

Cambridge Public Schools District Plan 2017 - 2020

The CPS Planning Team and Administrative Council

June 6, 2017

Agenda

- Why Strategy Matters
- The CPS Planning Process
- The Planning Team and its Norms
- Community Visioning to Develop Objectives
- Our Vision
- Strategic Objectives and Strategic Initiatives
- Outcomes
- Q & A



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

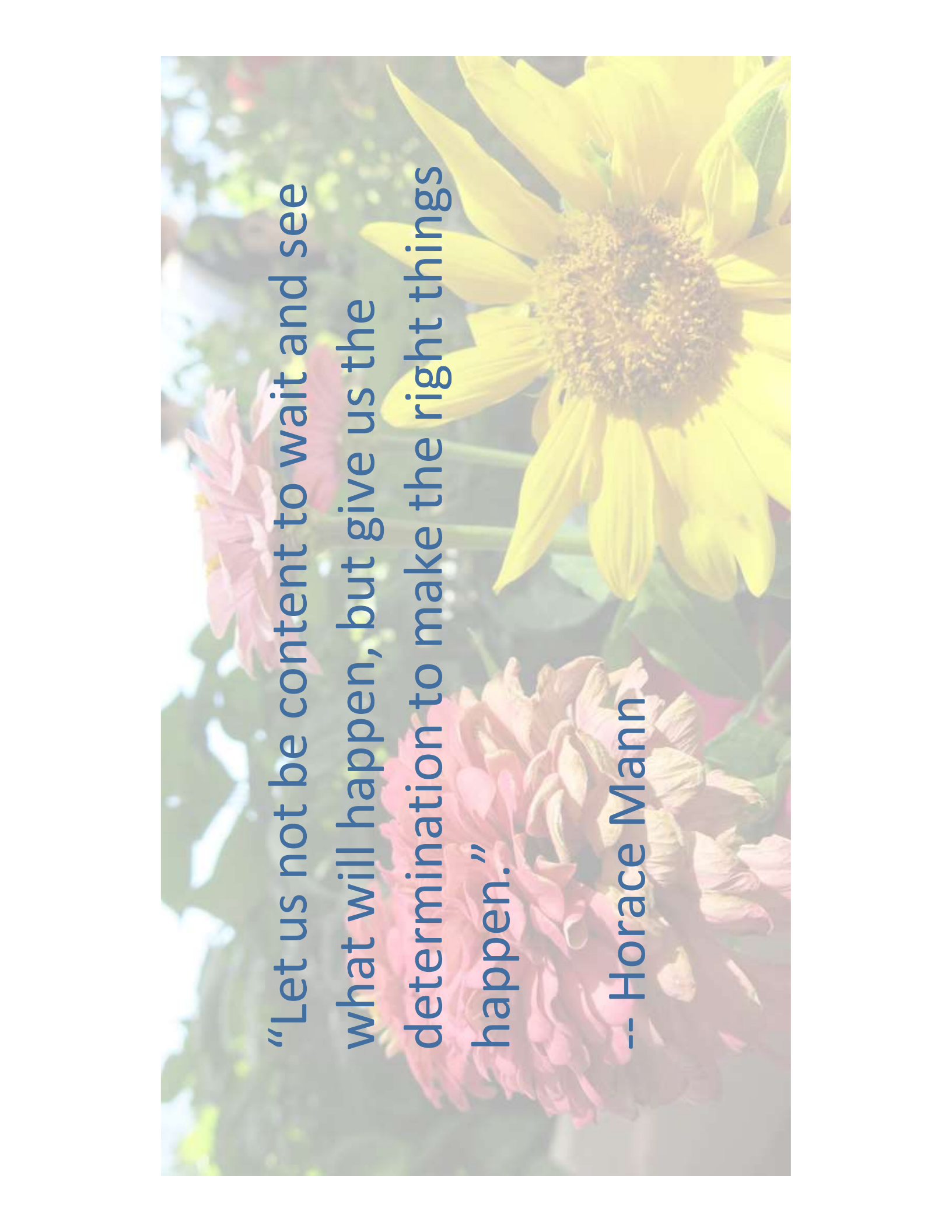


*Adapted from: Curtis, R.E. &
City, E.A. (2009) Strategy in
Action*

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*



“Let us not be content to wait and see
what will happen, but give us the
determination to make the right things
happen.”

