

Entry Plan Update

Preliminary Findings

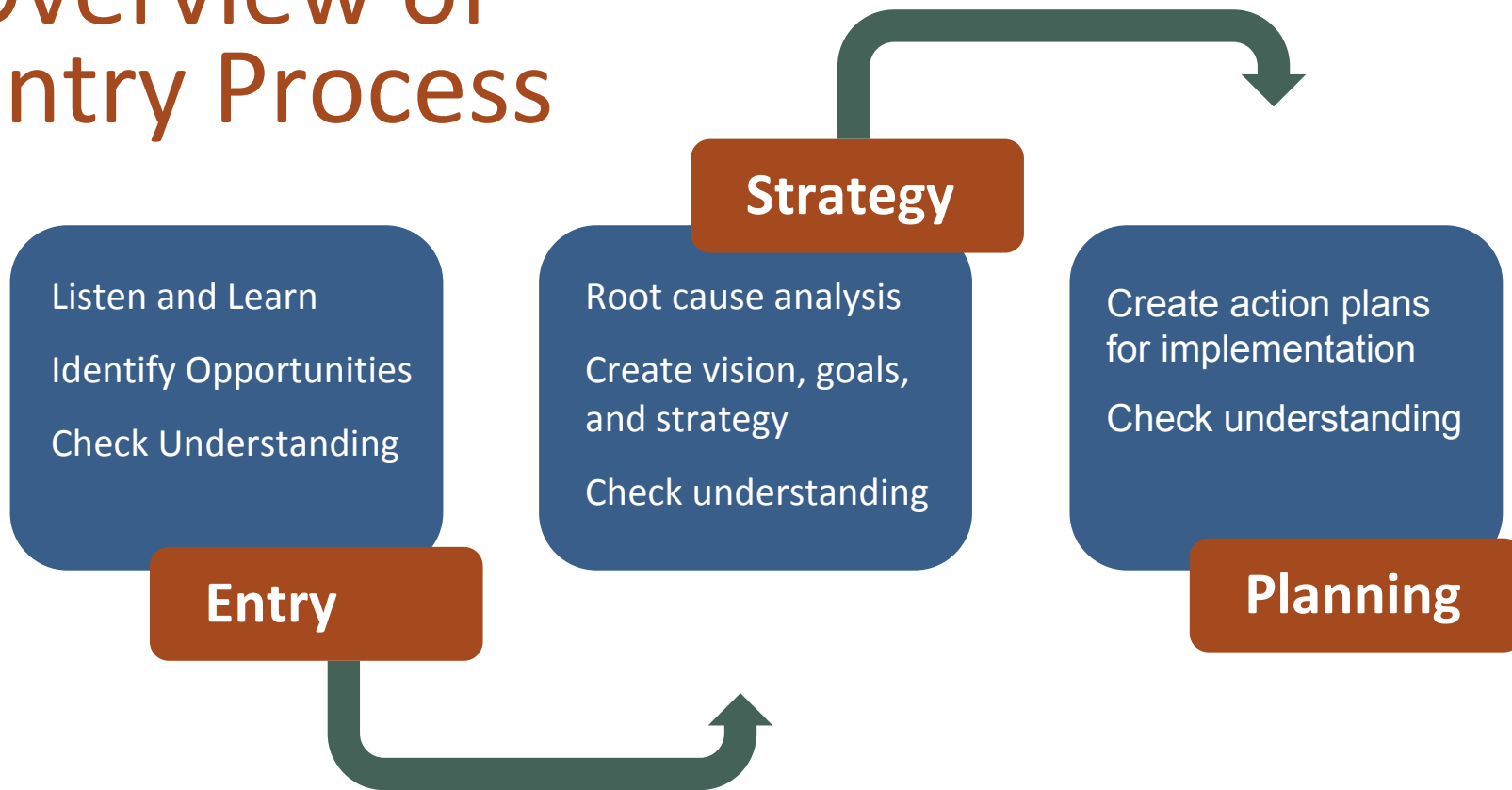
Cambridge Public Schools
November 15, 2016

