Kyara and Sophomore Team*)
- We will launch our re-visioned Junior Journey which will include a focus on communicating across perceived divides. (*Kyara and Junior Team*)

Key Measures Include:

- 100% of students and faculty participate in substantive training that develops skills in equity literacy and problem-solving.

According to focus groups, mid-year and end of year surveys...

- 95% of students feel safe and welcome at CBHS.
- 90% of faculty report being more skilled and effective in dealing with a range of student equity issues.
- Student expedition work (Arc Towards Justice, Junior Journey, Syrian Museum) indicate students’ increasing skills in working with equity issues and engaging effectively and civilly with perspectives different from their own.

Goal of District Work: Begin to implement proficiency-based graduation standards for Class of 2021. Prepare for expanded roll-out of proficiency-based graduation standards and assessment in fall of 2018.

Our Future Vision: Enduring Values and Shifts (2016-2026)

1) RIGOR

a) Striving for Excellence: Students and staff are encouraged to be creative, flexible, persistent and ambitious in how we solve problems and improve work. Each year, we all support each and every student to do work that they never thought possible, that is truly excellent.

b) Getting Smart to Do Good: Students will pursue crucial knowledge and develop vital skills then apply what they've learned to better the world.

c) Committed to Personal Reflection, Wellness, and Growth: Each student will become more self-aware. Students develop and share their distinct voice and informed perspective through rites of passage, such as culmination presentations, Sophomore Passage and the Final Word.

d) Leading One's Own Learning: CBHS students are given ever increasing responsibility for their own learning.

Shift: We will foster more extensive student leadership and ownership, creating structures and possibly schedules for more personalized learning. This also means we will create opportunities for students to be more deeply involved in curriculum development and school leadership.

e) Seeking Rigor with Joy: The work of students and staff is both consistently rigorous and consistently joyful, securing the investment of our hearts and minds.

Shift: We will get more skilled at designing and implementing curriculum that catalyzes deep learning and engages our full range of students in work that has meaning and challenge.

2) RELEVANCE

a) Compelling Curriculum: Teachers design curriculum, learning expeditions and intensives that reflect the key issues and needs of our world and neighborhoods, inspiring student action and creation in humanities, STEM and the arts.

Shift #1: We will intensify our global perspective and impact, working to become increasingly responsible global citizens.

Shift #2: We will deepen and strengthen our STEM expeditions, offerings, and products.

Shift #3: We will incorporate curriculum to more explicitly prepare students for their futures, including content in life skills and personal finance.

Shift #4: We will foster more creativity, including more opportunities for creative thinking as well as for the making of something of value that wasn't there before.

b) Intentional Work In the World: During learning expeditions and intensives, students frequently engage in fieldwork and partner with experts. They get outside and learn from the people and natural beauty of Portland, of Maine and of our world.

Shift: We will further emphasize fieldwork, work with experts, and expedition culminations with authentic audiences. Examples: We will create extended volunteer and internship opportunities, and better support digital citizenship.

c) Committed to Human Rights and Environmental Justice: Teachers create curriculum that explicitly works to address past and current issues of human rights and environmental justice. We work as a school community and as individuals to embody this commitment to justice.

Shift: We will work to make our own community more environmentally sustainable. Examples: We will work to improve our facility with solar panels and a green roof, growing gardens, using local foods, and ensuring that sustainability is woven into our daily actions and curriculum.

3) RELATIONSHIPS

a) Inclusive and Accepting: Our community is intentionally small in number, but we are equally committed to having an out-sized impact on the world around us. This starts with each student and adult feeling that they are known well, comfortable to be themselves and meaningfully connected to others.

Shift: We will improve how we support and acculturate new staff to our philosophy and culture.

b) Collaborative & Accountable: Teachers, students and parents are on the same side. We all work towards maximizing deep learning and growth for our students - as scholars and as people.

Shift: We will strengthen student accountability and Habits of Work, both in terms of academics (eg meeting deadlines) and behavior (making amends through restorative justice).

c) Building Community: We intentionally build community and stewardship through Crew, Quests, grade level teams and School Meeting.

Shift: With our growth in size, we will work towards greater inclusivity and connection between grades and between crews. Examples: We will foster more cross-grade and alumni mentoring programs.

d) Strength through Diversity: Our community welcomes and grows from the individuality and diversity of our members.

Shift: We will deliberately foster and strengthen our diverse community by both addressing the complexities of and recognizing the strengths of that diversity. Examples: We will reach out more proactively to multilingual families, and more mindfully celebrate who we are as a community.

CBHS 17-18 EL Education Work Plan

Highlights of Progress Toward Future Vision from 2016-17

- We crafted a scope and sequence for our transformative learning experiences, including a re-visioned Junior Journey and a draft plan for the Sophomore Solo. (1c, 2b, 4b)
- We created a new .25 “Transformational Learning Coordinator position. (1c, 2b, 4b)
- Students led the revision of our dress code. (1d)
- Greater PLC autonomy to better meet faculty needs as well as full PLC focus on differentiation, especially for ELL, IEP and “Exceeds” students. (1e)
- New co-teaching and collaborative planning guidelines (1e)
- Common planning for 9-11 ELL teachers, Special Ed Teachers and Humanities faculty so we can more proactively and substantively co-plan and differentiate (1e)
- Diversified junior-senior STEM offerings to better prepare our students for post-secondary work (USM Chemistry Class with Brooke and Calculus Class with Priya) (2a, shift 2)
- 9th Grade expeditions had more substantive STEM products (eg: geometry community model and bio-ethical science talks) (2a, shift 2)
- We added a 2nd year of support for our new teachers. (3a)
- We added a full-time Director of Student Life (.5 increase) to oversee student and school culture and routinely take the pulse of faculty and students about pressing school culture issues. (3b)
- We revised our Student Code of Conduct so that it focuses more on making amends and restorative justice. (3b)
- We developed and diversified strategies for more intentional, productive use of crew time, including improved protocols for Courageous Conversations and best practices for common dilemmas (eg: how to effectively make group decisions) (3c)
- We received approval for 1+ million dollar renovation that will result in a “Greater Great Space” and entrance. (3c)
- We launched some multilingual parent ambassadors and multilingual news. (3d)
- We continued to improve our systems of communication and interventions for our most at-risk students. (3d)