-- Horace Mann

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

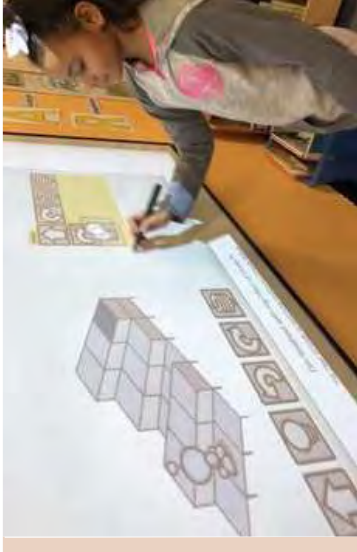
Budget, Educator Evaluation System, school improvement plans are aligned to the plan

Implemented through an annual action plan

More detailed implementation planning and benchmarks

Planning for Success

The District Planning Process | 3 Phases



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

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

Implement

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



The CPS Planning Process



The CPS Process

- A hybrid planning model
 - Planning shared across two teams
 - Planning Team: 4 retreats
 - Administrative Council: 5 retreats
- A representative Planning Team and inclusive process
 - Diverse perspectives strengthen plan quality and effectiveness
 - Shared leadership and participation builds ownership and advocacy
- Planning Team role
 - To represent the voices of CPS stakeholders and provide diverse perspectives in the development of the plan