Agenda

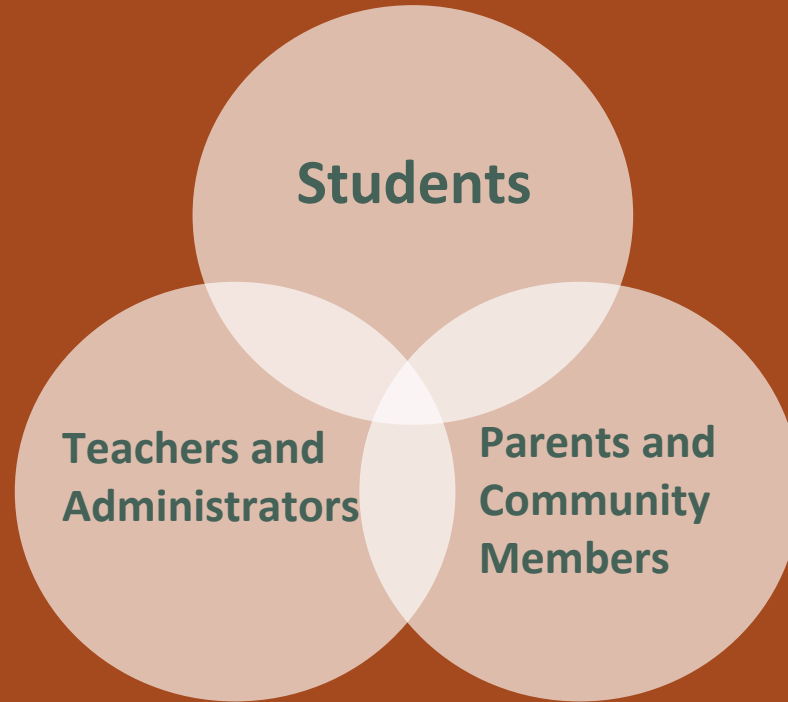
- Entry Plan Process to Date
- Preliminary Findings from Entry
- Budget-related Questions
- Next Steps and Discussion

Entry Process to Date

Overview of Entry Process



Triangulating Data



Entry Discussions to Date

School Committee and Staff

- School Committee Members
- “Superintendent Chats”
- Focus groups/interviews with staff: teachers, principals, administrators, support staff, family liaisons & others
- Union leadership and advisory teams

Families and Students

- School-based Parent Organizations
- Cambridge Parent Advisory Council on Special Education (CPAC)
- Student government and student focus groups

Community

- Elected Officials
- City leaders and Department Heads
 - City Manager’s Office, Police, Public Health, Human Services
- Community-based organizations
- Higher Education Partners
- Foundations and philanthropic partners

Observations, Data Analysis and Document Review to Date

- Full Day School Visits to 11 Schools
 - Student shadows and focus groups
 - Classroom observations
 - Team meetings
 - Teacher and support staff forums
 - Parent meetings and forums
- Data Analysis with External Advisory Team
- Review of district reports and budgets

Landscape of Initiatives

Assessment

School City
MCAS 2.0
Fast, SPS
Common Formative Assessments
Education Handbook
JK Reporting System
Data/Inquiry

Curriculum

Social Justice
Expeditionary learning
AVID
Science
Math in Focus
ELA curriculum
Foundations
Health K-12
Kodaly
K2 Curriculum Pilot
Chinese Curriculum (MLK)

Cultural Proficiency

Restorative Justice
Exploring Cambridge

Diversifying Staff

Recruitment and retention of teachers of color

Early Childhood

Taskforce recommendations

Educator Evaluation

District-determined measures
Teachpoint

Family Engagement

SIP plan initiatives
Homeless student awareness
Attendance data collection

Instruction

High expertise teaching
Understanding by Design
Co-teaching
Literacy Collaborative
Growth mindset

Intervention

RTI (Response to intervention)
PBIS (Positive behavior intervention)

Professional Development

New Teacher Induction
RBT/Studying Skillful Teacher
ComPlanning Time
Orton-Gillingham
Mindfulness
Universal Design for Learning

