

School Success Plan for CBHS 2018-19

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 Target for 2018-19: To create a more just, equitable community that maximizes learning for all, faculty and students will support one another in a community-wide striving to be kind, be accountable and be growing.

1) **Why “Be Kind”?** *Kindness is the lynchpin of any successful community and a key to Casco Bay’s success to date. Kindness creates the conditions for a safe and welcoming learning environment for all – which is essential for learning. We must work harder than ever to create it and preserve it when the world outside our walls can seem, and be, increasingly unkind.*

What are the key outcomes we seek for kindness?

For Students

- Seek out the greatness in each crew member. Strive to know each crewbie in their wonderful complexity.
- Improve our skills in both listening and speaking to be heard, especially with those different from us.

For Faculty

- Seek out the greatness in each student in class or crew. Seek to know each one in their wonderful complexity.

For All Of Us

- Treat each and every community member and visitor with civility
- Be as good to yourself as you are to your friends.
- Be generous with others when they make mistakes.

Key Levers For Change

- Crew (eg: Senior-Freshmen Buddies, Crew Connections)
- A Kindness Initiative led by Student Groups

2) **Why “Be Accountable”?** *This is not new work. “Be Accountable” has long been one of our Pathways. Becoming more accountable is at the core of what it means to mature. Being accountable to others is also crucial to kindness.*

What are the key outcomes we seek for greater accountability?

For Students

- Be present.
- Complete on time quality work.
- Be prepared and engaged (the new Big 3 of HOWL).

- Know where you stand with standards and with your learning and pursue what you need to do next.
- Meet new PPS graduation standards embedded in courses (9,10).

For Faculty

- Create a respectful level of challenge for every student, every class.
- Aim for students to have the skills and supports needed to work more independently.
- Create clear, challenging, attainable and engaging paths for students to meet graduation standards.

For All Of Us

- Be an environmental steward. Engage consistently in small green acts.
- Own mistakes and make amends.
- Take constructive action towards the change we need, especially dismantling inequities.

Levers for Change

- Consistent Implementation of Academic Policies
 - Faculty Grade Level Teams and Professional Learning Groups
 - Green Team (Small Green Acts)
 - New Team of Staff and Student Mediators
 - Joint Cabinet and Leadership Team Summits on Equity
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What are the key outcomes we seek so you're ever growing?

For Students:

- Become informed and take meaningful, skillful action on some of the most crucial issues of our time.

For Faculty:

- Acquire the professional learning in differentiation and equity literacy needed to better equip you to know each student well and maximize their learning.

For All Of Us

- Practice a growth mindset.
- Get comfortable with struggle.
- Be open to new perspectives, ideas and experiences.
- Pursue the hard, necessary work and conversations - with humility and courage

Levers for Change

- Learning Expeditions
- Crew & Courageous Conversations
- Faculty Professional Development in Differentiation and Equity Literacy
- Deep and Wide Student Leadership

Measures of Success

For Kindness

- 95% of students feel known well by fellow crewbies and crew advisor. (survey)
- 95% of students and staff feel safe and welcome in our community. (survey)
- Diverse and substantial acts of kindness are generated by students and staff. (qualitative evidence)
- 10% decrease in incidents of harassment and bullying.

For Accountability

- 10% increase in students on HOWL Honor Roll /10% decrease in HOWLs of 2
- 10% decrease in students requiring frost school and mud school (5% of kids who met standards in core classes each trimester compared to year before)
- 80% of students routinely practice Small Green Acts
- Diverse and substantial evidence of successful mediations
- Actions taken to advance CBHS equity (and address any structural inequities)
- Successful completion of a School of Opportunity Application

For Growing

- Student expedition products show excellence in complexity, authenticity and craftsmanship
- 90% of faculty feel more skilled with differentiation. (faculty survey)
- 90% of faculty cite improvement in their equity literacy (faculty survey)
- Products or evidence of learning from Courageous Conversations and Crew Connections

Teacher Professional Development and Learning Targets for 2018-19

It's Really All About Equity

1) Achieving Greater Equity For Our Students By Becoming More Skilled At Differentiation:

This learning will be led by our PLC coaches and happen through full faculty meetings and grade level PLCs.

Teacher Differentiation Learning Targets

I can develop teaching strategies that support students in working more independently at their respectful level of challenge (a student's +1) (PLC).

- a) I can proactively and strategically adjust the workload for some IEP students so they can be successful, make meaningful progress and still meet vital standards.
- b) I can use formative assessments that will inform my planning and teaching around my students' +1 needs.
- c) I can analyze student work from 2 (likely representative) students, over the course of the year, to determine whether or not my differentiation strategies are effective in helping these students achieve their +1s (PLC).

2) Achieving Greater Equity for Our Students By Increasing Our Individual and Collective Equity Literacy and Acting to Address Inequities Evident in Our Practice and School.

This learning will be led by the staff on the Equity Literacy PD task force through periodic full faculty workshops.

School Equity Learning Targets

a) Understanding Self: We will become more self-aware about how our own background, personal history and multifaceted identities shape and (distort) our perspective.

b) Understanding World: We will develop a deeper understanding of inequities and injustices in our country which our students and their families continue to experience.

- 1. We will become more empathetic and understanding of the lives of our colleagues, our students and our families live.

c) Taking Action: We will become more skilled at identifying and eradicating inequities and injustice in our school and broader world.

- 1. We will become more skilled in responding to conflict that arises from equity issues.
- 2. We will take action to identify and dismantle inequities within our individual practices and curriculum as well as school policies and structures.

d) Teaching Kids to Take Action: We will become more skilled at helping our students to be able to do the same.

- 1. Students will become more skilled in responding to conflict that arises from equity issues.
- 2. Students will become better advocates and allies for the issues they care most about.

Other Strands of Significant Work

- Pursue a solar array on roof (or other ways to reduce our carbon footprint)
- Work on implementing the graduation by standards plan, including the new version of Infinite Campus.
- Provide more teacher coaching
- Assess how we message about CBHS and how we are perceived in the community
- Continue to work on improving math achievement
- Claim the new and renovated spaces in our building
- Examine the how, when and if of internships

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