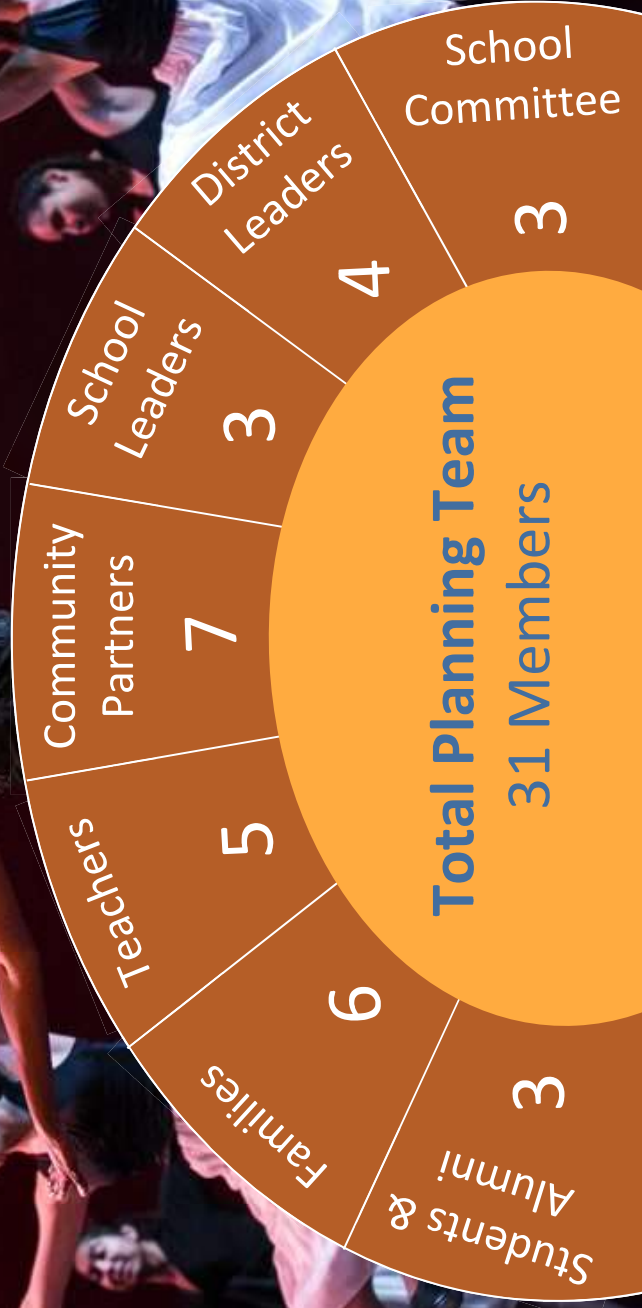
CPS Planning Process

Date	Completed Activity
Dec 16	Admin Retreat 1: Visioning
Jan 27	Admin Retreat 2: Data presentation and root cause analyses
March 1	Planning Team Retreat 1: Visioning; community engagement
March 24	Admin Retreat 3: Synthesizing School Council vision feedback (Q1-2)
March 28	External Advisory Group: Data and root cause analyses review; evidence-based strategies
April 4	Planning Team Retreat 2: Synthesizing community vision feedback; data and root cause analyses review; strategic objectives crosswalk
April 25	School Committee Retreat: Identifying outcomes
April 28	Admin Retreat 4: Strategic objectives and strategic initiatives

CPS Planning Process

Date	Activity
May 12	Planning Team Retreat 3: Strategic initiatives, outcomes
May 19	Admin Retreat 5: Plan quality review and revision, outcomes
May 23	Planning Team Retreat 4: Plan quality review; vision statement; community communication; outcomes
June 6	School Committee: Plan presented by Planning Team
June 13	Town Hall: Plan presented to community
June 20	School Committee: Plan presented for second reading

The CPS Planning Team



Members of the Planning Team

District Planning Facilitator

Lori Likis, CPS Chief Planning Officer

Cambridge School Committee

Manikka Bowman

Fred Fantini, Vice Chair

Patty Nolan

District Leadership

Mary Grassi, Title 1 Coordinator

Maryann MacDonald, Assistant Superintendent of Elementary Education

James Maloney, Chief Operating Officer

Carolyn Turk, Deputy Superintendent

Educators

Janet Goldman, CRLS Teacher

Megan Laskarzewski, Putnam Avenue Upper School Special Educator

Dan Monahan, Cambridge Education Association President

Fabiane Noronha, King Open Kindergarten Teacher

Angie UyHam, Cambridgeport Literacy Coach

Families

Trina Abbott, CRLS

Lisa Downing, Fletcher Maynard

Norah Hass, King Open

Nancy Khalil, Tobin

Sachiko Rodes, Tobin

Michael West, CRLS

Partners

Lewis Bryant, Head of Multicultural Services at Buckingham Brown & Nichols School & CPS Parent - Amigos and CRLS

Michelle Godfrey, Director of the DHSP Cambridge Center for Families & DHSP Community Engagement Team and American Born Black Outreach Team

Karen Greenleaf, Head of Content: Google for Education & CPS Parent - Graham & Parks School

Geeta Pradhan, Cambridge Community Foundation President

Bridget Rodriguez, Harvard Graduate School of Education - Associate Director of Education Redesign Lab & CPS Parent, Vassal Lane Upper School

Ellen Semonoff, Assistant City Manager, DHSP

Elissa Spelman, Executive Director of Breakthrough

School Leaders

Katie Charner-Laird, Cambridgeport School Principal

Manuel Fernandez, Head of Cambridge Street Upper School

Jeff Gaglione, CRLS Dean of Curriculum

Students & Alumni

Grace Austin, CRLS

Elon Fyfield, CPS Alum & Head of Qualls Academy at Fletcher Maynard Academy

Andrique Fleurimond, CRLS

Planning Team Norms

- Assume best intentions/be open to new ideas
- Everyone brings assumptions/bias (inherent) to the table
 - Question it and probe for evidence and data
- Ensure equity of voice: be inclusive, respect air time
- Respectful active listening; be willing to change your mind
- Try to see the potential in everyone's ideas
- Embrace the diversity of our community
- Actively engage our younger perspectives
- Use an equity lens to shape our work
- Keep personal stories shared confidential
- Be blunt





Envisioning the Future



CPS: Back to the Future

1. What does it mean to be a successful graduate of Cambridge Public Schools?
2. What does CPS look like, sound like, feel like today?
3. What did CPS look like before?
4. How did CPS become what it is today?

