

Cambridge School Committee

June 19, 2018

CPS District Plan Update

Agenda

- **Beginning with why:** The purpose of the district plan and action planning
- **Our approach:** Developing an infrastructure and changing the way we work
- **Case studies:** How we are implementing the plan this year
  - **1.1** Create a district-wide system for setting goals with students
  - **4.1** Engage families as partners
  - **5.1** Institute a continuous improvement process
- **Monitoring outcomes:** The CPS data dashboard
- **Building our continuous improvement capacity:** Looking ahead

The District Plan

The district's official roadmap for improvement

A multi-year academic improvement plan

District vision, strategy, planned outcomes for students

The heart of coherence for district work

Budget, Educator Evaluation System, school improvement plans are aligned to the plan

Implemented through an annual action plan

More detailed implementation planning and benchmarks

CPS Vision



The Cambridge Public Schools, in partnership with our families and community, will provide all students with **rigorous, joyful, and culturally responsive learning** as well as the **social, emotional, and academic supports** each student needs to achieve their goals and **postsecondary success as engaged community members**. CPS students and staff, as members of a **learning organization** engaged in continuous improvement, will demonstrate a growth mindset and embrace risk taking and innovation.

CPS District Plan 2017 - 2020

STRATEGIC OBJECTIVES



EQUITY AND ACCESS
Provide equity and access to increase opportunity and achievement.



ENGAGING LEARNING
Provide engaging learning for students and staff to strengthen instruction for all types of learners.



WHOLE CHILD
Support the whole child as an individual.



PARTNERSHIP
Expand and strengthen family partnerships and community partnerships.



IMPROVEMENT
Improve implementation and progress monitoring.

District Plan Key Dates

- **June 2017:**
  - School Committee Approval of District Plan Framework
- **Fall 2017**
  - School Committee Retreats on Outcomes
- **December 2017**
  - School Committee Approval of Measurable Outcomes for District Plan
- **January 2018 - present**
  - Ongoing Roundtable and Meeting Updates on Strategic Initiatives
  - School Committee Approval of FY19 Budget aligned with District Plan (April)

School Committee Updates: Roundtables & Meetings

1.3 Dynamic Diversity

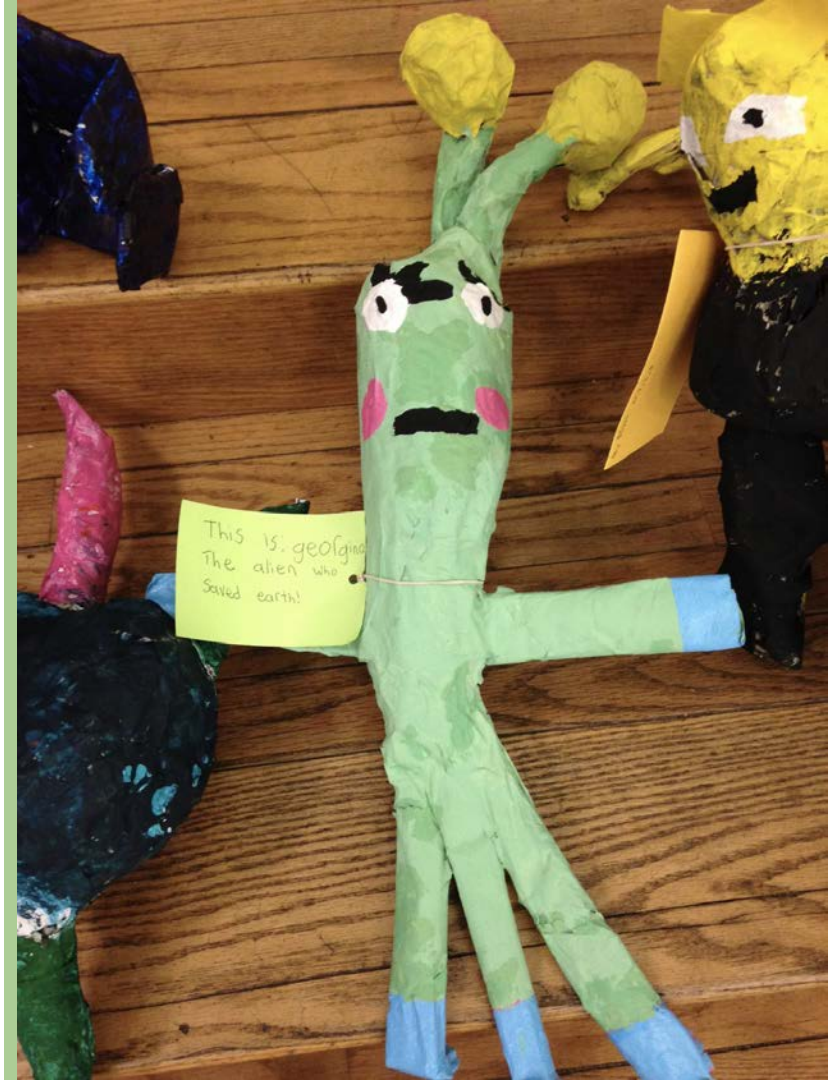
1.5 Level Up and CRLS 1:1 Program

2.4 Design Lab

3.1 SEL framework and vision

5.2 Elementary program and guidance review

5.5 Targeted support to schools



CPS as a Learning Organization

- "A learning organization is an organization that is continually expanding its capacity to create its future." -- *Peter Senge*

- "The ongoing adjustment of the plans, the refinement, the process -- has been a lesson in what it means to be a learning organization and to allow ourselves not to always know how things will turn out before we've even begun." -- *CPS Admin Council, reflection on SY17-18 action planning*



SY17-18 Strategic Initiatives

Cambridge Public Schools District Plan Framework Focus Areas 2017-18

1
- 1.1 Student Goal-Setting
- 1.2 Cultural Proficiency
- 1.3 Dynamic Diversity
- 1.5 Level Up, 1:1 Technology

2
- 2.2 Rigorous, Joyful, Culturally Responsive Learning
- 2.3 Transformative Professional Learning
- 2.4 Innovation and Design Lab

3
- 3.1 Social Emotional Learning Framework
- 3.2 Inclusive Practices
- 3.4 Multi-tiered System of Support

4
- 4.1 Families as Partners
- 4.4 Expanded and Aligned Partnerships

5
- 5.1 Continuous Improvement Process
- 5.2 Grade Span Review
- 5.5 Targeted Support for Schools



15 of the plan’s **22** strategic initiatives,

68% of the initiatives planned for the

next three years, are now underway

Our Implementation Approach

Developing the infrastructure to change the way we work





Why an Action Plan?

