Entry Plan Report and District Planning Process



Cambridge Public Schools | January 17, 2017

Agenda

- Entry Plan Process
- Findings, Opportunities, and Emerging Vision
- Draft Strategic Objectives
- CPS District Plan Development Process
- Next Steps and Discussion



Superintendent's Core Values

T eaching and learning must be at the center of our work

E very student deserves the opportunity to achieve their full potential

A ll of us are responsible for the success of our students

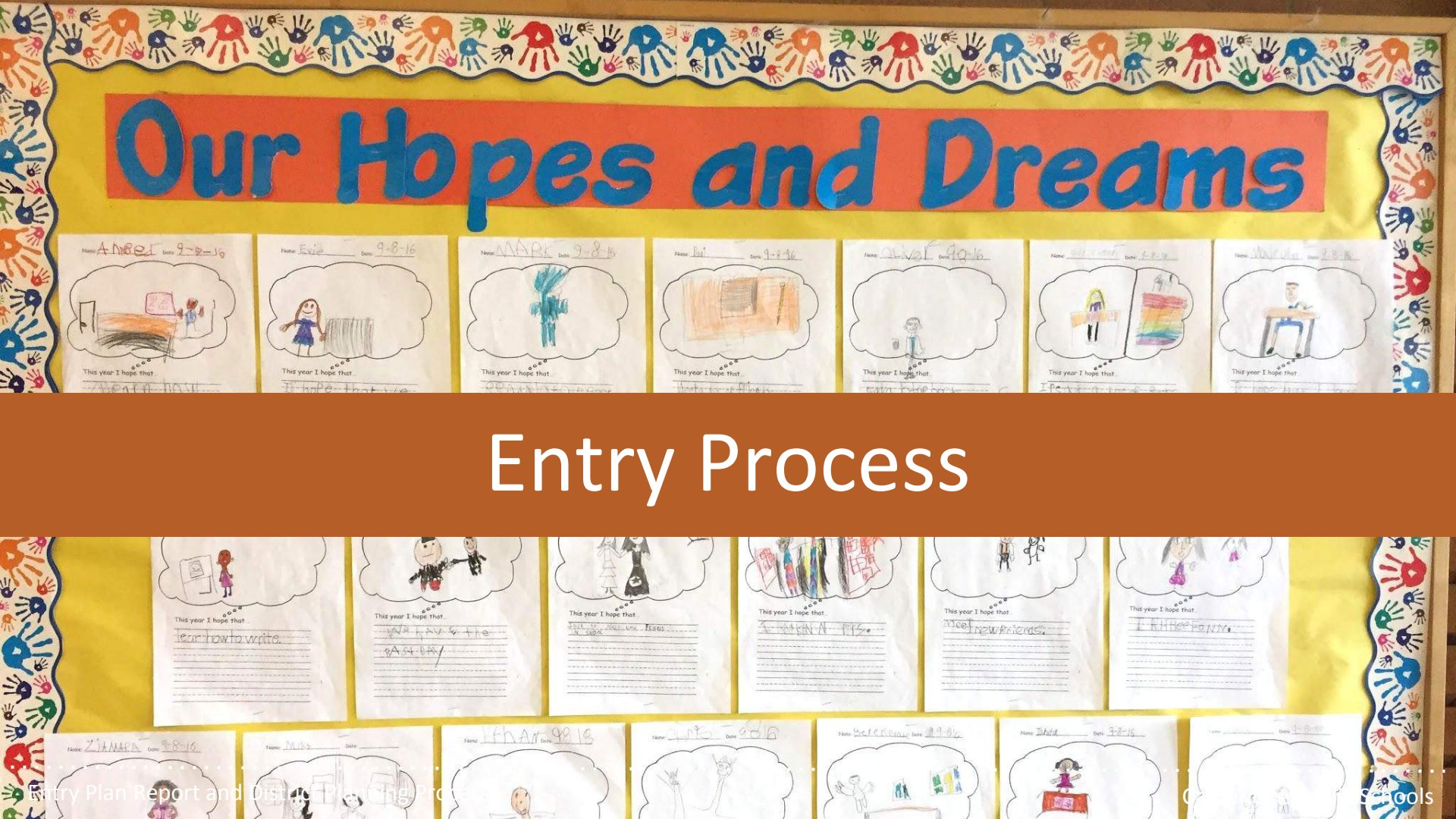
C ollaboration with families and community partners is essential

