Casco Bay High School Priorities 2021-2022

**Long-Term School Target:** We will co-create a more just, equitable, kind community which maximizes learning and growth for all and which catalyzes excellent work that betters our community and world.

**Long Term Faculty Target:** We will comprehensively narrow the opportunity gap for CBHS students, especially for our students of color and economically disadvantaged students. Neither race nor economic class nor gender nor any identifier will be a predictor of academic outcomes.

**Current Strengths**
- We have an exceptionally talented and unified faculty that’s interdependent and committed to helping each student grow towards excellence in each of EL’s three dimensions of student achievement (mastery of skills and knowledge, high quality work and character).
- We have devised (and are ever revising) curriculum that challenges students to tackle both district graduation standards and the most important issues of the day.
- We have a substantive record of student achievement as evidenced by both traditional measures (graduation rate, SAT scores and national recognitions) and, often, outstanding expedition products.
- The best in our student culture mirrors the best in our faculty culture, and our students frequently demonstrate remarkable leadership, voice, passion, caring and empathy.

**Our 4 Most Persistent Challenges and 1 New Challenge for 2021-22**

1. **Differentiation:** Our identified students (ELL, IEP, 504) do not meet standards - and require various forms of credit recovery and remediation - at much higher rates than our non-identified students.
2. **Opportunity Gap:** Our economically disadvantaged and Black students score significantly lower on standardized tests than those that are not economically disadvantaged or white.
3. **Math Achievement:** Our achievement in math has been consistently and significantly lower than our achievement in literacy (as reflected in standardized test scores and student products).
4. **Staff Wellness:** Our staff work too hard and perceive their workload to be unsustainable (TNTP data).
5. **A Particular Challenge for Fall 2021:** Like schools everywhere, our community needs rebuilding and re-engineering. This fall, 75% of our students will not have experienced a full “normal” year of what it means to be a Casco Bay High School student. Many rising sophomores hardly know anyone outside of their own crew. Many faculty barely interacted with colleagues outside their grade level teams last year, and we have an unusually large number of new staff for Fall 2021. Moreover, our prime pandemic (re)learning has been “relationships first.” The sustaining foundation of a CBHS education is meaningful, substantive, caring relationships - among students and faculty, between students.
## Priorities and Strategies

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<tr>
<th>District Priority Area: Strengthen Tier 1 Instruction</th>
<th>1) Return to, and Deepen, EL Education Core Practices.</th>
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<td>a) (Re)learn and practice high leverage instructional moves that lead to mastery of vital, grade-level skills and knowledge as well as equitable outcomes, especially in math and literacy.</td>
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<td>b) Preserve and deepen opportunities for all students to do high quality, meaningful work through learning expeditions.</td>
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### Key Strategies:

#### Tier One Instruction

- Focus district and PLC PD on high leverage, equity-based math and literacy practices as well as lesson design (eg: from Education Unbound). Strategically design, employ and remove scaffolds to help all students access and succeed with complex texts and tasks - and with increasing independence.* (1,2)
- Deepen our vision for an equitable and anti-racist school by determining criteria for an equitable and anti-racist classroom and use the resulting tool for learning walks and teacher reflection. (1,2)
- Capitalize on new HS math coach and more literacy coaching (especially 9/10). (1,2,3,4)

#### Expeditions

- Expand time for expedition planning and cross-team sharing. (1,2,4)
- Strengthen opportunities for math and science excellence in 9-12 expeditions. (1,2,3)
- Revive New England EL School visits. (1,2,3,4)

#### Math

- Switch to Illustrative Math for Geometry and begin switch to Illustrative Math for Algebra 1 (with accompanying PD). (1,2,3)
- Visit a high school with excellent math results (1,2,3,4)
- Implement new structure for both Exceeds Math and math support in Grade 9. (3,4)

### District Priority Area: Safe and Equitable Schools

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<th>2) Re-Invigorate and Replenish Community.</th>
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### Key Strategies:

#### Students
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<th>Prioritized Component of Vision for Equitable and Anti-Racist School</th>
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<td>A school culture where each student and each staff member each day is known well, is supported to be their full selves and is inspired to pursue their particular greatness.</td>
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- Resume and revitalize for 2021 our Transformative Learning Experiences (Freshmen Quest, Sophomore Quest (new), Sophomore Solo, Junior Journey and Senior Quest). (5)
- Capitalize on (and further develop) student leadership, especially junior and senior leadership, to Build Community back better (eg: student leaders help with re-opening planning at August Faculty institute, deeper senior-freshman buddy activities, a student-staff wellness task force) (5)
- We will further our restorative practices by launching a Community Council to help students make amends following knotty discipline and behavior issues.

**Staff**
- (White staff) revisit and follow through commitments to take constructive action towards being co-conspirators with BIPOC staff. (4,5)
- Complete the district’s pilot equity audit as part of our Equity Summit process. (5)
- Continue to prioritize the hiring and retaining BIPOC staff, in all aspects of our organization. (4,5).

**Students and Staff**
- Following the year plus of pandemic learning, identify as a community what we need to keep doing, stop doing, unlearn and do better (eg: with Crew). (4,5)
- Systematize and support students and staff in meaningfully reflecting on and addressing their individual and collective wellness needs. (4,5)
- Expand and systematize opportunities for healing and joy for BIPOC students and staff. (4,5)

**Parents/Families**
- Work to create more of a sense of “crew” among parents within a crew
- Hold community events that build meaningful connections among a wider cross-section of students, parents and teachers (Shared Space Cafe, Casco Bay Conundrum, Shared Space Cafe, Math Cup and Arts & Music Fest).
### Measures

#### Priority 1
Return to, and Deepen, EL Education Core Practices.

- The High Quality Work Protocol indicates strong craftsmanship, authenticity and complexity with a sampling of student expedition products, including new or improved examples in STEM.
- 11th grade spring NWEA results indicate that students met growth targets at high rates (higher than 50%) across demographic groups (race, gender, IEP, economically disadvantaged).
- The percentage of students who meet course standards (earn UPs) is higher than 2020-21 by 10% and consistent across demographic groups (race, gender, IEP, economically disadvantaged).
- The percentage of students in the Class of 2022 who graduate is consistent across demographic groups (race, gender, IEP, economically disadvantaged).
- The percentage of students in the Class of 2022 who are accepted to college is consistent across demographic groups (race, gender, IEP, economically disadvantaged).
- Teacher qualitative data (TNTP, PLC surveys, Learning Walks) indicate teachers feel greater mastery with daily instructional practices that promote equitable outcomes.
- Student qualitative data (EL student surveys) indicates more than 80% of students, across demographic groups, consistently feel a respectful level of challenge and identify at least one project they’ve completed that is excellent and expanded their sense of what they thought they could do.

#### Priority 2
Re-Invigorate and Replenish Community.

- Disaggregated EL Education and PBIS student climate survey data indicates students feel a sense of belonging and connection that is both significantly higher than national average and consistent across demographic groups (race, gender, IEP, economically disadvantaged).
- Teacher TNTP data indicates a continued top “instructional index score” as well as a 15% increase in questions related to workload and sustainability.
- Fewer than 10% of teachers decide to leave CBHS before Fall 2022. Fewer than 5% of students, consistent across demographic groups, decide to transfer to another PPS school.
- Our percentage of BIPOC staff continues to increase.
- Qualitative data from Final Words and Sophomore Passages indicate the success and importance of transformative learning experiences and other community-building events and structures.