

Community Meetings on Budget Priorities

Raw notes, organized by District Plan Objective

[Equity & Access](#) | [Engaging Learning](#) | [Whole Child](#) | [Family & Community Partnerships](#) | [Implementation & Continuous Improvement](#)

Notes in black: chart paper capturing small group conversations; Notes in blue: individual's worksheets

Objective 1 - Equity & Access

January 21, 2020 (Staff)	January 25, 2020 (Family & Community Members)
Educator training ● Implicit-bias training-voice biases ● Mandatory anti-bias training for educators w/accountability ● Mandated anti-racism PD ● Anti-bias; anti-racism training (mandatory) (school clerk) ● Mandating cultural proficiency, anti-racism professional development (unidentified) ● Rubric for engagement, rigor, anti-racist practices (unidentified) ● Anti-racist training for teachers to provide culturally responsive instruction-teacher accountability w/anti-racist in evaluations (unidentified) ● Professional Development: Implicit bias. (unidentified) ● Professional Development: Anti-racism (unidentified) School-based equity capacity ● Equity work-how do we build capacity in schools? ● Equity coaches/History coaches: In each school/learning community, OSS support, 1FTE coach K-5, 1FTE 6-8 ● For equity work..how do we build capacity for school leaders to run equity PD? Or teachers? Equity coaches or money to support learning so that school-based PD can be most effective (teacher, grade 2) ● Equity coaches per LC to enforce anti-racist teaching (CRLS student) ● Equity work/projects that are regularly funded, not just grant-funded w/student focus (district coach) ● Equity coaches-at each building, not the math & literacy coaches-these professionals need to be experienced and qualified specifically in anti-oppression teaching & coaching (upper school teacher & elementary parent) ● Staffing: Equity coaches in each school/LC history (unidentified) Building Equity Bridges ● Building Equity Bridge next steps; funding ● Equity work build in budget (not just grant funding) ● Funding of BEB & facilitators/coaches to carry on work (Upper school interventionist) ● Equity work build in not just grants (unidentified) ● We need to hear from black & brown students and families-what are the barriers, what do they need, what can we do? I know the BEB project name barriers & commitment -fund next step for BRidges to Equity Project (elementary coach) Diversifying staff / educator pathways ● Pipeline for future educators-from CPS students ● Paraprofessional grad school support (Project Elevate Plus) ● Recruitment & retention of excellent educators of color ● Tapping after school staff to recruit educators of color	Educator training ● Implement anti-racist training and requirements across CPS including integrated coaches/consultants (CPS Parent) ● Training for staff/teachers/older students/families on equity, race, open communication (meaning advocacy, vocabulary, process /procedures/conflict resolution) ● Train all at CPSD on culturally responsive teaching & equity & equity courses to implement (CPS Parent) Building Equity Bridges ● Have to support Building Equity Bridges agenda items (CPS Parent) ● Need to be looking at all policies and curriculum through racial & social justice lens. Are we actively working on being an anti-racist district. How are we actively advancing our goals of inclusion? ● We need to be bold and transformational around equity and our budget needs to reflect those priorities. Can't be business as usual. Diversifying staff / educator pathways ● Hire & retain teachers of color, support for them ● Hiring diverse staff reflective of diversity ● Retain talented teachers of color (CPS Parent)

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- Undergrad-grad-para pipeline-teachers: Voucher pool / High School future teacher project / Expand project elevate (grade 1 teacher)
- Staffing: Representation (unidentified)

Incident reporting

- Safe classroom spaces
- Make sure that classrooms are safe places for all student. Let go of teachers that do not create these environments (CRLS student)

Detracking

- Level-up Program great for kids
 1. Scheduling challenges=too many students-118 students in Benji's class
 2. Teachers have up to 97 students
 3. De-tracking needs to be implemented authentically
- Heterogeneous classes
 4. Current model not de-tracked
 5. Failing student
- In order to improve quality of life for staff (and student)-currently, the majority of level-up (English 9 & History 9) are teaching 5 section every other day. This system is not sustainable for us and for OSS co-teachers in terms of to reduce # of sections, more staffing (or please hear our request from Jenn & Tanya):
 - Timely feedback, especially with writing
 - Teacher fatigue (grade 9 english teacher)
- Current system time to innovate & cooperate on curriculum due to grading (grade 9 english teacher)
- Detrack classes. We need to stop talking to students and teaching students to talk to each other in ways that suggest we know what they can or will achieve. (CRLS history teacher)
- Detrack classes. The tracking system in all forms fosters a hierarchical way of thinking among the students Detrack classes, then all students will be able to learn from peers with widely different experiences. (CRLS history teacher)
- Currently we are tracking in ninth grade world history & english classes even though we use the level of Level-up, which was an effort to un-track our classes. While the current model may be better than the distinct tracks (honor/LP) from a few years ago, it is a big step backwards from last year (18/19). Last year, there were two tiers of level up classes: full time co-taught and 50% co-taught. While the level of support was different, the gap between the two tiers was relatively small. The addition of a third tier-unsupported- in the 19/20 school year, has brought back clear tracks. The