H elp and support must be in place at every level

Framing Question

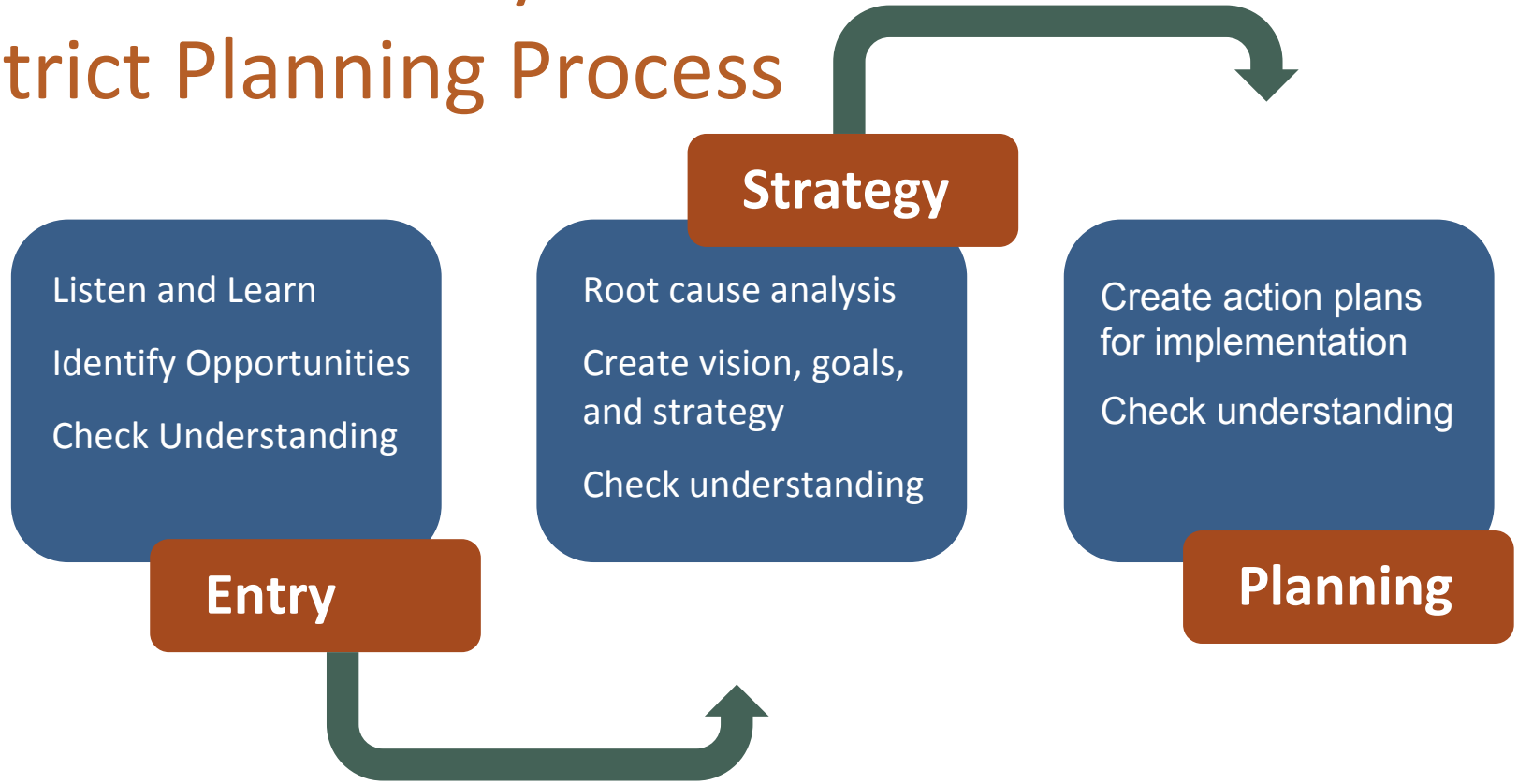
How do we build on the strengths of CPS to create a thriving, innovative, and high achieving school system that prepares every student for success after high school, eliminates gaps in opportunity that contribute to gaps in achievement, and supports the social, emotional, creative, and intellectual development of all children?