The implementation roadmap that supports our continuous improvement process. We use the benchmarks to:

- Guide and redesign our work
- Monitor and analyze our progress
- Acknowledge and celebrate our successes
- Reflect on and learn from our own practice

Strategic Collaboration: District and Community Partners

- We created diverse and representative **action plan teams** at Admin Council who “owned” the initiatives, creating and monitoring the action plan
  - Created teams during June 2017 leadership retreat
  - Teams worked together in August 2017 and every month of year at Admin Council meetings
  - Teams included principals, deans, curriculum coordinators, Student Support Services, Central Office staff
- We created **networks** of partners to join us in designing and implementing each initiative, inviting participation within district and across community
  - Within district: Supt Advisory Committee, APs/SOMs/DOS, district coaches, etc.
  - Across community: SEL Advisory Committee, Middle School Network, STEAM Advisory Committee, Cradle to Career Working Group, etc.

Strategic Connections to Schools: SIPs

School Improvement Plans for SY17-18 were created to align with and support these four strategic initiatives:

2.2 Expand rigorous, joyful, culturally responsive learning experiences

3.1 Implement a social, emotional and behavioral learning framework

3.2 Develop and expand effective inclusive practices in all classrooms

4.1 Engage families as partners with formal on-going mechanisms that create differentiated opportunities for family voice and engagement

Implementing the Plan

Case studies of three initiatives



1.1 Create a system for student goal setting





Action Plan Reflection

"Working with outside partners and agencies allowed people to work collaboratively with those that they often aren't able to connect with."
-- *CPS Admin Council, reflection on SY17-18 action planning*

1.1 Create a system for student goal setting

Purpose of this initiative

- In order to “connect students to supports and reflect on and monitor progress with students, teachers, families and partners,” (from District Plan) there needs to be a central way that students set goals/aspirations and return to them
- We knew that some goal setting already happens across the student experience, but it appeared these goals are rarely shared, returned to, or reflected on as part of a discussion on young people’s aspirations for their future



1.1 Create a system for student goal setting

Design questions

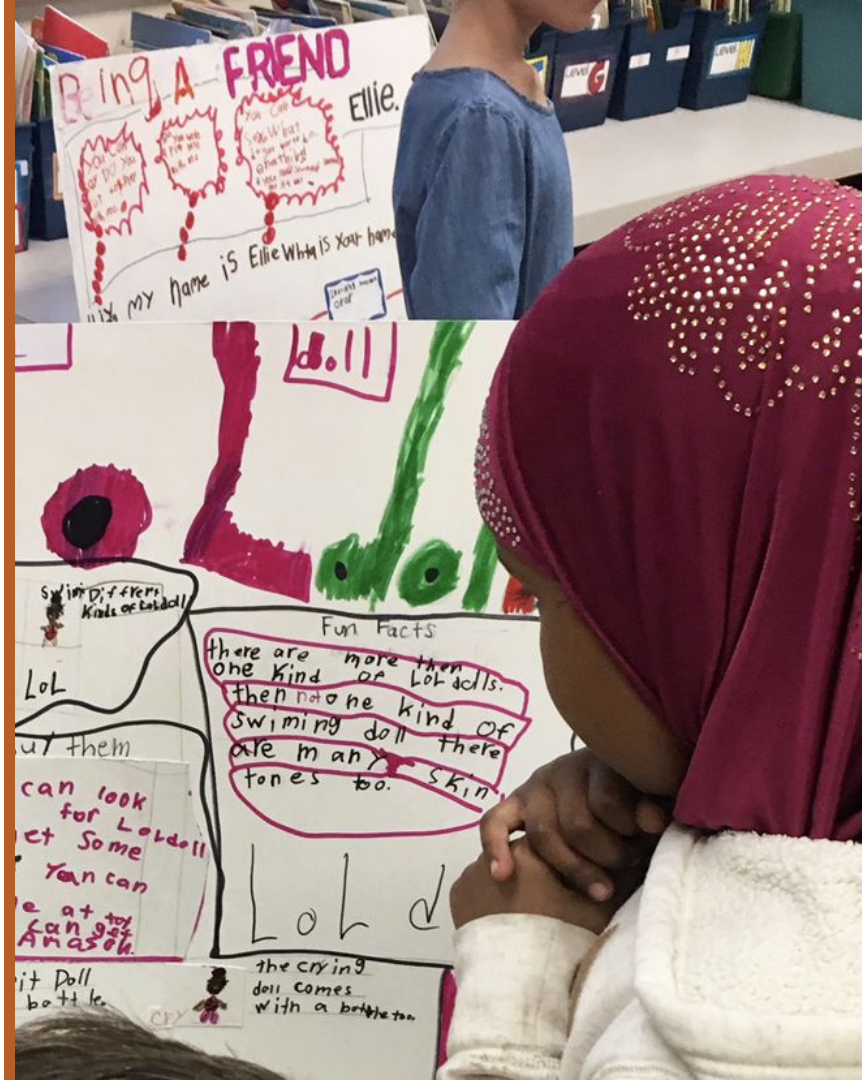
1. How do we create a goal setting process that is consistent and shared across spaces in the school (health class, advisory, portfolio processes, conversations with guidance and admin) so that everyone can support the student?

2. How do we engage families/caregivers at different points in this process? What does that look like at different developmental stages?

3. How can we use existing strong relationships between students and staff in the school building to make the process individualized, genuine, and ultimately more effective for young people?

1.1 Create a system for student goal setting

- Established **Goal Setting Working Group** in collaboration with Middle School Network to gather information on schools' current practices in goal setting
- Added goal-setting questions to Panorama upper school survey
- Planned and launched "short cycle experiment" to try building intentional goal setting into the Middle School Network's existing process for summer planning and follow up (at one school, in one grade)



1.1 Create a system for student goal setting

Steps to the CSUS Goal Setting Pilot with 6th Graders

1. All 6th graders took online goal setting survey using an asset-oriented approach: focusing on talents, skills and how you already contribute to your family and friends

2. All students chose a personal development and an academic goal for the summer

3. A subset of 40 priority students were asked which adults they wanted to work with to dig deeper into their goals and summer plans



4. Those adults were asked to be a summer ‘coach’ for that student and met to develop goals, follow up on summer plans and consult with families about summer