Adapted from Scott Murphy,
<http://schoolreforminitiative.org/doc/future.pdf>



Vision Feedback

*Students, Families,
Educators*

- | | | | |
|----|---|----|---------------------------|
| 1. | CRLS Student Council | 6. | CEA |
| 2. | STARS | 7. | CRLS Staff |
| 3. | School Councils,
all CPS schools (18) | 8. | Administrative
Council |
| 4. | Town Halls (2) | 9. | Planning Team |
| 5. | Community
Engagement Team
interviews (57) | | |



Vision Feedback

*Family Outreach by
Community*

Community Engagement Team interviews

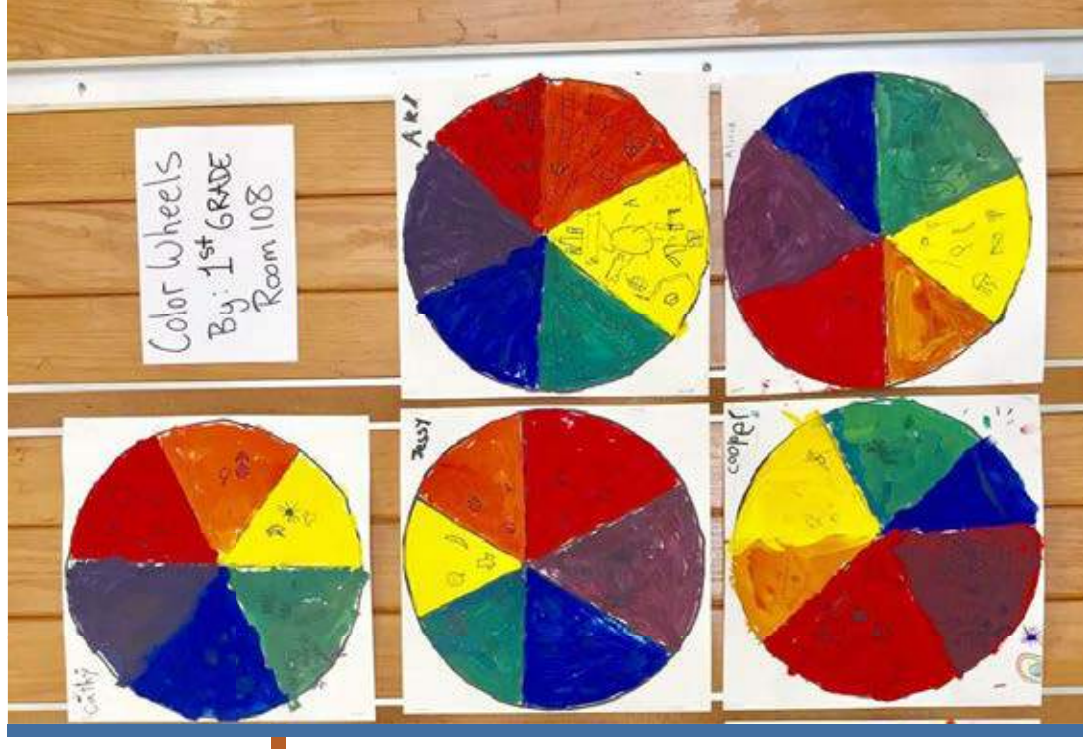
1. Haitian families: 8 interviews
2. Hispanic families: 8 interviews
3. Ethiopian families: 14 interviews
4. Bangladeshi families: 9 interviews
5. African American families: 18 interviews