Entry Process

Overview of Entry and District Planning Process



Purpose of Entry Plan

- To learn as much as possible about Cambridge Public Schools through:
  - Observations of classrooms, schools, and departments
  - Focus group discussions and meetings with a broad range of stakeholders
  - Analysis of documents, reports, and data





Purpose of Entry Plan

- To gather data that will serve as a foundation for root cause analysis, goal setting, strategy development, and district planning.
- Simultaneously check for understanding and test new ideas.

Listening and Learning





Triangulating Data

Entry Discussions

School Committee and Staff

- School Committee Members
- "Superintendent Chats" held at each school with faculty
- Focus groups/interviews with staff: teachers, principals, administrators, support staff, family liaisons, custodians, clerks & others
- Union leadership and advisory teams

Families and Students

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

Community

- City leaders and Department Heads
  - City Manager's Office, Police, Public Health, Human Services, Housing Authority, Finance and Operations
  - Elected officials
  - Community engagement team
- Community-based organizations: OST providers and partners
- Faith-based leaders
- Business community
- Higher Education Partners
- Foundations and philanthropic organizations

Observations, Data Analysis, and Document Review

- Full Day School Visits to each CPS School
  - Student shadows and focus groups
  - Classroom observations
  - Team meetings
  - Teacher and support staff forums
  - Parent meetings and forums
- Data Analysis
- Review of District Reports and Budgets


Cambridge Public Schools

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)
Reading Recovery
PBIS (Positive behavior intervention)

Professional Development
New Teacher Induction
RBT/Studying Skillful Teacher
Common Planning Time
Orton-Gillingham
Mindfulness
Universal Design for Learning

SEL
Responsive Classroom
PBIS
Second Step
Social Worker support

State Mandates
RETELL
DDMs
MCAS 2.0

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

Key Supports for Entry Process





Entry Findings and Opportunities

Findings: Strengths



Strong relationships among staff



Strong sense of school community

- Pride in schools, teachers, and students



Innovative school-wide instructional models



Instances of effective collaborative learning among educators



Emerging focus across schools

- Cultural proficiency
- Family engagement
- Instructional practices

Findings: Challenges, Tensions, and Opportunities

- Achievement and Opportunity Gaps
- Implications of Controlled Choice for Schools
  - Opportunities for expanding innovation
- School Autonomy and District Alignment
  - Absence of clear district priorities/vision
- Managing Change and Initiatives