1.1 Create a system for student goal setting

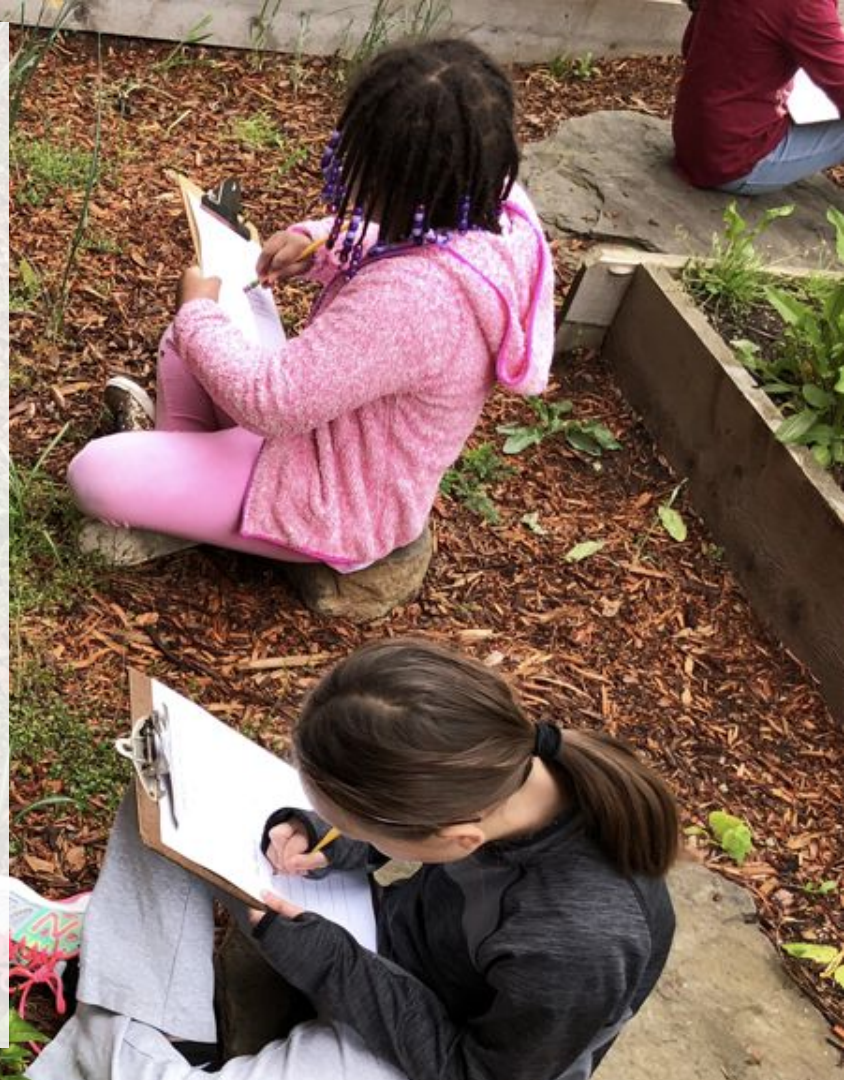
Lessons learned

- Pilot provided opportunity to develop goal setting process and materials and learn from implementation without waiting for process to be perfect
- Interesting to gain more meaningful data on scholars
  - Valuable to know how they see themselves, how they perceive family and friends view them and their responsibilities
  - Interesting to see who the more "at risk" scholars chose as their coach (classroom teachers/other support staff)
- Coach selection process felt validating to staff (this scholar feels we have a trusting relationship)
- Universal survey (asset-based goal setting) with all scholars - more successful at providing information about scholar perception of selves than we expected for an online survey
- Has tremendous potential to grow into and support the existing school culture.
  - Can continue to collect data as scholars move into the fall/next school year

1.1 Create a system for student goal setting

Sustainability

- How do we continue and grow in a way that feels both valuable and manageable to folks who have other primary responsibilities?
- Where does it make sense for this work to 'live'?
- Where will the goals ‘live’ and how will people have access? Ideal to have in Aspen or something that school staff, families and adults who work with young people outside the building can access





4.1 Engage families as partners



Action Plan Reflection

"The group was collaborative and diverse. The specific topics and structure really focused our work. By having different constituents, it opened up our work."

-- *CPS Admin Council, reflection on SY17-18 action planning*

4.1 Engage families as partners

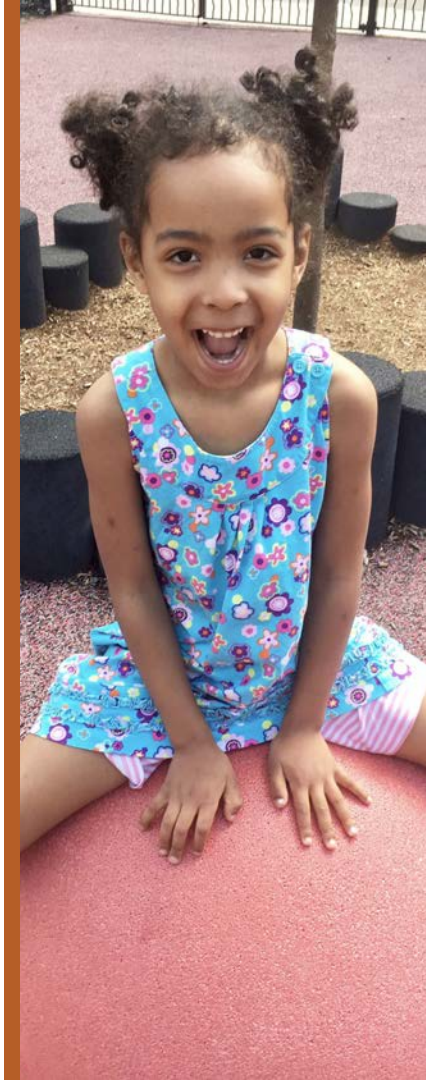
Initiative Focus

- How to create differentiated opportunities for family voice and engagement?
- What are the challenges schools face in doing equitable, culturally responsive family engagement?