SEL

Responsive Classroom
PBIS
Second Step

State Mandates

RETELL
DDMs
MCAS 2.0

Technology

1:1
Aspen
School City
Curriculum Management
School bus tracking
Smartboard

Key Supports for Entry Process

School Committee

Approve vision, goals, and strategy

District and School
Leadership

Conduct analyses and support entry process

Transition team &
Teacher Advisory

Serve as “sounding board” for entry findings
and opportunities

External Advisory

Provide ideas, analysis, and new perspectives

Feedback on Entry Process

Colloquium Advice from Teachers & Paras

- Visit schools, classrooms, programs
- Create opportunities for teacher voice

Preliminary Findings

Preliminary Findings: Strengths

- Strong sense of school community
 - Pride in schools, teachers and students
- Strong relationships among staff
- Emerging focus across schools
 - Cultural proficiency
 - Family engagement
 - Instructional practices
- Instances of effective collaborative learning among educators
- Innovative school-wide instructional models

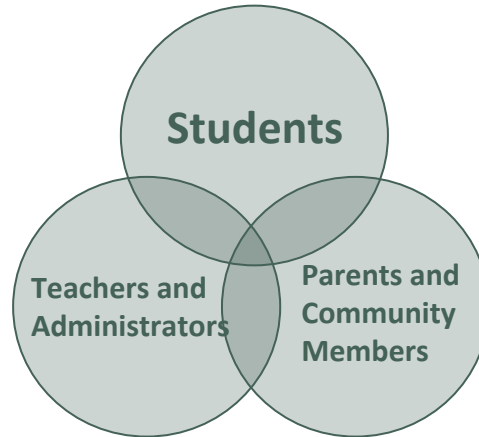
Students' voices...

"I wish our school went all the way through college." - *Elem student*

"We can go to our teachers for help...they work hard and know us." - *Upper School student*

"We have a great support system – teachers are committed." - *Upper School student*

"I like how we learn new things in new ways and get to meet different students." - *Elem student*



"We have strong connections to colleges and places that offer programs for Cambridge students." - *HS student*

"This school has an amazing range of courses and clubs and activities." - *HS student*

"Our student body is pro-active and student voice is valued." - *HS student*

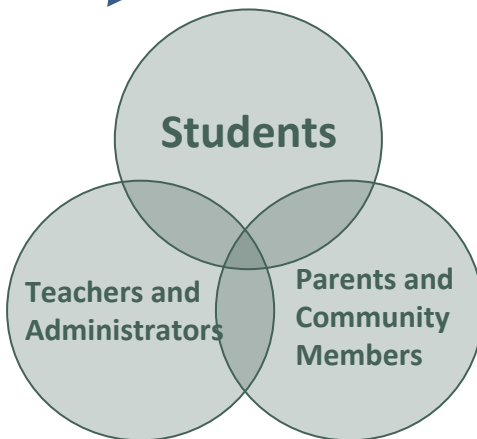
Educators' voices...

"We have a veteran staff that uses a child centered approach and has ownership for all our kids."

"We have a professional community where we learn together as a team."

"We have amazing diverse, active, energetic students – it is why I love teaching in Cambridge."

"Our entire school community is supportive, from clerk, to custodians to coaches – they all go above and beyond."



"We have started to see more focus on cultural proficiency as a district."

"Our focus on 'clarity' has helped provide a common way to talk about instruction."

"We have developed effective ways to observe each other's practice regularly."

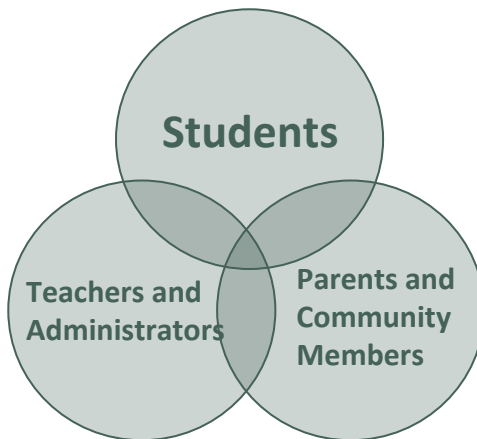
Parents' voices...

"We value the diversity of the school, the commitment to social justice and the innovative programs."

"There is a caring and loving culture here."

"We have great school-community partnerships and collaboration."

"Our school and community support our neediest families through book fairs, clothing exchanges, weekend backpack program, monthly market."



"There is a strong collaboration with CET outreach workers to engage all families."

"Teachers are great – I feel my children are getting the attention they need."

"Teachers are invested and dedicated – they think about the needs of the 'whole child.'"