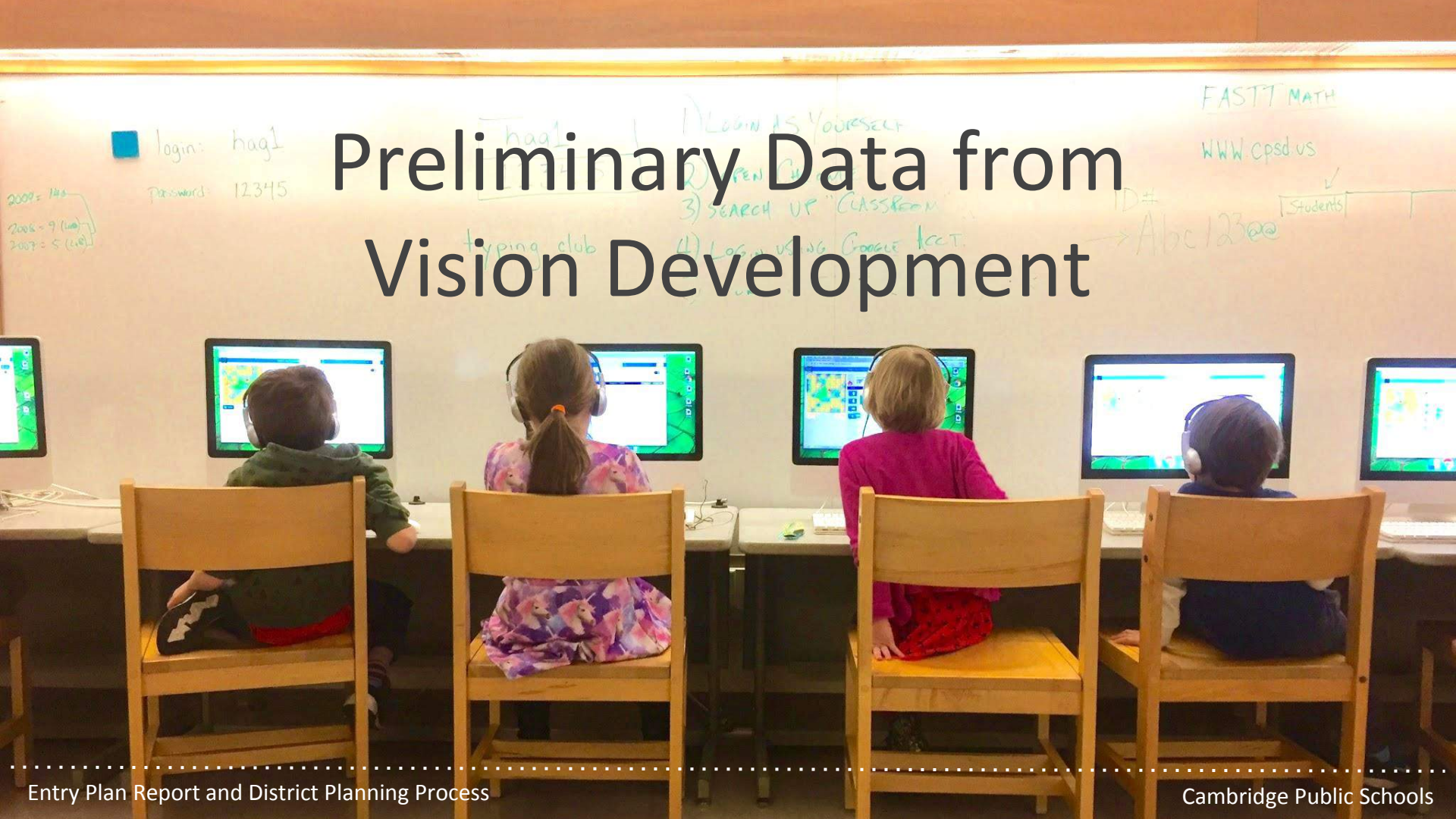


Findings: Challenges, Tensions, and Opportunities

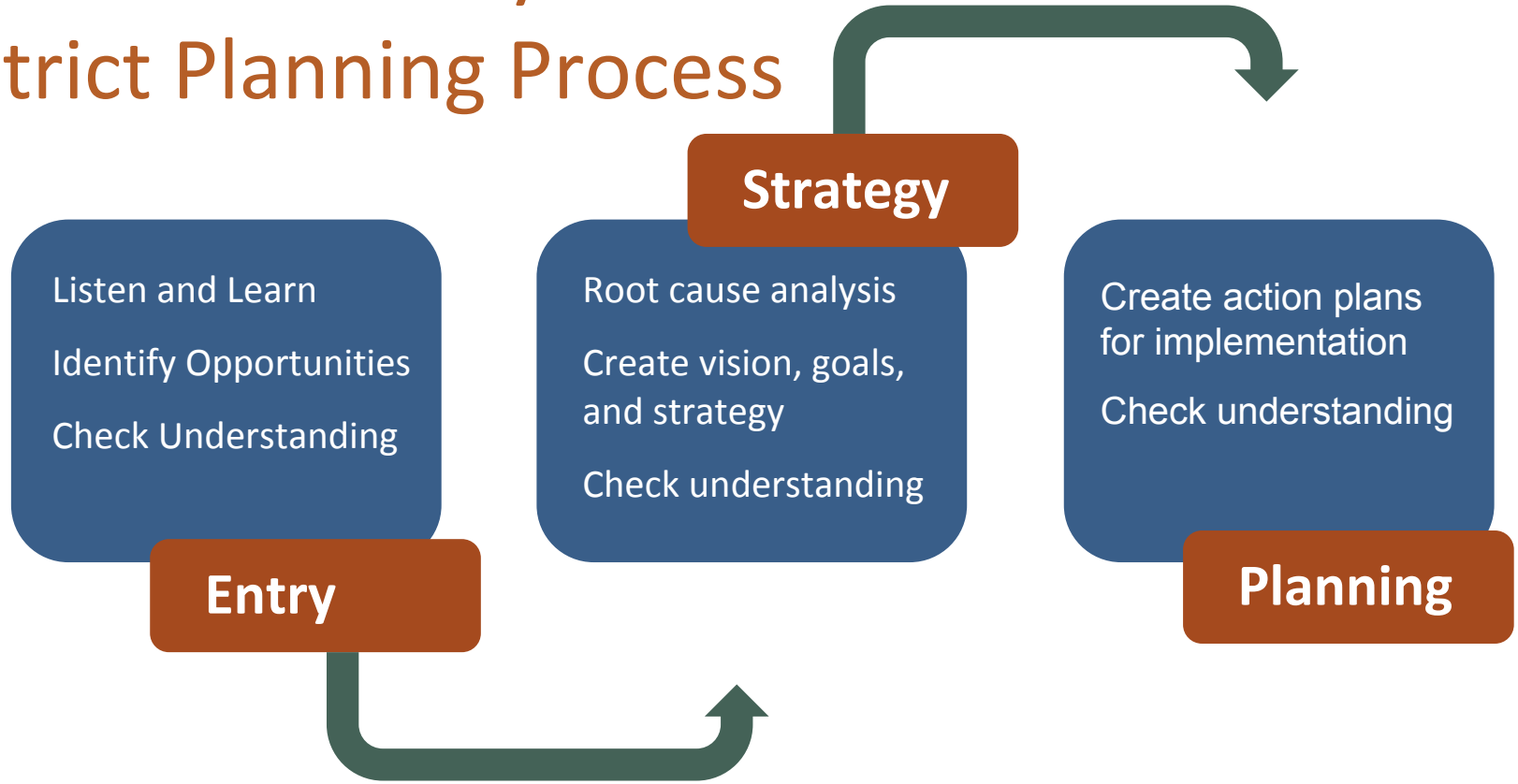


- Social and Emotional Learning Needs
  - Vision for SEL for all students
  - Professional learning for staff on how to support the most struggling students
- Equitable Opportunities for Collaborative Learning among Educators
- Assessments: Purpose, Quantity, Philosophy
- Recruitment and Retention of Teachers of Color

Preliminary Data from Vision Development



Overview of Entry and District Planning Process



Vision Questions for CPS

1 What does it mean to be a successful graduate of Cambridge Public Schools?

- What would our students be prepared for?
- What knowledge, skills, and dispositions would they have gained?

2 To accomplish this, what would CPS look like? Sound like? Feel like?



Vision Exercise

- Teacher Advisory Team (CEA Superintendent Advisory Committee)
- Transition Team
- Principals and Central Administrators

In Process

- School Councils
- Educators


READER
EXECUTE
CONFIDENT
PARTICIPANT
COLLEGE
SUCCEED
RECOGNITION
MUTUAL
CRITICALLY