- Diversity among staff and faculty so all students feel seen, heard & understood in and outside the classroom (CPS parent)
- Teacher retention (CPS Parent)
- Allow educators of color to have ownership over their spaces/to have a space that is reflective of the students (CPS Parent)

Support for educators of color

- Affinity groups for POCs
- Retaining teachers of color (Parent)
- Affinity group of teachers of color (Parent)

Incident reporting

- New position devoted to supporting students through bullying/harassment incident report-student council proposal/BSU/intersectional feminism
- Create clear processes for complaints/repercussions within CPS (CPS Parent)
- Mentality at CRLS-too reactive, not proactive enough-prevent crisis

Detracking

- Heterogeneous classes w/skilled co-teachers (sped. ed.) and provide SEL support
- Heterogeneous classrooms w/skilled co-teachers (no tracking) (CPS parent)

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gap between unsupported classes and 50% co-taught classes is much, much much greater than the gap between 50% co-taught and 100% co-taught. As the only Level up teacher who teaches w/all 3 tracks in one day, I can attest to the fact that I have to develop three different lesson plans because of a) the absence (or presence) of OSS staff or b) the greater (or smaller) number of students on IEPs. given that we (as a 9th grade level up team) teach the most students in the school (besides PE/Health) the tracking and three tier in level up must be addressed in the 20/21 budget to allocate funds so we can at least get rid of the unsupported track.

- Heterogeneous classes-not tracking 3rd tier unsupported not working (elementary paraprofessional)

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Objective 2 - Engaging Learning

January 21, 2020 (Staff)	January 25, 2020 (Family & Community Members)
Engaging learning ● Rubric or some other measure to assess what is "engaging" ● Funding to see play or speakers in humanities classes to bring class work to life. (CRLS student) Integrated curriculum, Project-based, integrated learning ● Streamline curriculum across content areas (more integrated) ● Curriculum retreats ● Curriculum retreats (school clerk) ● Professional Development: Curriculum retreats (unidentified) ● Work that is meaningful to students/relevant ● Project based learning-robotics teams at CRLS and other schools ● Nature-based learning-outdoor learning and school gardens ● Curriculum-developmentally appropriate-more integrated; project-based (grade 3 teacher) ● Project-based learning i so imprtant-being able to complete lab in science clases tha engages students in curriculum they are learning/ (CRLS students) ● Invest more in project based learning-restore kindergarten play (elementary counselor) ● More outdoor learning, nature-based learning, like in *Seattle, Portland, Grand Rapids. (*In Seattle, Protland & Grand Rapids environmental education is focused on students of color because "Access to Nature" is considered as important as affordable housing, affordable transportation, food security, etc.) (CRLS parent) ● Project-based learning curriculum across grades & schools. Multi sensory learning engages a wide range of learner (IEP, ELL, etc.) (K-8 teacher) ● Technology to enhance project based instruction ● experiential, project based learning (unidentified) ● These activities should be interesting and can be academic in nature but there needs to be equity across the middle schools (K-8 teacher) ● Fund projects that build a team community suchs as robotic, in which the students can create friendship among studs of all backgrounds. Thi will make the students have	Culturally responsive and reflective curriculum ● Curriculum review of equity and access and representation ● Invest time, resources and expertise to ensure that our curriculum is historically accurate, culturally sensitive & representative/reflective of our entire community & country ● Get rid of western culturally dominant holiday-we are entering Valentines DАy, ST. Patrick' Day, Easter egg/bunny eаon at Peabody ● Integrate all cultures ● Investing time and money resources expertise to ensure that CPSD curriculum is historically accurate, culturally sensitive and representative/reflective of community/country Integrated curriculum, Project-based, integrated learning ● Project based learning increase/support/hands on learning ● More play in Jk/K-more time to be a kid ● Hands-on project based-more expeditionary learning (G & P) ● Revamp RSTA. acknowledge and celebrate that no all kids go to college-hands on project based in elementary ● Develop experiential learning for STEM curriculum (CPS Parent) ● Would like more Socials Studies in elementary grade-increases global awareness ● Trades early on-"hands on"-to learn (CPS parent) ● Include all types of learners life skills (CPS parent) ● Explore project-based learning and expediary/experienced learning opportunities for all students at all grades. How can students present their work (CPS parent) ● Project-based teaching-multi-sensory teaching which reaches a variety of style of student