Preliminary Findings: Challenges, Tensions and Opportunities

- Achievement and Opportunity Gaps
- School Autonomy and District Alignment
- Implications of controlled choice for schools
- Managing change and initiatives

Preliminary Findings: Challenges, Tensions and Opportunities

- Social and Emotional Learning Needs
- Equitable opportunities for collaborative learning among educators
- Assessments: Purpose, Quantity, Philosophy
- Recruitment and retention of teachers of color

Students' voices...

"Sometimes teachers spend too much time with students who are struggling."

- *Upper School student*

"There are lots of programs, but sometimes hard to find out about them."

- *HS student*

"It's stressful, with sports, the AP classes I am taking and college applications."

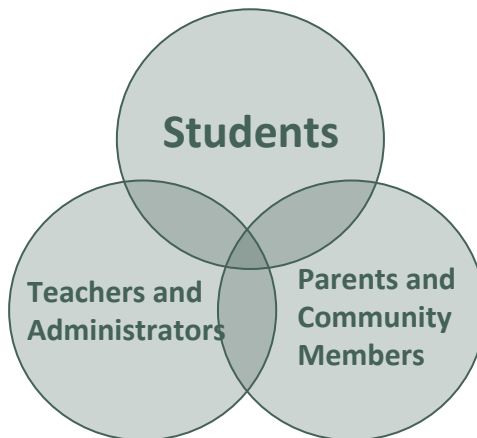
- *HS student*

"When there are fewer students of color in honors and AP, it is harder to choose those classes when there are fewer people to relate to." - *HS student*

"There is a huge disparity in our honors classes – there is a divide between CP and Honors students."

- *HS student*

"It is sometimes difficult to relate to teachers here – I wish I could have a teacher who is first-gen, experienced similar things." - *HS student*



Educators' voices...

"Constant change and innovation is extremely stressful for elementary level where teachers teach all content areas."

"Classroom changes (students transferring in/out) that happen during the year can be traumatic for the classroom after a culture has been developed."

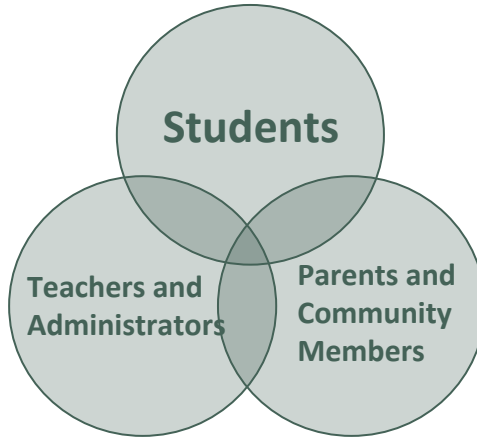
"It would help to know what our priorities are as a district – what is our vision for SEL?"

"We don't have the opportunity to perfect our teaching before moving onto something new...nothing comes off the plate."

"We wish there were more tools in the toolkit (to meet needs of struggling students)."

"The rigidity of some district requirements – like assessment timelines - is a challenge."

"We wish there were more opportunities to share resources with colleagues...to see what is working in other schools..\"



Parents' voices...

"Fundraising is a challenge – there are lots of field trips and other out of school opportunities that I feel that our school can't take advantage of."

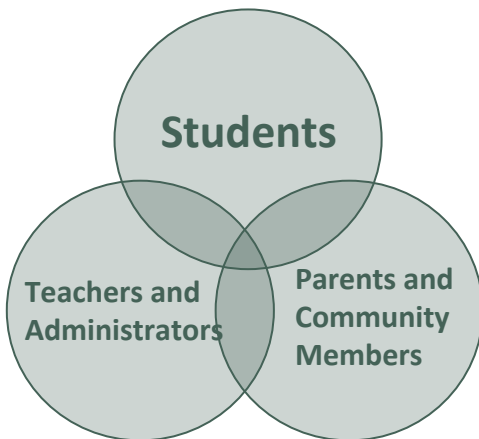
"I wish our school had a more diverse teaching staff – it is important for my son to see professionals who look like him."

"I see teachers trying to deal with initiative overload in the classroom."

"Our building has challenges with available space for our student growth."

"It is difficult to engage families that have traditionally not been involved."

"High family mobility is difficult for creating consistent parent leadership."