EQUITY
OBSTACLES
INFORMATION
PERFORMANCE/LEARN
SUCCESSFULLY
GROWTH
EVALUATE
ACROSS
EMOTIONAL
PERSISTENCE
COMMUNICATOR
ANALYZES
LIFELONG
STUDENT
DEEP
CARE
ENGAGED
SOCIETY
PROBLEM
STRONG
DISCOURSE
PERSEVERE
REGULARLY
FINANCIAL
LIVE
MULTILINGUAL
GLOBAL
APPRECIATION
COMMUNICATE/COLLABORATE
COLLABORATIVE
WRITE
CITIZENS
SOLVE
SKILLS
ADAPTIVE
CULTURAL
LEARNING
SENSE
EVERY
COMPASSIONATE
JUSTLY
UNDERSTANDING
THINKER
EMPATHY
INDEPENDENT
BELIEVE
PLAN
PERSONABLE
COLLABORATORS
EXAMINED
PROBLEMS
ADAPTABILITY
SELF-MANAGEMENT
STAY
SOCIAL
RISK
LIFE
LEARNER
COMPASSIONATE
RESPECT
PASSION
CAMBRIDGE
COMMUNITY
MINDSET
WORKING
QUESTIONS
WORLD
ENGAGEMENT
MAKE
CRITICAL
PEOPLE
MULTICULTURAL
READ
CRITICAL
VOTER
PROFICIENCIES
GROWTH
CONSIDERATE
CONTINUOUS/LIFELONG
PROBLEM
CONSTRUCTIVE
CONTRIBUTE
FUTURE
STRATEGIES
CULTURES
PERSONAL
LIFELONG
SELF-AWARENESS
EFFECTIVE
POST
POSSIBLE
EFFORT
PRACTICES
SITUATIONS
RESILIENCY
DEAL/LEARN/OVERCOME
SOURCES
CURRENT
BROAD
CHOOSE
ANYTHING
EMPATHETIC
CHALLENGING
CULTURAL
CITIZENS
EQUAL
NAVIGATE
MATH
ADULT
CAREER
SOLVER
SOLVERS
ADJUST
CHOOSE
ACTIONS
ACTIVE
ASSESS
CHOICES
ASSESS
LEARNED