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a community feeling, resist prejudice and participate in rigorous STEM directed activities that feed their interests. This would also help them find the importance of their daily academic classes. (RSTA teacher)

Student voice

- Fish bowl student voice/choice
- Representation PD for teachers to support student voice
- What are the current opportunities for student choice & voice in all curriculum areas K-12? How can we increase this? (meaningful curriculum retreat) (upper school teacher & elementary parent)
- Student voice (Fishbowl, Affinity group) (unidentified)
- More choice in what to learn -more opportunities for students to learn topics of their interest on their own (CRLS parent)
- Give students power of say-so over ..spaces (CRLS history teacher)

Differentiated instruction and Inclusive practices

- Focus on making the primary place that elementary students spend time-the gen. Ed. classroom work for all students-student centered, engaging, place for all to succeed (grade 3 teacher)
- Better understanding of individual differences to provide targeted support

Identification, intervention & support - Math

- Math interventionists-full time
- Resources for interventionist-math upper school
- Resources (trackers, benchmarks) for all interventionist (Math & ELA) (Upper school interventionist)
- interventionist at every school (elementary paraprofessional)

Identification, intervention and support - Reading

Identification, intervention & support - students with disabilities

- OSS support directed to subjects that are tested
- Changes to the OSS staff-increase reallocation
- Fix OSS to service better-broken staff and students (elementary paraprofessional)

Student voice

- Participatory budgeting process that involve students
- students vote
- students know what they need
- engage students in decision making
- Increase student councils (elementary & middle-CRLS)
- can 5th grade triad of schools meet
- Compensated advisory?
- All school morning meeting where students run the meetings
- decide what is to be discussed * decided for school i.e., climate change, Black lives matter, solar panel on school roof
- Teaching students to raise your voice
- Building schools that account for this and teaching /supporting advocacy skills (students & families)
- Student voice=take their experiences as valid data
- Student centered program should be developed (Parent)
- Engaging students at the level of program design (Parent)
- Student experience can enhance the learning process (Parent)
- Ensure that student voices at all grade levels have opportunities to share their 3xperience in a way that help staff understand how to continuously improve school culture. Be clear with students and families about how continuous quality improvement works. (CPS parent)
- Student voice
- Student ideas-mechanism for change (CPS Parent)
- Student councils (middle schools, 5th grade...) all school morning meeting run by students, social-emotional curriculum woven into farid of teaching

Early learning

- Early prevention & intervention-some children get no preschool (entry Jk/K)
- Expand pre-school & Jk-K to allow all families in Cambridge to be able to have a spot

Differentiated instruction and Inclusive practices

- Change curriculum/teaching styles to include all if appropriate have other classrooms with same content
- seeing/meeting students where they are at and moving all forward to the next level (CPS staff)
- Each student has strengths to build on, when a student is not bored by what's in front of them they are more engaged. When they are overwhelmed by what's in front of them they tend to disengage. So to make sure they are engaged in learning and encouraged to learn

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Identification, intervention & support - English language learners

- EL support more training-too many kids in crisis (elementary paraprofessional)

Assessments

- More emphasis on qualitative, individualized assessment (grade 3 teacher)

Schedules

- Less fragmented schedules (grade 3 teacher)

College readiness

- Dual enrollment
- CPS pay for remedial classes
- Review model that Jack Haverty ran, Imagine the Future

Disengaged students

- High school so focused on AP/honors >> High school focus on students who are coming to school..not coming to class
- History coaching
- Actively support student who are unsuccessful (HS science teacher)
- CRLS hall wanderers. How can we programmatically address what is not working for that groups of students (HS science teacher)
- We spend too much focus on Honors & AP, if we really addressed kids who are struggling the rest will follow (HS science teacher)

Professional learning

- Professional learning must also be rigorous, joyful and culturally responsive-educator voice
- Pd outside the district=improve academic outcomes
- Professional Development: Offers outside the district (unidentified)
- Money for and encouragement for staff to engage in professional development outside CP that is building skills, techniques, strategies to address issues of inequity (unidentified)
- Professional learning that is joyful, rigorous and centers culturally responsive teacher-teachers need tool time respect, and support in this process/transformation (elementary coach)

what is hard make sure they all have some of the same tools in their wheelhouse for success (CPS staff)