4.1 Engage families as partners

- Worked with **Family Engagement Planning Team**
- Worked with the **CET Outreach Workers** to understand the unique challenges/barriers to engagement faced by members of their communities
- Identified communication gaps through a review of digital and translation practices, including a survey of communication preferences of families
    - Will inform creation of **family engagement toolbox** and training in fall 2018
- Surveyed principals and liaisons about communication and schools' activities to hear from families and support advocacy



4.1 Engage families as partners

- Implemented a **family survey** in June (Panorama)
  - Baseline data will be used in measurement of district outcome
  - Data will be used in SY18-19 School Improvement Plans
- Family Liaisons facilitated **Mind Matters** trainings at five locations across Cambridge this spring
  - Each training consisted of ten 2-hour sessions
  - A total of approximately 75 families participated
- In order to deepen their understanding of culturally responsive family engagement, Family Liaisons set aside a portion of each monthly meeting for study and reflection about **cultural proficiency**



4.1 Engage families as partners

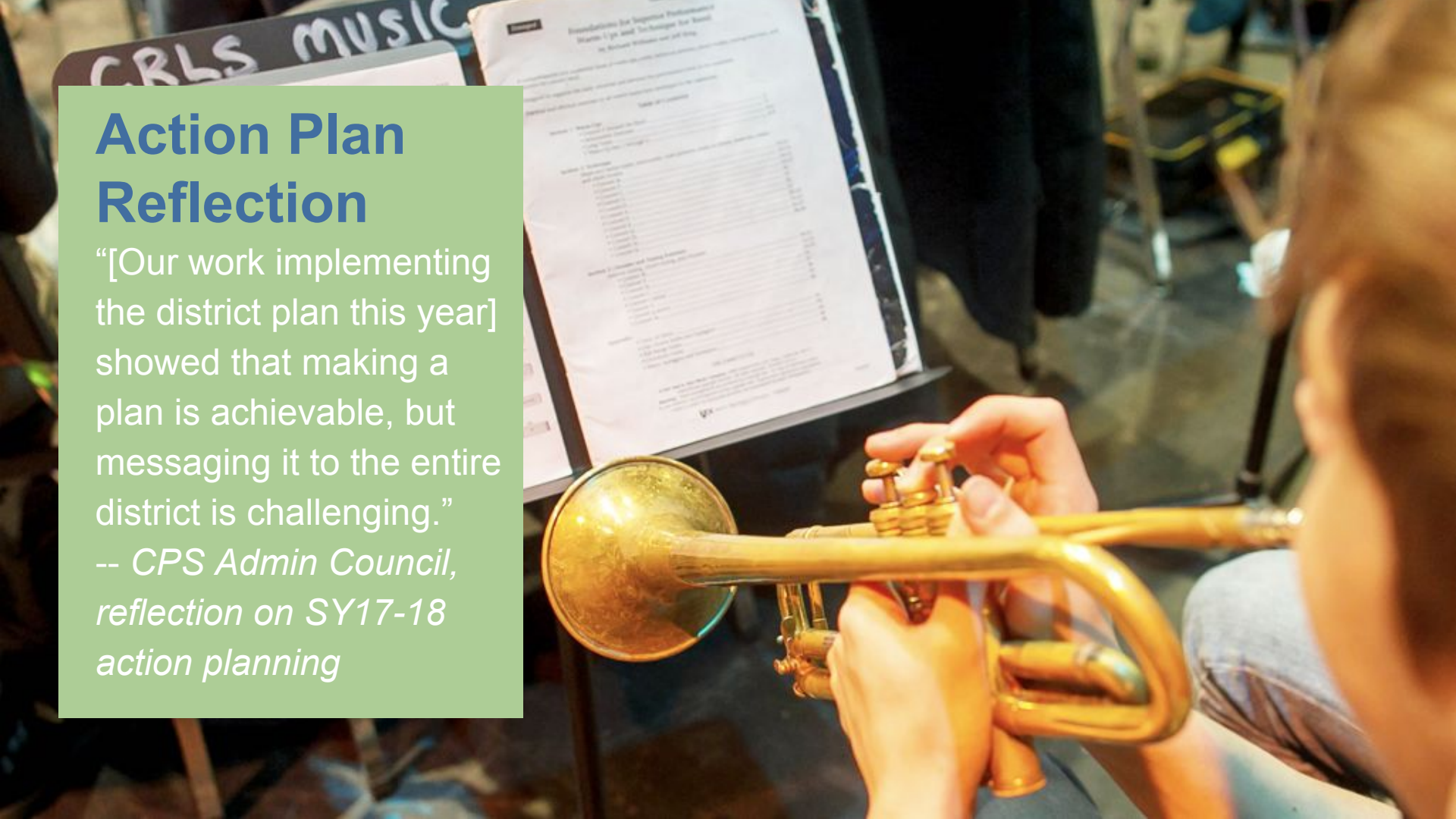
Lessons learned

- We discovered some of the challenges to reciprocal relationships between schools/the district and families/caregivers (translation, accessible language, differentiated communication tools, time, etc)
- We must support family/caregiver advocacy by creating an atmosphere of transparency regarding how schools and the district operate
- Feedback mechanisms must include consideration of the diverse communication needs and preferences of families
- When viewed through an equity lens, it's clear that family engagement needs to be strength-based and culturally responsive.





5.1 Institute a continuous improvement process



Action Plan Reflection

"[Our work implementing the district plan this year] showed that making a plan is achievable, but messaging it to the entire district is challenging."
-- CPS Admin Council, reflection on SY17-18 action planning

5.1 Institute a continuous improvement process

Initiative Focus



To build the infrastructure and practices necessary to:

- Develop a continuous improvement mindset
- Support effective plan implementation
- Achieve our vision of CPS as a learning organization

5.1 Institute a continuous improvement process

- Established the **Superintendent's Progress Monitoring Team**
- Provided support to build capacity of **school leaders** and staff in use of data to inform teaching and learning
- Aligned **School Improvement Plans** with district plan
- Provided district-wide support to schools in analyzing **chronic absenteeism**
- Director of Research, Assessment, and Evaluation conducted progress monitoring meetings with the **Superintendent's Cabinet** to review available in-coming data related to all district outcomes
- Launch of **data dashboard** to track progress of district outcomes in June

5.1 Institute a continuous improvement process

Outcome	When Cabinet Monitored Progress on Outcome
Grade 3 Literacy	January & May
Grade 8 Math	January & May
AP & Honors Enrollment	March
Teachers of Color	April
School Climate	Upcoming
Students' Meaningful Connections with Adults	April
Chronic Absenteeism	March & May

5.1 Institute a continuous improvement process

Impact of Outcomes Monitoring

- Grade 8 Math review in January led to design of academic vacation week camps in February and April
- Chronic absenteeism review in March led to design challenge work with CRLS Deans of Students
- Percentage of teachers of color review in April led to session on implicit bias in hiring at April's Admin Council meeting

Action Plan Reflection

"The reflection [even today] was a really critical part of the process. We learned from the practice of doing that, that improvement requires these opportunities for reflection. So often, we're in the implementation of the work that we don't take time to reflect on what went well, what could be changed, what could we do differently." -- *CPS Admin Council, reflection on SY17-18 action planning*




Questions?