Draft Strategic Objectives

What good strategy is:

- A few, key carefully considered things to focus the system's work on that, when put together, create a powerful engine for systemic improvement
- A series of well-informed, well-educated bets
- It addresses the instructional core
- It balances problem solving with pursuing a vision
- It is developed in partnership; many people feel a sense of ownership of it
- It evolves based on progress made, results, and learning



Adapted from: Curtis, R.E. & City, E.A. (2009) Strategy in Action

Why Does Strategy Matter?

- Focuses the system's work and reduces "noise"
- Powerful lever for driving improvement
- Provides foundation on which to align school improvement plans

- Helps the system move from where it is today (brutally honest truths) to the audacious vision
  - *If you're satisfied with the current level of performance, you don't need a strategy—the system already is producing the current level of performance*

Adapted from Curtis, R.E. & City, E.A. (2009) *Strategy in Action*

Development of Draft Strategic Objectives

- Informed by:
  - Entry findings
  - Preliminary vision data
  - School Committee retreat discussions
- Provide guidance for budget development



Cambridge Public Schools

1 Draft Strategic Objectives

Equity and Access: Provide all students with opportunities to engage in rigorous learning experiences that are grounded in cultural proficiency principles and are student-centered

2 Draft Strategic Objectives

Support for the Whole Child: Support schools, educators, and leaders through effective professional learning to provide tiered academic, social, emotional, and behavioral support for every student

3 Draft Strategic Objectives

Innovation and Partnerships:
Enhance and expand innovative programs and practices that build on collaboration with families and community partners