Identification, intervention & support - Math

- Math intervention-not just reading
- Elementary math teacher specialist so lead teacher can step back-tough to be good at everything
- Expect that all students will be high achievers in math-provide extra support (CPS Parent)

Identification, intervention and support - Reading

- Would like to see a big change in reading program to better help all students achieve grade level reading. A program that reaches beyond the "typical" learner to include children with learning disabilities like dyslexia, etc.
- Catch reading issues/academic issues early on e.g. dyslexia support screening early on not waiting until children are officially identified before (CPS parent)
- Change reading curriculum and expect that all students will read at grade level (CPS Parent)
- Revamp reading instruction in Jk-2 early grade to ensure that all students are learning to read. Identify children early who are at risk of dyslexia and ensure that they are being taught to read. Train all early education teachers to identify struggling reader. (CPS parent)

Identification, intervention & support - students with disabilities

- LBLD-inequity of support for children with Ld-teacher education around reading instruction is not addressing neurological research can supplement w/appropriate interventions-retraining in research based approaches, new curriculum
- Catch student with potential SPED needs earlier

Identification, intervention & support - English language learners

- Think of equity with lens of sheltered immersion program-high needs what about most of high needs children in reg. Classrooms (elementary parent)
- Most english language learners are in regular ed at K/Lo (elementary parent)

Student support

- Have children not feel like failures before we do something-if we can't-tell them offer alternatives (CPS parent)
- Students of color are not being identified as advanced learners-CALA advocacy for equitable adv. Learn identification
- Enhancing tutoring at all levels, even in elementary school (CPS parent)

Homework and technology to support homework

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	● Homework that is aligned to what is being taught (not busy work) developmentally appropriate ● Chromebooks for students in upper school ● VLUS student-providing chromebooks starting at middle school level since homework is asked more and more o be done online and internet access (CPS parent) ● Assist families w/internet connections ● More money for simple materials (student reg.) Student activities ● Keep school bus allocation for field trip and outside engagement ● Someone to bridge relationships and clarity around what the focus is for field trips. ● Think about the purpose of 8 grade trips. Is this curriculum-if so, can it have more central financial support. Or chance to broaden horizon/celebrate (CPS Parent) ● Sports teams in middle schools-all middle schools need some equityment and fields ● Equal resources for middle school intermediate sports (CPS Parent) ● Ensure sufficient funds for all schools to experience outside enrichment (field trips, classroom visits....) (CPS parent) Professional learning ● Return high quality teachers-opportunities for collaboration, professional learning & sharing
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Objective 3: Whole Child

January 21, 2020 (Staff)	January 25, 2020 (Family & Community Members)
Professional learning to support educators' practice - Professional learning and collaboration for restorative practices, mindfulness, and the practices-mor educator voice and choice in professional learning - PD trauma informed practices - Build capacity of existing staff to determine/address student need - PD-restorative practices - SEL - SEL (listening; understanding students as an individual, not just a subgroup) - Restorative practices PD-contract out w/peers (upper school teacher & elementary parent) - Trauma-informed practices-training & restructuring (upper school teacher & elementary parent) - Proactive vs. reactive K/Lo example: smaller class size, SEL paras, staffing - Restorative practices (school clerk) - Professional Development: Trauma informed (unidentified) - Professional Development: Restorative practice (unidentified) - Better equipped to share resources, refer SEL learning & behavior interventions MSW in school to work w/students (unidentified) Behavioral support and personnel - Social-emotional behavioral support teams-social workers, conelor, & 2 SEL paraprofessionals - Behavior support - Solid Tier 1 classroom management - Behavioral supports - Robust social/emotional/behavioral support team at every school including 2 counselors/social workers and trained paras-clear crisis response protocol, counseling for students off IEP who experience trauma, Tier 1 push-in support/instruction for all students (grade 1 teacher) - Support students to close the achievement gap academically and behaviorally -better support teachers (elementary paraprofessional) Social workers - Social work in all schools - Full time social work - Social workers in schools - Social worker in all schools and increase in counselors (Upper school interventionist) - Social workers at every school (elementary paraprofessional) Mental health - Increase in mental health profess. for students not on IEPs - Investment in mental health - Preventive resources for students and staff for depression	SEL - SEL pilot program is successful-office referral calls are way down-academic success is up (parent) - CHSP after school SEL (parent) - Restorative justice-consistency in the spread of information-opportunities for families to connect w/staff and other families in a non-intimidated way-people don't always know how to send an email to a person in power-preparation-opportunity-access - Implement restorative justice practices acors CPS (CPS Parent) Behavioral support and personal - Child behavior-hating school tell us something - Child behavior-boys vs. girls fearing needs - Restorative practices & mental health support-ombuds person @CRLS triggering restorative response Social workers - Full time social workers in all school -Agenda item 20-12-Building Equity Bridges-financial support to make it solidly happen. - Hire a diverse group of educators, social workers, paraprofessional, and staff that reflect the student/city population (CPS Parent) - Full time social workers are critical to be available throughout the day and build relationship w/students and support staff. Thi only works well if they are there all day, every day. There are emergency situations that endanger students and staff in a short