Monitoring Outcomes

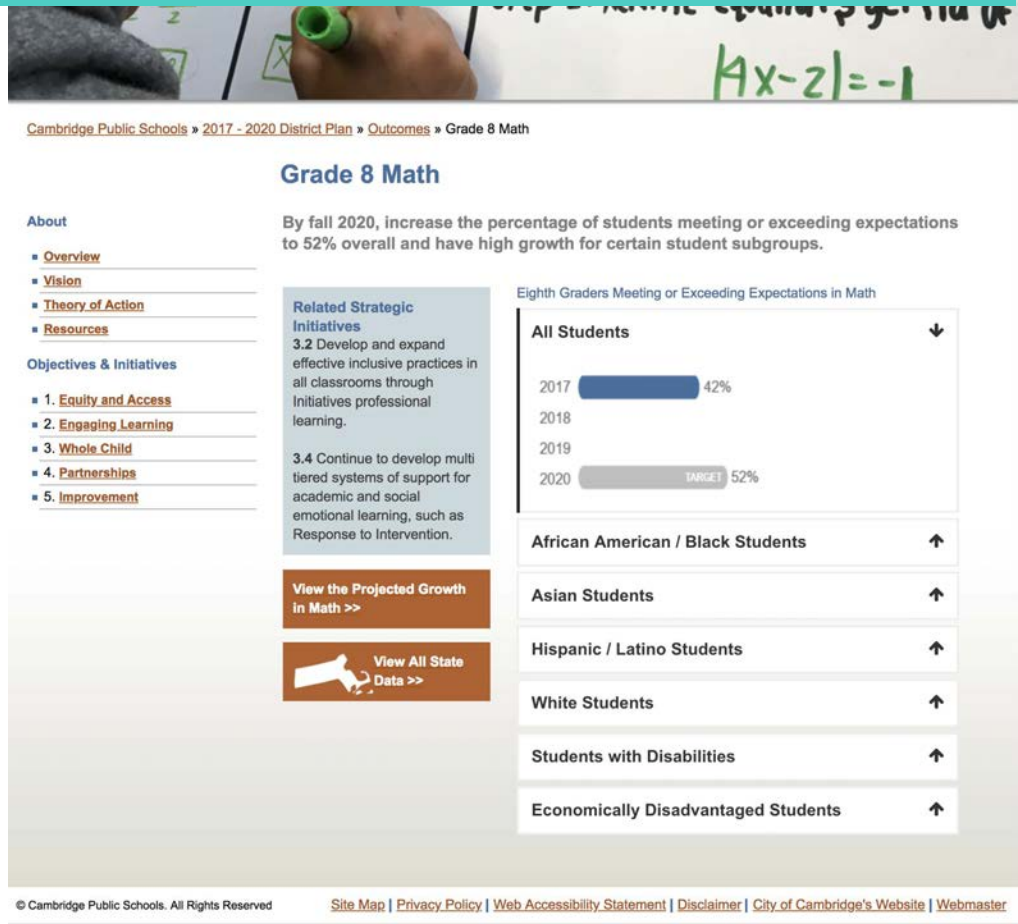
CPS Data Dashboard



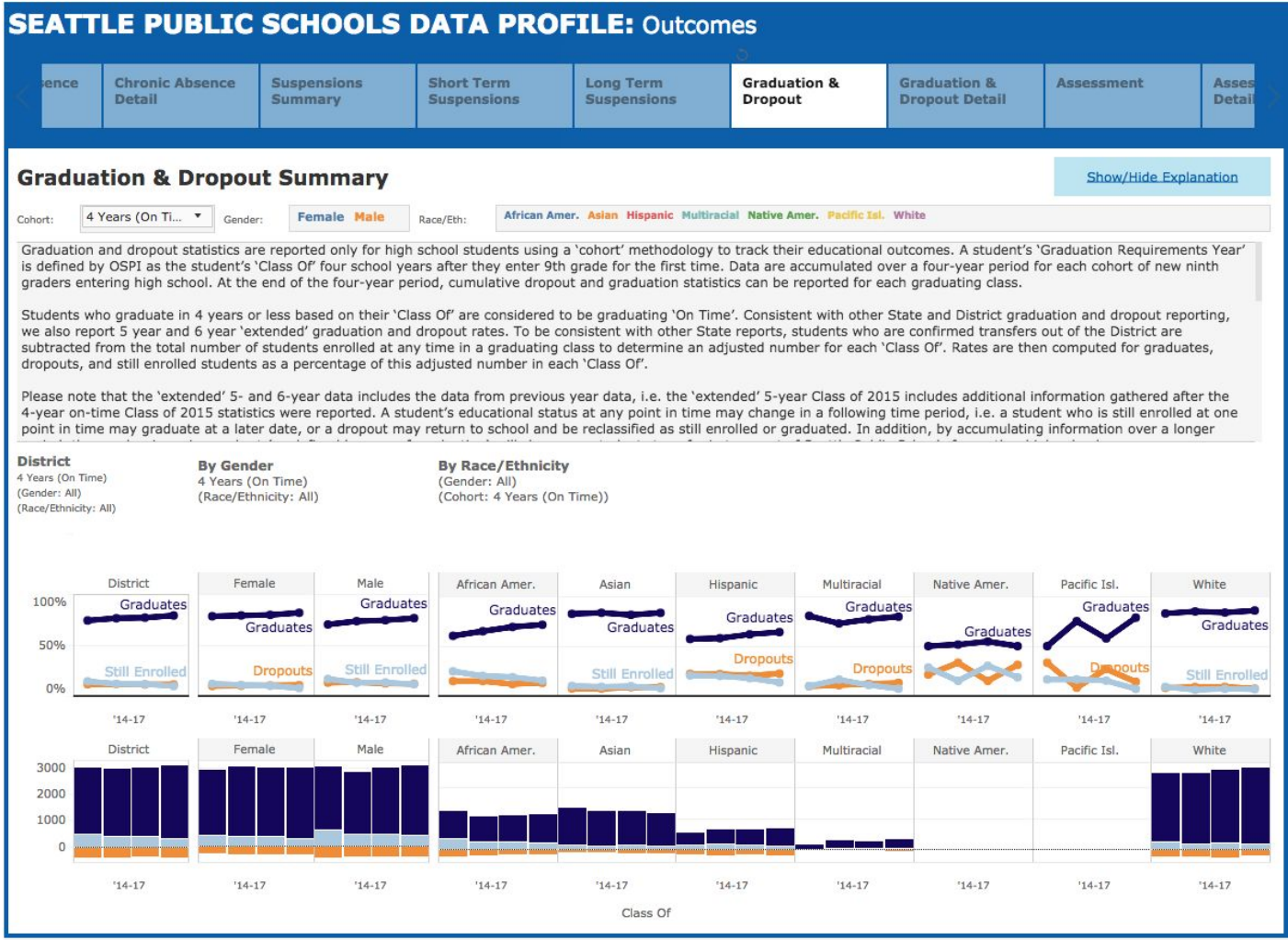
Outcomes Monitoring: CPS Data Dashboard

Purpose: Visual display of progress toward CPS Strategic Outcomes

- Review of School District Plans & Data Dashboards
  - Seattle, WA
  - Denver, CO
  - South Bend, IN
  - DeKalb County, IL
  - Cleveland, OH
  - IL Community Consolidated School District 181
  - Wenatchee, WA