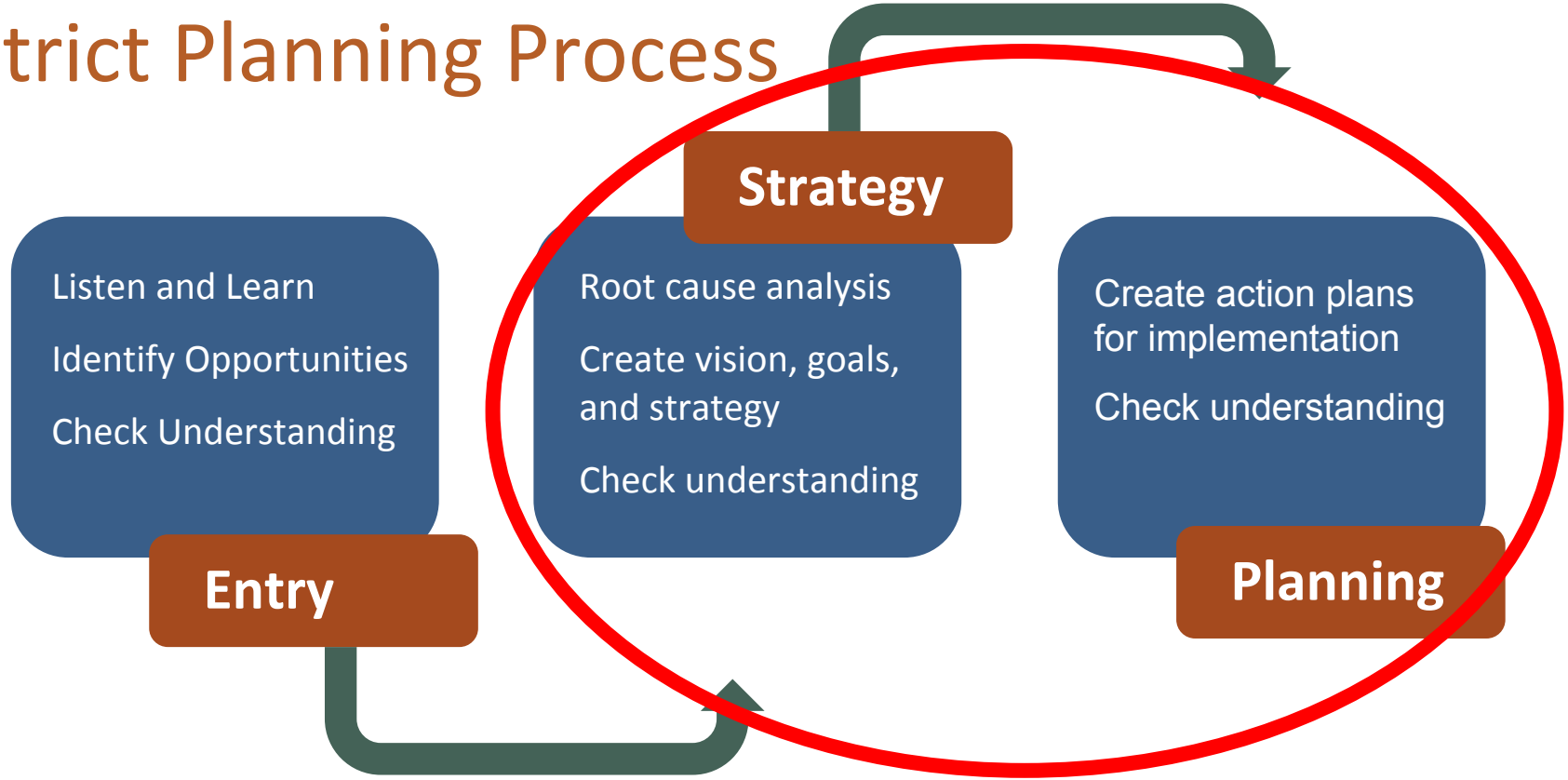
4 Draft Strategic Objectives

Implementation and Progress Monitoring: Ensure resources and time for successful implementation and regularly measure progress towards meeting benchmarks and goals in multiple ways



Developing a District Plan

Overview of Entry and District Planning Process



Drawing on *Planning for Success* Model





- Incorporates legislative requirements, educator evaluation expectations, and effective planning practices
- Includes a strategy and multi-year district plan with annual action plans
- Was developed with input from MASS, MASC, educator evaluation teacher, and principal cabinets
- Is aligned with the New Superintendent Induction Program and the District Governance Project
- Is based on the Massachusetts Planning and Implementation Framework
  - Common language and shared expectations

The District Planning Process (*three phases)*

1 Create Plan

- Envision the future
- Analyze district performance, educator evaluation, and community feedback data for trends and patterns
- Backward design the improvement strategy from specific, desired student outcomes, researching effective practices

2 Align Systems

- Connect Educator Evaluation goals and School Improvement Plans to the District Plan
- Leverage budget, grants, and resources in support of the District Plan
- Build community commitment to the District Plan

3 Implement

- Create an annual action plan with progress and impact benchmarks
- Monitor and publicly report on progress
- Redesign the District Plan if necessary

District Plan Elements

1. Mission, Vision, Core Values
2. Data Analysis and Theory of Action
3. Strategic Objectives and Initiatives
4. Outcomes (SMART goals)

Strategy and District Plan (3 years)

CPS Approach to District Planning

- Planning process shared across two teams
- Admin Council: 5 planning retreats
  - School and district leaders and curriculum coordinators
- Planning Team: 3 planning retreats
  - Inclusive team with stakeholder representatives, such as: students, recent alumni, families, teachers/staff, administrators, School Committee members, community partners, city representatives

Timeline

Dec - March	Visioning for the future
Jan - February	Data and root cause analysis
March - April	Development of strategic objectives and initiatives
April - May	Setting outcome measures
May - June	Quality review and revisions to final plan
June	Draft Plan presented to School Committee

Next Steps



Next Steps

- Form District Planning team
- Engage School Councils and stakeholders in Visioning for the Future
- Conduct root cause analyses with Admin Council
- Check for understanding and resonance of draft Strategic Objectives
- School Committee updates on District Planning progress



Discussion

Discussion Questions

- Does the District Planning Team include the right composition of stakeholders if we are aiming to have a team of 25-30 representatives?
- In what ways do the draft strategic objectives resonate?



Draft Strategic Objectives

1. **Equity and Access:** Provide all students with opportunities to engage in rigorous learning experiences that are grounded in cultural proficiency principles and are student-centered
2. **Support for the Whole Child:** Support schools, educators, and leaders through effective professional learning to provide tiered academic, social, emotional, and behavioral support for every student
3. **Innovation and Partnerships:** Enhance and expand innovative programs and practices that build on collaboration with families and community partners
4. **Implementation and Progress Monitoring:** Ensure resources and time for successful implementation and regularly measure progress towards meeting benchmarks and goals in multiple ways