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- Undiagnosed trauma; more mental health professional (unidentified)
- Staffing: Mental health prof. (unidentified)
- Classrooms that promote learning for every student, access to mental health supports, including social workers and school counselors, and having teachers who truly know the students in front of them. For educators, this includes having our voices heard and a seat at the table when decisions are made about our schools. For our communities, this includes equal access to opportunities and a school that supports the academic, social, and emotional well being of our students. In my time at Framingham, I have dealt with countless student behaviors. Of course, most are minor – skipping class, swearing, or arguing. I have had rough-housing, and I have had students in physical fights. And more seriously, I have had a student bring a weapon to school, I have had a student make a threat involving the use of a weapon, and I have had a student make a sexually violent threat against me.

Counselors

- Increase counselors
- Cross-district collaboration for school counselors to support high expectations
- Social-emotional support personnel as in social workers/counselors-minimum one counselor & one social worker at each school-preferable that it is decided upon by demographics and population (K-8 teacher)

Relationships

- Include way for students to connect w/adults
- Protecting & cultivating relationships w/students
- Address enrollment in upper schools - having so many students make it difficult to form strong relationships
- Staff/student mentor pairs
- Feeling respected by teachers
- BAM not getting everyone..review the data-get kids who are not getting support-affects moral for students & teachers
- Mentoring across grades between students, between students & teachers & between teachers in a fully supported manner (\$\$) (K-8 teacher)
- Every child has a champion, feel know & respected at school, staff have high expectations for all learners (unidentified)
- Kids are too often told to leave the school with no other place to go other than home which most likely doesn't have a caregiver (adult). This promotes the feeling that they are not supported as people who should be cared for (K-8 teacher)

School climate

- staff should all welcome all students-see them and acknowledge them everyday
- Form safe spaces for marginalized students across CPS and all grade levels (CPS Parent)

time frame and this needs a quick in-building response that does not rely on untrained staff to intervene. If this occur on a daily basis w/some kid, the entire academic year can be completely altered for the worst. (CPS Parent)

Relationships

- mentorship (student/student, student/teacher, teacher/teacher)
- Provide adult for each student/connection at each school
- Mentoring
- Expect that students will be engaged with the adults in the building-what can be done to improve relationships in buildings (Parent)
- Mentoring across the grades; student to student/student to teacher/staff, teacher to teachers
- Providing an adult for each student to be a "safe & trusted" person to go to
- Academic outcomes will improve when students feel supported, seen and included in each classroom or class they enter

School climate

- Multiple "pulse-checks" of the environments/and apply changes at a rapid pace (CPS Parent)

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Objective 4: Family & Community Partnerships