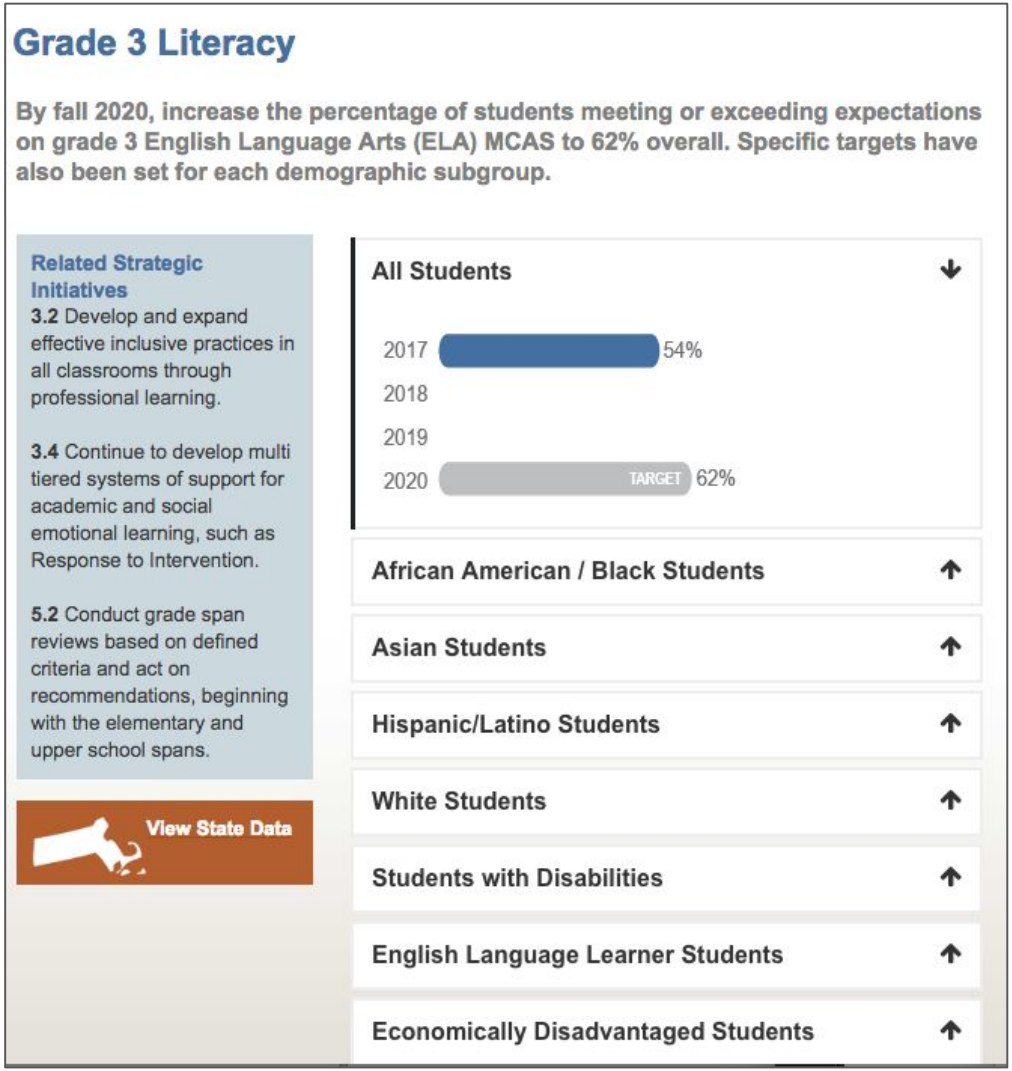


How Much Detail?



Design Priorities

- Easy to Understand
- Connected to CPS Strategic Initiatives
- Focused on Equity



Transparency in showing opportunity and achievement gaps

Advanced Placement (AP) & Honors

By fall 2020, increase the percentage of grade 10 - 12 students enrolled in at least one AP and/or honors course to 66%, increase the number of students taking AP exams to 513 students, and increase the percentage of students receiving a score of 3 or higher on AP exams to 87%.

Related Strategic Initiatives

1.1 Create a district wide system for setting goals with students that support their postsecondary success and aspirations. Connect students to supports within and outside of school, and reflect on and monitor progress with students, teachers, families, and partners.

1.5 Provide all students with access to challenging curriculum and technology, such as the Grade 9 Level Up and CRLS 1:1 programs.

2.2 Expand rigorous, joyful, culturally responsive learning experiences across the district.

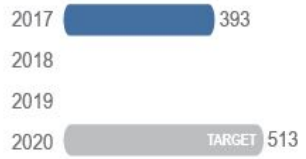
View Data on the Percentage of Students Enrolled in Honors or AP >>

View Data on the Students Achieving 3+ on AP Exams >>

Number of Students Taking AP Exams

As the total number of students taking AP Exams increases, we expect to see increases within every subgroup. However, specific targets have not been set for each group.