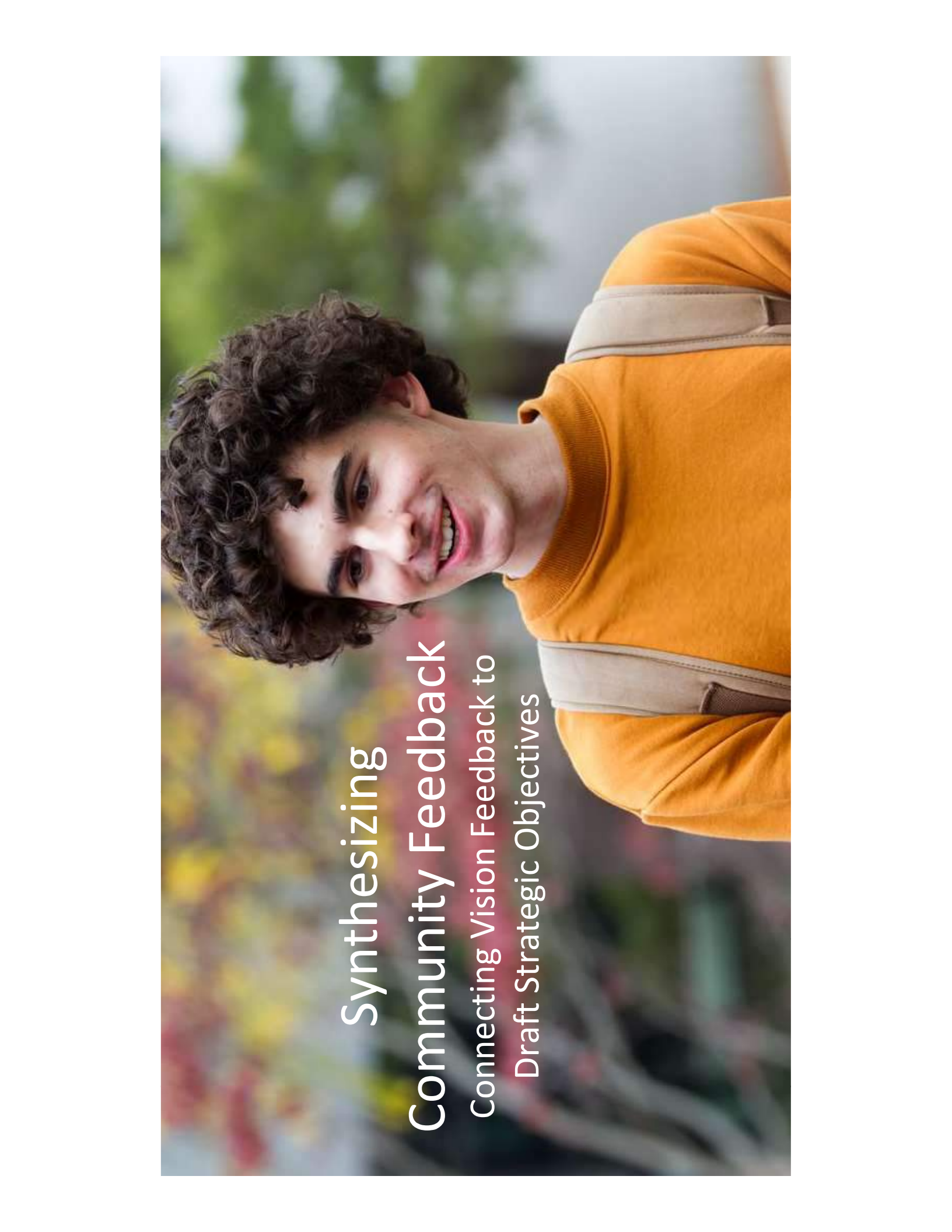


Vision Feedback

CPS Partners

1. Department of Human Services
Leadership Team
2. Cambridge Chamber of
Commerce
3. Some members of the Cambridge
Health Department
4. Out-of-school time partners





Synthesizing Community Feedback

Connecting Vision Feedback to
Draft Strategic Objectives

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



Final Strategic Objectives

1

Provide Equity and Access

Provide all students with rigorous and culturally relevant curriculum and the resources and programs that support their goals, and ensure they gain the academic knowledge and skills to be productive community members after high school.

2

Provide Engaging Learning for Students & Staff

Provide rigorous, joyful, and culturally responsive learning for students and educators that are based in high expectations and a growth mindset, build on existing knowledge and strengths, incorporate real world applications, reflect a willingness to innovate, and foster ownership, reflection and intellectual risk-taking.



Final Strategic Objectives

3

Support the Whole Child as an Individual

Build strong relationships with each student and focus on the student as an individual to provide the academic, social, emotional, and behavioral health supports that are necessary for their success.