January 21, 2020 (Staff)	January 25, 2020 (Family & Community Members)
Liaisons • Full time family liaisons at upper schools • Full time family liaisons all schools who can focus solely on school/home relationship (Upper school interventionist) Family training • Capacity-building for families • Invite parents in to regular meetings where they can have a voice in school plan & policies as well as educational programs for support parent/child relationships (elementary counselor) • How /when are we inviting families/community members into school? And what learning/prep those folks can do or hear with our schools? (CRLS history teacher) Communications • "Remind" app • Texting system that alerts parents about events, homework being due, questions to ask kids at home (CRLS parent) • Improve communication w/students and families (student & family centered) • Communication about existing resources (spec. For our families who native language is not English) • Communication between school-students/families not effective (CRLS student) • Continual leverage of communication tools to keep the information between student, families and school that are effective and tweaked for language, culture, etc. (school clerk) • Student and families are continually informed and engaged where our resources are available to them. (school clerk) • No day clerk doesn't get a call from families not knowing something happening-how to improve communications (unidentified) • Is there money in the budget to go out to communities and "advertise" for things like school event and parent teachers nights? (unidentified) • Communications across all classrooms (K-5) & across grades (6-12) in a consistent concise & timely manner. Written in plain & simple terms so it can reach different levels of readers (going beyond translations). Sometimes communication are too high level that certain folks do not understand even in their first language. (K-8 teacher) Home visits • Home visits • Family relationships/home visits (unidentified)	Liaisons • Family liaisons at every school • Full time liaisons-have the touch on most vulnerable families • Hire culturally diverse liaisons for families • Liaisons at all schools full time (parent) • All full-time family liaisons (parent) • Full time liaisons-touch on the most vulnerable families (parent) • Full time liaison(CPS Parent) Family training • Run parent groups • Fathers groups • Parent trainings • SEL training • Newcomers • How to advocate for your child? • How to access what is available? • Social emotional development should be extended to family (Parent) • We must help all families to know how valuable they are to their child's success. (parent) • Have spaces to receive information on humility and commitment to improving culturally-responsive racially equitable ways (CPS parent)Special needs services = equity (CPS staff) • Call on families-let them see and understand testing in progress reports before too late (CPS parent) • Budget for school/parent trainings (parent) Communications • Communications fully supported timely translated • Translator-hire them • Simultaneous translation equipment • Technology access/languages (CPS Parent) • When we don't translate-children are asked to be adults-taking them away from their ability to be kids • Places where we can receive information • Basic school level communication-feeling not includedhearing staff are gone from your child or a listserv=partnership • Who are your stakeholders? Communicate to them • Making info easier to find-better communication re-opportunity • Outreach and communication-families may not take advantage if upports • Access to information-translation & interpretation • Google translate can lead to gaps-on website not quality-big concern at Amigos-not just Spanish-all languages

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Community partnerships

- Systemic community pathway to improve engagement & partnership w/schools
- entry pts. to engage church communities (unidentified)
- Partnering w/churches/community agencies
- Leverage Human Services Dept. & CHA to provide information, supports & education for trauma, high need & social emotional learning for children & staff.
- Better network of afterschool -at the school itself-activities for middle school students-need to set expectations w \$ that activities will be staffed/supported semester after semester.

- When we don't provide language access for families, students are forced to act as a proxy -- translate things for their parents rather than being able to be the child
- Better communication to all families about all that is available district wide. CPSD should make sure all families "know" and not assume they have the tool readily (ie. programs like BEST-does the city side even know? Etc...)
- Communications-translations-open-transparency-all levels, grades and classrooms (CPS parent)
- We need to figure out how to reach all families better (CPS staff)
- Too much program outreach that is not engaging families (Parent)

Family support

- Washing machines & pantries across district
- Laundry & supplies pantry (parent)
- Washing machines
- Pantries
- Keep Amigos families experiencing poverty on priority

Community partnerships

- alignment with out of school providers
- attainable, sustainable, out of school activities-supported
- middle schools should have supportive place to be-go to after school
- Ties between CPS/community schools needs to be stronger
- Market CPSD services and program better so families can match needs
- Elementary network
- Middle school network matching students who need help accessing resources
- More equitable access to out of school time programming for all students
- Providing a place/environment for kids to hang out that is more school-located (not necessarily at youth center which provide more structure than some kids need/want)
- Harness community resources and interest-many families are looking for a meaningful way to engage
- Sustainable out of school activities (CPS Parent)
- Outreach outside of classroom time-e.g. After school programs-more staff-more input from school-more support (CPS parent)
- More, better and equitable out-of-school activities-academic/social/arts/sports for the middle that is consistent supported by staff and funding (CPS parent)

Family participation and privilege

- Family engagement-most vulnerable students and families

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[Equity & Access](#) | [Engaging Learning](#) | [Whole Child](#) | [Family & Community Partnerships](#) | [Implementation & Continuous Improvement](#)

Notes in black: chart paper capturing small group conversations; Notes in blue: individual's worksheets

- More Pac-involvement (CPS parent)
- Spend more resources on finding ways how to engage families (Parent)
- Family engagement (Parent)
- Create accessible/meaningful opportunities for families to deeply engage w/schools (CPS Parent)
- involve families
- Engaged school councils-engage differently than current model to support equity
- Families w/power & privilege-educating about making sure all students needs are being met
- Affluent families who do not understand the gap-parents
- Fear among teachers to address things with affluent parents because here will be backlash
- Upper middle class culture around children needing to have done extraordinary things-competition even among children-who is reading, how fat, at what age-the tone in Cambridge is elitist, undermining student confidence-even in kindergarten-academics and social emotional
- Talk about parent culture-microaggressions based on race and class that parents may be committing , translating into child behavior
- I think it is important that financial resources are made available to support 20-21 council agenda. (CPS Parent)