All Students



African American / Black Students

Asian Students

Hispanic / Latino Students

White Students

Economically Disadvantaged Students

Transparency in showing opportunity and achievement gaps

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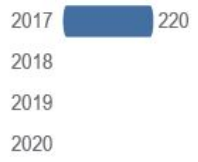
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- All Students ↑
- African American / Black Students ↑
- Asian Students ↑
- Hispanic / Latino Students ↑
- White Students ↓



- Economically Disadvantaged Students ↑

Transparency in showing opportunity and achievement gaps

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- All Students ↑
- African American / Black Students ↓
  - 2017 48
  - 2018
  - 2019
  - 2020
- Asian Students ↑
- Hispanic / Latino Students ↑
- White Students ↑
- Economically Disadvantaged Students ↑

Continuous Improvement

Looking Ahead



SY18-19 Improvements

- Increasing knowledge and investment of district plan across district
- Strengthening the connection between the district initiatives, schools, and classrooms
- Connecting outcomes work to action planning



Connecting to Schools in SY18-19: Initiatives

School Improvement Plans in SY18-19 will continue to be aligned with these strategic initiatives:

2.2 Expand rigorous, joyful, culturally responsive learning experiences

3.1 Implement a social, emotional and behavioral learning framework

3.2 Develop and expand effective inclusive practices in all classrooms

4.1 Engage families as partners

SIPs will also include school-based plans for cultural proficiency work and professional learning

Connecting to Schools in SY18-19: Outcomes

School Improvement Plans in SY18-19 will also be aligned to district outcomes and include **school-based targets** for the following:

- Grade 3 literacy
- Grade 8 math
- Advanced Placement and Honors enrollment
- Percentage of teachers of color
- School climate survey
- Chronic absenteeism





Questions?

Appendix



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*



Why an Action Plan?

The deeper level of planning required to make our district plan framework live

Defining our terms: “goal setting,” “transformative,” “partnership”

Identifying the work that needs to be done

- Process benchmarks: what, who, when

Conceptualizing what impact should start to look like

- Early evidence of change: adult practices, behaviors, beliefs



2.3 Establish transformative professional learning

2.3 Establish transformative professional learning



Purpose of this initiative:

- To shift to **an adult learning centered approach,** with a focus on learning tasks (what is the learner going to do in order to learn?) rather than a focus on teaching tasks (Vella's *12 Principles for Effective Adult Learning)*

- To provide educators with an experience that is transformative
  - One must **do** something, most often in collaboration with others

- To address educator survey data from past CPS professional development sessions
  - Skills/topics not always transferable to the classroom
  - Sessions often a "one and done," with no follow up reflection
  - Sessions not necessarily chosen by or co-created with educators

2.3 Establish transformative professional learning

- Developed district-wide common understanding and vision of transformative professional learning
- Shifted conversation from “development” to “learning”



CPS definition of transformative learning:

Learning that shifts not only what we know but how we know it and results in observable changes to beliefs, behaviors, and practices. This type of learning is often not immediate, but occurs after repeated opportunities to implement and reflect.

2.3 Establish transformative professional learning

- Collaborated with Labor/Management Professional Learning Committee and Rigorous, Joyful, Culturally Responsive action plan team to **survey educators to assess current professional learning**
- Provided **training for Instructional Support Educators** on *Designing Adult Learning for Transfer* (55 educators attended, representing all schools and district-wide support educators)
- Moving forward, **end-of-course surveys** now exist to assess the transformative nature of professional learning for all courses offered
  - Staff must complete survey to receive course credit in SY18-19

2.3 Establish transformative professional learning

Transformative learning changes not only *what* we know, but *how* we know it.

Lessons learned

- Participants in **Designing Adult Learning** sessions (district coaches, school coaches, teachers in charge) found sessions transformational in shifting their work with educators across the district
- Essential to build in expectation for **application and reflection in CPS choice courses** and learning for district leaders
- Need to expand training in adult learning to more district/school leaders and create more opportunities for Critical Friends' Groups with a deliberate equity lens
- Need to continue to expand transformative learning through **design challenges**: 40+ challenges to date

1.2 Provide cultural proficiency training

- Conducted CPS administrator training in leading for equity
  - 4 sessions for Admin Council facilitated by DEEP
- Conducted teacher leader training in facilitating cultural proficiency/equity work at every school
  - 8 week course designed by CPS educators and facilitated by instructors from Wheelock's Aspire Institute
  - 35 teacher leaders participated
  - SY18-19 action plans created by teacher leaders and principals, to be incorporated in SY18-19 School Improvement Plans





1.3 Implement the Dynamic Diversity Program

50 teacher vacancies have been posted and filled, four of which have filled by internal transfers & reappointment of non-PTS teachers, leaving 46 vacancies to be filled with new hires. Of these:

- 19 new teachers of color have been hired (41%): African/American/Black: 8; Asian/Pacific/Islander: 5; Hispanic/Latino: 6
- 27 new White teachers have been hired (59%)



2.2 Expand rigorous, joyful, culturally responsive learning



- Began school year with district-wide Colloquium conversation about rigorous, joyful, culturally responsive learning
- Surveyed CPS educators about how they consider rigor, joy, and cultural responsiveness in their planning
- First grade design team prototyped ideas to enhance rigorous, joyful, culturally responsive learning in grade 1

3.1 Implement a PK-12 SEL framework and vision

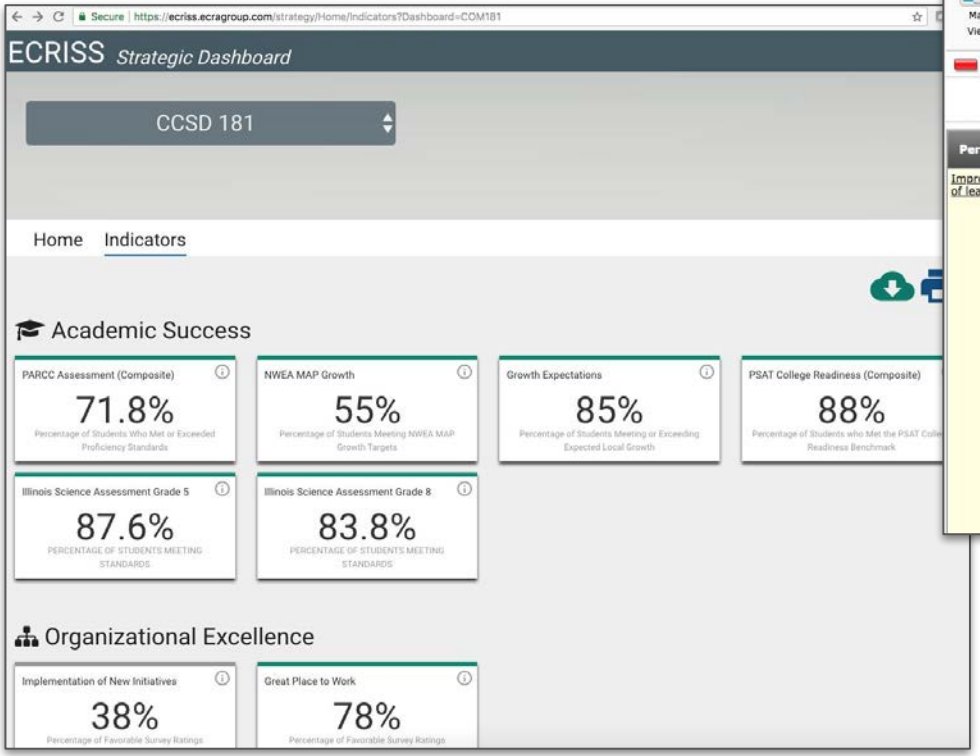
- Established a citywide SEL Advisory Committee with over 30 providers and stakeholders involved in building a shared understanding of SEL work
- All schools self-assessed using CPS Social Emotional Learning Competency Assessment
- Schools identified 2-3 priorities from self assessment and developed, implemented, and monitored an SEL action plan as part of SY17-18 SIP
- Developed school climate/SEL survey for implementation by Panorama
- Collaborating with DHSP to provide CPS SEL training to out-of-school-time staff