How do allocate
our resources in
a way that:

Budget-related Questions

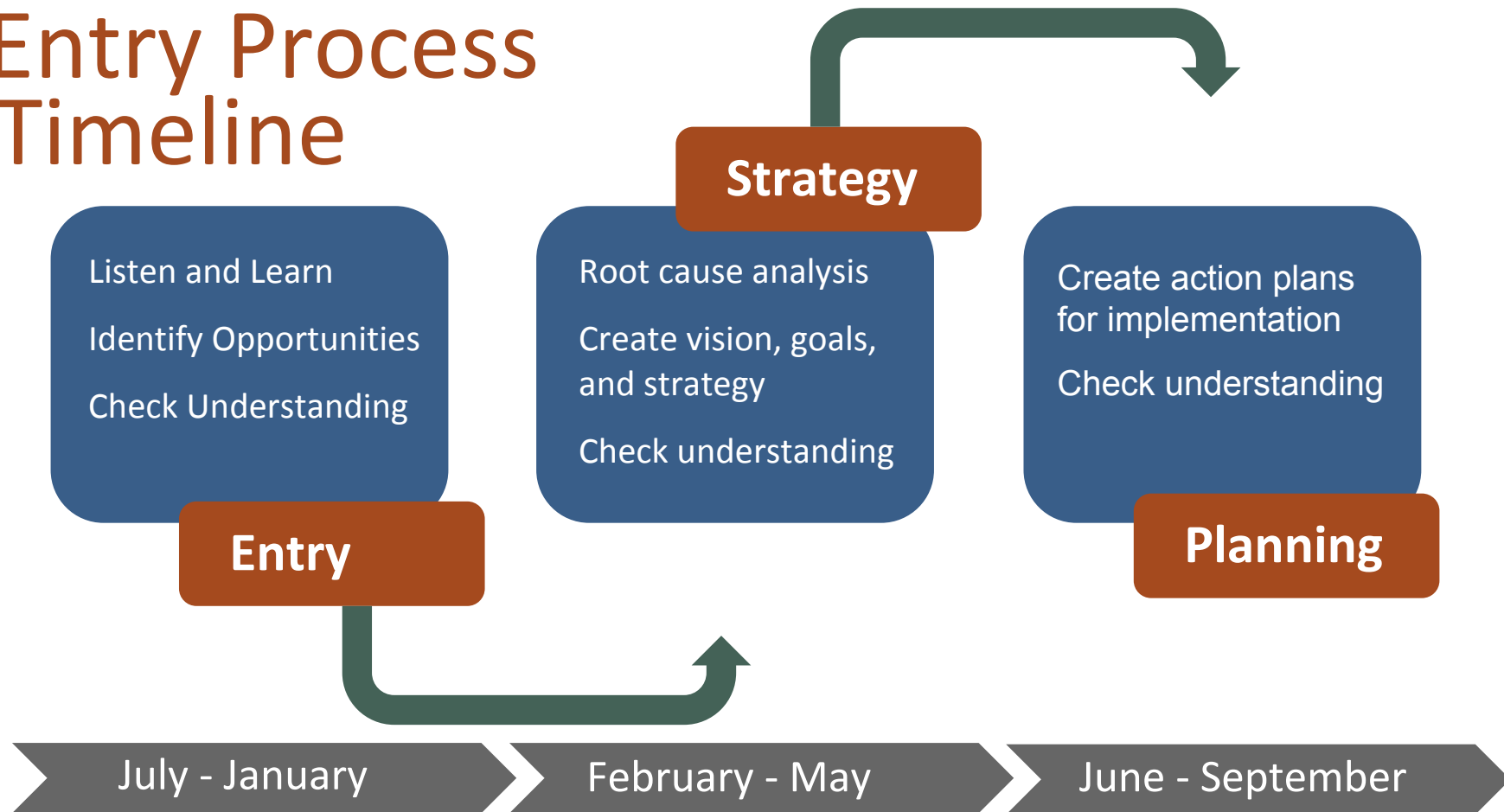
- improves student achievement and closes gaps?
- builds on and aligns with successful practices?
- provides support for our most struggling students in a coherent way?
- recognizes resources needed for implementation of new programs?
- focuses on the instructional core?

Next Steps

Next Steps

- Continue entry activities and complete Entry Report for January
- Continue to triangulate data and check for understanding
- Conduct root cause analyses
- Engage in vision setting at school and district level

Entry Process Timeline



Discussion