Family fundraising

- Equity in fundraising. Use community partners to help with fundraising-markets, festivals, city events
- Link parent fundraising with city wide celebrations/festivals/farmers market, etc-help u reach people outside our cohort (CPS Parent)
- Equity in fundraising

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Objective 5: Implementation & Continuous Improvement

January 21, 2020 (Staff)	January 25, 2020 (Family & Community Members)
Evaluating impact and decisionmaking • Audit - Evaluation of Innovation Agenda (unidentified) • Audit - Looking collectively at schools - Scheduling, Staffing (unidentified) Resource allocation • More effective use of current resources/fund schedule staffing • Ensure that resources are balanced & equitable (elementary paraprofessional) • Audit - Examining current resources-barriers to effective usage • Funding - Use of discretionary funds (unidentified)	Evaluating impact and decisionmaking • Building & expanding what is working-not always about always adding something new • Scaling strong programs ex: Science Club for Girls • Becoming a Man-this and other successful models-Qualls Academy (for boys) at FMA-being intentional & strategic -Has this intervention had the impact we want to see • How the academic outcome connected to this investment paying out? • Create clear, quick processes for new ideas/programs within CPS (CPS Parent) • Focus on programs where data shows they are working • Schools need some programs to be unified along district • Copy good programs-outside of CPS e.g. charter school (CPS parent) • Uniform curriculum throughout district-easier ranton-grammar-middle-high school (CPS parent) • Engage in a rigorous collaborative school improvement plan (CPS parent) • Elementary schools could be the heart of our community (CPS parent) Staffing • More hearts/hands in classrooms-co-teaching & specialist (parent, partner org) • hire and retain teachers of color (parent, partner org) • More positive classes-smaller classroom size (CPS parent) Resource allocation • Focus resources on programs that have proven effective (CPS Parent) • Rethink basic resources-structural challenges-overcrowding (CPS Parent) • Open discussion on Tier 2 & Tier 3 resources to really meet program population specific needs (CPS Parent) • Tier 1 is important-rethink and build 2-3 • Place a focus on equity, if resources are allocated to black and brown students, the white students would also benefit from these resources (CPS Parent) • Is our investment of money resulting in the outcomes we want if it's not getting the results we want? Individual students-what do we believe our students really need • Focus resources on strategies that work to engage the families of our most vulnerable students. WK Kellogg Foundation has done some interesting work and their strategies that work. Alo, provide intentional opportunities or peer family support. Lastly, conscious provide training and guidelines for parents who have more power about how to partner w/families who have less. (CPS parent) • G & P student \$\$ more support for physical materials like paper, pencils, etc. (CPS parent)

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Standardization, consistency across schools

- Standardize things across the district i.e. providing supervision for all school counselors so that we do similar things (elementary counselor)
- Move to standardize experiences or skills, not every piece of the curriculum. Example-an emphasis on civic education that give students meaningful time to work on a project * actually engage /the community. But each teacher may have students look at different issues in the community. (CRLS history teacher)
- Identify problems that crop up across schools but are dealt with on a school-by school basis-ex. Over enrollment

Time

- Identify barriers to effective use of current resources-ex. Scheduling in middle school-whate shapes schedule so we can't be creative? How do we get "locked in": Interventionist, Special educators/OSS staff (upper school teacher & elementary parent)
- Opportunities for teachers to have extra hours throughout the school year to visit students; sports, home visits, parties, etc.
- Teachers need-tools, tim, respect, support
- Fund the school such that staff have the time to provide the individualized support they can, and students have adequate access to the staff they need during and outside of school hours (CRLS history teacher)

- Be transparent about how discretionary budgets are spent (CPS parent)

Standardization, consistency across schools

- 4th/5th grade readiness for middle school across district-school based differences have become problem
- Fostering greater diversity to all students by implementing the same program across the district of similar language is used by all staff, students, parents, etc. (cult. prof.)

Data transparency

- Transparency-how we use student data

Time

- Extended time in day there are kids who need this time-how do we leverage resources to advance it
- Ensure that our teachers are able to have sufficient time to play and collaborate on a regular basis (CPS Parent)