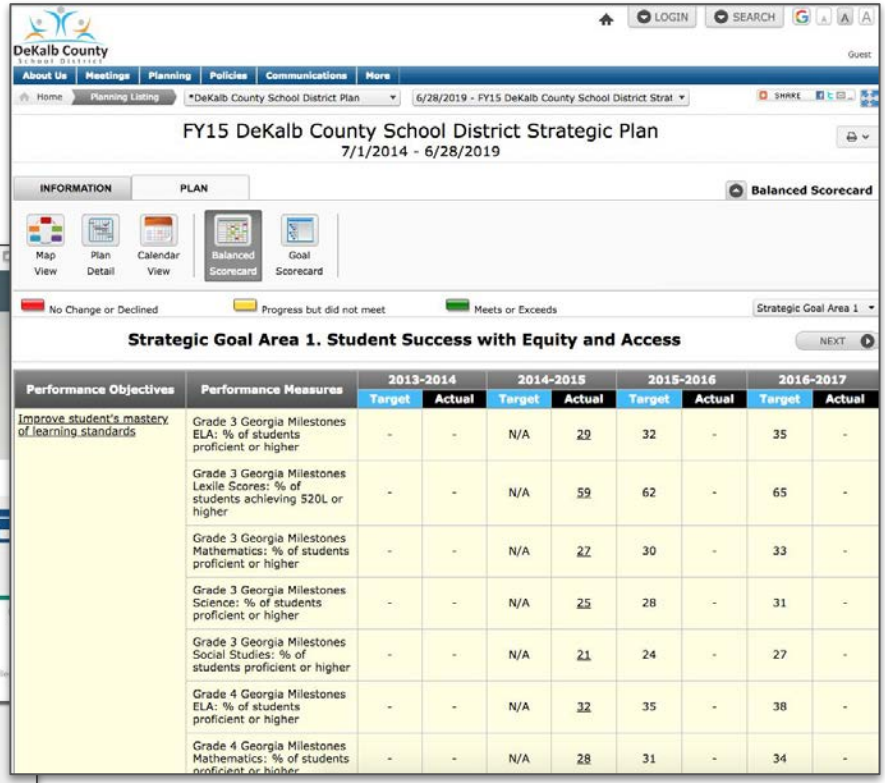
3.2 Develop and expand effective inclusive practices



- Conducted district audit of school's Multi-Tiered System of Support (MTSS) as part of Elementary Program Review
- Established team to develop district guidance for MTSS model that will be implemented at school level
- Conducted Universal Design for Learning (UDL) pilot at Morse and PAUS

“Live Data”





Performance Objectives	Performance Measures	2013-2014 Target	2013-2014 Actual	2014-2015 Target	2014-2015 Actual	2015-2016 Target	2015-2016 Actual	2016-2017 Target	2016-2017 Actual
Improve student's mastery of learning standards	Grade 3 Georgia Milestones ELA: % of students proficient or higher	-	-	N/A	29	32	-	35	-
	Grade 3 Georgia Milestones Lexile Scores: % of students achieving 520L or higher	-	-	N/A	59	62	-	65	-
	Grade 3 Georgia Milestones Mathematics: % of students proficient or higher	-	-	N/A	27	30	-	33	-
	Grade 3 Georgia Milestones Science: % of students proficient or higher	-	-	N/A	25	28	-	31	-
	Grade 3 Georgia Milestones Social Studies: % of students proficient or higher	-	-	N/A	21	24	-	27	-
	Grade 4 Georgia Milestones ELA: % of students proficient or higher	-	-	N/A	32	35	-	38	-
	Grade 4 Georgia Milestones Mathematics: % of students proficient or higher	-	-	N/A	28	31	-	34	-

Static Data

clevelandmetroschools.org/TrackOurProgress

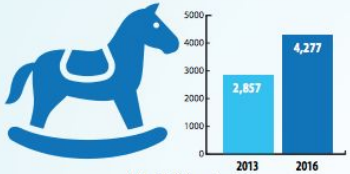
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CLEVELAND SCHOOLS PROGRESS

The Cleveland Metropolitan School District is improving under *The Cleveland Plan*.

ClevelandMetroSchools.org/TrackOurProgress

Expanded Quality Preschool Seats



Added 1,420 seats

K-3 Literacy Improvement



Outperformed 88 other Ohio school districts

Third Grade Reading Guarantee

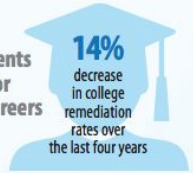


Increased Graduation Rate 19.9%

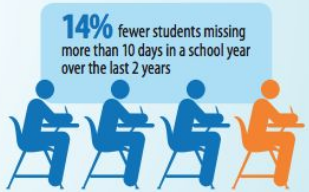


Third fastest growing rate in Ohio since 2011,
fastest growing rate among state's large urban districts

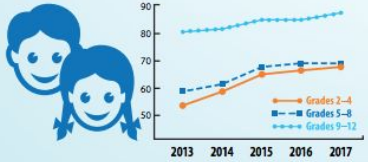
More Students Ready for College & Careers



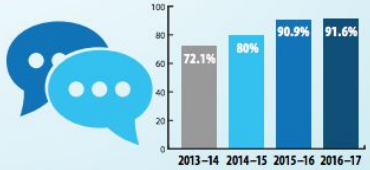
Reduction in Off-Track Attendance



Student Perception of School Safety



Active Parent Engagement



A CMSD Communications Publication – 11/16/17

Goal Setting

Brainstorming Template used with scholars and their summer ‘coaches’