4

Expand and Strengthen Family Partnerships and Community Partnerships

Create meaningful partnerships with families and the businesses, higher education institutions, city, and community organizations of the Cambridge community in order to achieve the district's vision for all students.



Final Strategic Objectives

5

Improve Implementation and Progress Monitoring

Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process, shaping and evaluating district and school initiatives, providing necessary resources, time and support for their successful implementation, and regularly measuring progress in multiple ways.



Clarifying Questions?





The CPS District Plan

A Deeper Look at Our Commitments

Definitions

- The coherent group of overarching goals that will achieve the future vision
- The “what”

Strategic Objectives

- The projects and programs that will help achieve each of the objectives
- The “how”

Strategic Initiatives

- The expected results: what they will be, how they will be measured, when they will occur

Outcomes



Our Vision

Rigorous, Joyful,
and Culturally
Responsive
Learning

+

Personalized
Support Builds
Postsecondary
Success and
Engaged
Community
Members

1 Provide Equity and Access

B. Cultural Proficiency

Embed ongoing cultural proficiency professional learning for all CPS educators.

D. Priority Standards

Develop priority standards within the culturally relevant CPS curriculum that communicate what a student should know and be able to do.

A. Student Goal Setting

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.

C. Dynamic Diversity

Implement the Dynamic Diversity program to recruit, hire, and retain a CPS workforce that reflects the diversity of Cambridge.

E. Curriculum / Technology

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

2 Provide Engaging Learning for Students and Staff

A. Real World Learning

Expand integrated, hands-on, real world learning opportunities for all students across the district and provide necessary support to teachers.

B. Rigorous, Joyful Learning

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

C. Professional Development

Establish student-centered, collaborative, and transformative professional learning that supports the CPS vision.

D. Innovation

Support student, educator, school and district innovation through the Design Lab.



3 Support the Whole Child as an Individual

A. Social Emotional Learning

Implement a PK-12 social, emotional, and behavioral learning framework and vision.

B. Inclusive Practices

Develop and expand effective inclusive practices in all classrooms through professional learning.

C. Student Engagement

Improve student engagement by strengthening student experiences in all classrooms, improving existing programs, exploring mentorship programs, and providing relationship building professional learning.

D. Systems of Support

Continue to develop multi-tiered systems of support for academic and social-emotional learning, such as Response to Intervention.



4

Expand and Strengthen Family Partnerships and Community Partnerships

A. Family Partnerships

Engage families as partners with a formal, ongoing feedback mechanism that creates differentiated opportunities for family voice and engagement.

B. Partnership System

Create a coordinated system of partnerships to support students and families, establishing criteria, aligning with CPS vision, ensuring equity.

C. Partnership Evaluation

Create a common evaluation process for partnerships with explicit expectations grounded in equity and evidence-based practices.

D. Community Partnerships

Pursue and expand partnerships with businesses, higher education, city, and community organizations that are aligned with school and student needs and support postsecondary success.



5 Improve Implementation and Progress Monitoring

A. Continuous Improvement

Institute a continuous improvement process that supports implementation of the district plan: monitoring, evaluating, and sharing progress.

B. Grade Span Reviews

Conduct grade-span reviews based on defined criteria and act on recommendations, beginning with elementary and upper school spans.

C. Process for Vetting Initiatives

Establish a clear process for vetting, prioritizing, and implementing initiatives in a realistic way.

D. Targeted School Support

Provide targeted support to schools identified as in need based on specific, pre-determined criteria.



Outcome Measures



- 1 Grade 3 reading proficiency (disaggregated & growth)
- 2 Grade 8 math proficiency and Algebra 1 pass rate (disaggregated and growth)
- 3 Grade 10 ELA proficiency (disaggregated & growth)
- 4 AP & Honors enrollment – proportionality
- 5 College attainment & persistence
- 6 School climate survey: students, families, staff
- 7 Students’ meaningful connection with adults
- 8 Chronic absenteeism
- 9 Number/Percentage of student work internships that include community service opportunities and jobs

Questions and Discussion