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Other

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Classroom staffing • 2 teachers in every classroom, 1 general education and 1 trained in special education • 2 teachers per class-gen. ed/special ed. > Usually in core subject • Consider co-teachers in art, music, pe • Upper school Co-teaching/2 adults w/each core classes-gen.ed/OSS other options • Co-teaching model • Skilled co-teachers (skilled assistance) • Co-teaching • Equitable staffing of interventionists and social workers • Most important "more hearts and hands" in classrooms (Upper school interventionist) • 2 teachers per classroom (ideally gen. ed./Spec. ed.) not just core (Upper school interventionist) • trusted adults to meet kids needs (not just bodies to respond) (teacher, grade 2) • How can w be proactive instead of reactive-especially with staffing-need for more consistent (teacher, grade 2) • More bodies in the room-plus real time to collaborate-co-teaching (not just OSS, gen. ed.) (upper school teacher & elementary parent) • More teachers in the classroom, esp. At middle school-2 teacher/core class- "co-teaching" is used often, but no reality for core class teachers as special educator is often pulled in (district coach) • Co-teaching (CRLS parent) • Staffing: Co-teaching (2 adults) (unidentified) • Experienced & skilled co-teachers-the co-teaching models works-either 2 GEn-ed teachers or 1 to 1 Gen. ed. Interventionist (K-8 teacher) • Ensure well-prepared and supported educator are in front of each student (school clerk) • Every classroom should have two teachers one special ed/reg ed. (elementary counselor) • Fully funding co-teaching model (unidentified) • Systems of support-Dr. Marilyn Friend co-teaching initiatives-many of us have gone through this PDF, yet implementation can be a struggle in erem so co-teaching realities (or lack thereof) (grade 9 english teacher) • More staff in all schools jk-high school seems to be a theme throughout the district. A para in every room, co-teaching, more push in rather than out. This will close the achievement gap, foster effective SEL relationships and curb most of the behavioral issues. Put the money where it counts in the classrooms! Shared staff (across schools) • Shared staff • Cross school issues addressed on a school by school basis-ex. Number of students per School • Scheduling-students and staff	Classroom staffing • Smaller classes • Assistant teachers in all classrooms • Resource allotment • Specialist in the school to help navigate and teach and support • Advocating for needs based & equitable allocation of resources to all schools. Ex. every school should have 2 teachers (teacher/para) for each classroom. Co-teaches when need is warranted and needed (Tier 1) should be for all schools • Assistant teachers in all rooms (parent) • Would love to have 1 teacher and 1 para in each classroom to full support students (elementary parent) • Paraprofessionals

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Paraprofessionals

- Paras...consistent, trusted adult
- Para allocation..grades 3-5
- Well-trained paras to meet SEL & academic needs
- Equitable allocations for paraprofessional (esp. With regards to general ed. enrollment)
- Paras in every classroom for behavior & academic support
- Additional staffing in Tier 1, 2 & 3
- Classroom assistants (grade 3 teacher)
- paraprofessional in every classroom (teacher, grade 2)
- Para in every class/school Jk-5, 6-8, high school-even for schools that have interns (elementary paraprofessional)
- Paraprofessionals allocated equitable to school based on need (FMAstill has fewest) (grade 1 teacher)
- Having lots of support for classroom teachers and their students from before they get to the high school, as well as when they are in it. We need more teachers, counselor, paras, special educators, etc. (CRLS history teacher)
- Grade 9-much support-academic-social-organizational (grade 9 english teacher)
- Failing all level of kids (elementary paraprofessional)
- More staff to support teachers and all students at all levels (elementary paraprofessional)

Substitutes

- Trained school-dedicated substitutes at each school (K-8 teacher)

Upper school

- Upper school grade-level "deans" staffing like CRLS
- Specifically for upper school, administration is staff like the high school (unidentified)
- Staffing: Grade level "deans" (unidentified)

History

- More coaches for history department-currently 1.5, not equitable to other departments that all have more centering student live, CRI which would help all of goal 1-4 above (and MCAS is coming pilot next year) (district coach)

Student load

- Limit number of scholars a teachers teaches each semester/year. 6th grade at CSUS i 125 or each core teacher (Upper school interventionist)
- Upper school-high student load in core classes-issue important for age range
- Reduction of number of sections (or total number of students) will have a tremendous impact on relationship-more time to get o know kids, more personalized learning experiences/feedback/more time to communicate with families (grade 9 english teacher)

Facilities

- Increase the number of paraprofessionals and social works (CPS Parent)

Facilities

- Fix up older school that are no in plan to be rebuilt

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● Building issues for older school...maintaining buildings to support climate & culture ● Funding for building maintenance!! (voices of families who are concerned about building tuff...inequity with "new schools" vs. Old schools-we know here can' be full building remodel but what can we do now? (teacher, grade 2) ● JK classroom for all 4 year old regardless of birth date & expansion of 3 year old program (grade 1 teacher)	Programming ● Increase dual-language offering like Amigos ● Keep Amigos priority for natural Spanish teachers ● Intentional programming for marginalized boys (CPS Parent) ●
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